

## Media and ICT use during Covid-19 work from Home Arrangement

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### Abstract

**Introduction:** The Covid-19 pandemic caused educational institutions to temporarily suspend face-to-face classes. This led university lecturers to immediately shift to work from home mode in teaching students and collaborating with colleagues which made them adjust their work routine into online mode. Since this phenomenon entailed unique experiences based on the context of lecturer and students, this study aims to know the role of media and information communication technologies on the work from home experiences of a university lecturer during the Covid-19 pandemic.

**Methods:** A case study of a university lecturer was conducted through a written interview. Questions that solicit information on feelings about working from home, descriptions of the tasks needed to do in a usual day of a lecturer working online, and challenges encountered in teaching during the pandemic. Codes, categories and themes were generated in the data analysis.

**Findings:** Results reveal that home was perceived as a comfort zone for the university lecturer during the time of pandemic. The use of social media, email, and video conferencing platforms were based on three aspects: (1) the intention for communication; (2) the importance of materials involved, and (3) the assessment of fitness to work context.

**Originality:** This project provides understanding of lived experiences of a university lecturer during the Covid-19 pandemic and how technology plays a role in teaching and learning based on the context of their uses. The piece can be used as a scaffolding of future studies that intends to look at emerging relationships between humans and technology.

**Keywords:** Work From Home, Online Teaching, Covid-19 Pandemic.

### Introduction

A usual day in the life of a university lecturer is primarily spent in the faculty room, classroom, or laboratories for some fields of specialization. Faculty and students meet face-to-face to do lecture, discussions, reports, case studies, and other usual related activities in the completion of a course. Similarly, the other core and support functions of coordinating with colleagues, advising students, attending seminars, and submitting reportorial documents are also usually done in-campus.

But the advent of Covid-19 brought changes to the work routine of university instructors. What used to be done face-to-face inside the classroom or in the field now became impossible with the government imposition of quarantine restrictions in the country. Proclamation No. 929, s. 2020, or Declaration of State of Calamity throughout the Philippines due to Coronavirus disease 2019, forced schools, businesses, government, and non-government institutions to temporarily suspend all operations beginning March 16, 2020 (Philippines, 2020).

As classes are still ongoing mid-March, lecturers and students were left with no

choice but to communicate with each other online. Some lecturers previously have online materials, but others were forced to work longer hours to develop their online materials the soonest possible time to ensure continuity of teaching and learning delivery ((Jandrić et al., 2020). (Mahmood, 2021) found that students received their course materials and recorded lectures via emails or other softwares. Similarly, transactions with other colleagues, and submissions of documents were done as lecturers work from home. This is the arrangement that has been implemented beginning Enhanced Community Quarantine (ECQ) until now where the country is still under General Community Quarantine (GCQ). These circumstances led us with the need to understand how technology played an important role in the teaching and learning process during the pandemic. Thus, this research aims to understand how media and information communication technologies play a role on the work from home experiences of a university lecturer during the Covid-19 pandemic.

Investigating this phenomenon requires understanding of models, frameworks, and theories that guided us on previous work done on related concepts. (Messenger & Gschwind, 2016) worked on the idea of telework and proposed a conceptual framework on the evolution of telework using three components: (1) home office (first generation); (2) mobile office (second generation); and (3) virtual office (third generation). In the aspect of an organization, telework started from being done occasionally, then partial, and now, totally. The location of work initially done at home, then in the third spaces, and now in intermediate spaces. The communication technology used initially include telephone, then mobile phone, and now smart phone. Lastly, the information technology used began with computer, then laptop, and now include tablet computer.

Another theoretical perspective on the work-from home arrangement is Ten Brummelhuis and Bakker' (2012) work-home resources model. The interface of work and home are both viewed as processes from the demands and resources at work or home, through changes in personal resources, to outcomes at work or home domain. This introduces the direction of investigating scenarios where work and home interfere with each other.

Previous studies point to the advantages of working from home. Employees working from home felt that their managers had less expectation on outputs (Groen et al., 2018). They experienced flexible environment, less distractions and stress, proximity to home and family, reduced travel time, better health and work-life balance, and higher productivity (Timsal & Awais, 2016). In India, employees even agreed to do intensified work at home in exchange of working from home despite their disagreement to intensified work in the office (Bathini & Kandathil, 2019).

Previous studies show that working from home has negative implications to the lives of employees. (Feng & Savani, 2020) explored gender gaps in work-related outcomes during Covid-19 and women were found to have reported lower work productivity and job satisfaction compared to men. The shifting to and from home roles and work roles during work from home arrangement was investigated along with the moderating role of segmentation preferences among Flemish employees (Delanoeije et al., 2019). show that employees experienced less work-to-home conflict but more home-to-work conflict on teleworking days compared to non-teleworking days. Since work is not done inside the office, time has been an issue of concern in work from home arrangement. In Finland, home-based work is linked to stretching of working hours and reduction in free time (Nätti et al., 2011). Time, including space, technology and communication were identified as cues and rituals teleworkers rely upon in transitioning

between roles (Fonner & Stache, 2012). Though the introduction of remote work was found to increase job satisfaction, working for longer hours were considered (Bellmann & Hübler, 2021).

Studies also point to the effect of boundary violations on employees in a work from home arrangement. (Hunter et al., 2019) emphasized that this boundary violations at work are found to be directly related to family-to-work conflict and partially mediated by work goal obstruction and negative affective reactions. In Germany, men have a bigger tendency of experiencing work-to-home spillover during work from home arrangement (Lott, 2020). (Powell & Craig, 2015) explained that work from home arrangement does not translate to better work-life balance since employees are most likely to spend the gained time on a different type of work, instead of spending them for leisure activities. The technology-related pressure projected home boundary permeability associated with greater work-to-home conflict and positive spillover (Gadeyne et al., 2018; Kim & Hollensbe, 2018). The more frequent people use information and communication technology (ICT) in doing their work at home, the greater they view work/family borders flexible and permeable (Leung & Zhang, 2017). Employees felt higher affective and physical distress when they experience cyber incivility in emails received (Park et al., 2018). Although the use of ICT may intervene with the personal lives of employees working from home, technologies such as email, telephone call, audio conferencing, and instant messaging were also important to the completion of tasks of remote workers (Flores, 2019).

The development of the use of technology in the work from home set-up involved its context of use. (Dubey & Tripathi, 2020) evaluated employees' sentiments of work-from-home concept through their Twitter posts during lockdown. Results suggest that employees' have positive sentiments on working from home as their tweets are associated with trust, anticipation, and joy. (Low & Smart, 2020) investigated the thoughts of people on the 'third spaces' of people--the places they usually visit aside from work and school and recognized the role of technology in bringing people together without physical presence during Covid-19 pandemic.

This work from home arrangement that used to be preferential became a requirement during the Covid-19 pandemic. People engaged in more meetings with increasing size and decreasing length, more email activities, and more extended time of work while at home during the pandemic (DeFilippis et al., 2020; Savić, 2020) emphasized that work from home results to changing procedures that maximizes use of information technology, demands adjustments to organizational culture and changes the expectations and roles of employees. Work from home arrangement during the Covid-19 pandemic paved way to different flexible working polices like flexible working hours, bring-your-own-device, and virtual collaboration environments (Parthasarathy, 2020) This work set-up became an important tool in reducing short-time work applications and mitigating labor supply shock due to confinement in respective homes (Alipour et al., 2021).

Working from home during the pandemic both has positive and negative impacts to job opportunities. Employees who initially resisted working from home felt more effective and efficient in working remotely (Kramer & Kramer, 2020). Jobs in Canada which are less likely to be done through work from home set-up had experiences more loss compared to those done by working from home (Gallacher & Hossain, 2020). Work from home arrangement was beneficial to women since it enabled them to do dual responsibilities of managing home and workplace (Kaushik & Guleria, 2020). Although

working from home have positive effects on employees, lower-earning employees experienced more job and hour loss while those in higher-earning positions had an increase in work from home arrangement (Gardiner & Slaughter, 2020).

Previous studies on online education during the Covid-19 pandemic described the challenges experienced by educators. The need to shift to education to online mode left educators unprepared with the essential knowledge to cope with the situation (Donitsa-Schmidt & Ramot, 2020). The goal to continue teaching and learning during the pandemic entailed digital competencies in making teaching and learning materials available in the online space (Allen et al., 2020). Teachers used learning videos from both YouTube and from media files created before the pandemic as instructional media (Rasmitadila et al., 2020). With the intention to boost effectiveness of instruction, educators considered maintenance of slow speaking voice and rehearsal of different vocal functions and sharing of resources prior the conduct of class as effective strategies in their online classes during the pandemic (Mahmood, 2021; La Velle et al., 2020) emphasized that shifting to virtual mode of teaching and learning presented important issues on equity and pedagogy.

During the Covid-19 pandemic, several studies investigated how teaching and learning can be sustained. (Nilsberth et al., 2021) found that educators consider utilization of information and communication technologies during the pandemic was a move to keep with the usual classroom-based teaching. To ensure effectiveness in teaching, educators should possess both digital and pedagogical competencies that stimulates students' learning and engagement (Mohammed et al., 2020). For early educators, the use of information and communication tools, digital competence, and opportunity to learn digital competence are critical factors in adjusting to digital pedagogy (König et al., 2020). Although this move for digitalization of education seemed ideal, both educators and learners were challenged for having unstable availability of internet connection and computer devices and implemented the combination of online and offline modalities (Atweh et al., 2023; Rapanta et al., 2020). proposed that learning design, teacher presence, and assessment needs to be considered in university teaching during and even after the pandemic.

The post-pandemic education in the Philippines explored a number of ways on how teaching and learning can be continued in the 'new normal'. (Jimenez, 2022) proposed five possible modalities that can be adopted: face-to-face, fully online, blended learning; flexible learning, and hyflex learning. Aside from applying the different modalities of teaching, educators also ensured desirable communication and collaboration with students, flexibility in language use, and effective classroom engagement and learning (Baltazar et al., 2023).

## Methods

This qualitative research was done through a case study of a university lecturer who worked from home during the Covid-19 pandemic. Consent of the participant was secured prior to the conduct of the online written interview. Open-ended questions solicited information on feelings about working from home, descriptions of the tasks needed to do in a usual day of a lecturer working online, and challenges encountered in teaching during the pandemic. The verbatim responses of the participant were coded and categorized. A thematic analysis of data was done as data were recoded and recategorized.

## Results

The experiences shared by the participant in this case study highlight several aspects necessary in the teaching and learning process during the Covid-19 pandemic. These include: (1) importance of communication and collaboration; (2) enabling role of technology in work from home; (3) social media for paperless communication and collaboration; (4) electronic mail for file sharing of important documents; (5) virtual meetings for discussion of important work concerns; (6) recount of work from home as a big shift; (7) extended working hours at home; (8) home as a comfort zone for work; and (9) sense of fulfillment in doing work at home.

### Importance of Communication and Collaboration

The inability to be physically present in the campus makes faculty members realize the value of being able to communicate with colleagues during the time of pandemic. This concern relates to knowing the sudden change of policies and guidelines implemented in the university during the Covid-19 pandemic. The participant shared: *“I know that communication with my fellow General Education faculty will be very significant especially at this time that we are engaging in a new mode of teaching and learning, and we have to be more updated with the guidelines and policies in the conduct of this.”*

The engagement in collaborative activities was considered essential for a university to perform its functions well. Working with teams through information and communication technologies was essential in the state of new normal of working where the quality of teaching and learning delivery. The participant explained: *“Collaborative work is an important thing for an institution to become successful. ‘Two heads are better than one’, they say. What more if we are working in groups? We can achieve better results if we engage in collaborative work. I believe that if we just maximize the use of technology as an aid in doing things in a work from home arrangement, we can achieve better outcomes.”*

### Enabling Role of Technology in Work From Home

Since going to the university for work was restricted due to quarantine guidelines, the participant used the available technologies to shift face-to-face classes to remote set-up. The devices the university lecturer has access to enabled teaching from home possible. The participant noted: *“Considering that we are working distant, technology plays a big role in making this work arrangement possible. With the little knowledge I have about using technological devices, I was able to explore more on it and made it easier for me to do deal with my workload.”*

The utilization of the media devices begins and ends the day of a faculty member. Information and communication technologies functioned as guide on daily tasks and organizes the specific activities that needs to be accomplished. Technology enabled the participant to adapt to the new normal of teaching from home. *“It is my laptop and my mobile phone which I see first when I wake up in the morning and the last I check before I sleep. Somehow, it has helped me manage my schedule as I post some notes on my laptop to remind of the things I have to do and accomplish. I set alarms on my phone to remind me of the classes I have to meet online. I organize my files so that it would become easier for me to share it to my students whenever they need it. These are the things that I do as I work from home.”*

### Social Media for Paperless Communication and Collaboration

With the presence of social media during the Covid-19 pandemic, online communication with students and colleagues also became possible. The exchange of essential communication materials that support working from home were shared online

through social media. This utilization of social media suggests how work from home arrangement could lead to virtual collaboration environments (Parthasarathy, 2020). The participant explained: *“I took advantage of using the common social media sites to have a platform of communication with my students and colleagues. Almost everything became paperless now. Even the memos are being disseminated online. Submissions of some paper works are also done online.”*

In the initial experience of online mode of work, the participant considered it challenging to collaborate with colleagues without physically seeing them in the workplace. With the continuous exposure to the new normal of teaching from home, social media facilitated the ability in engaging in online collaborative activities. Performance of non-teaching tasks in the university became possible as the availability of devices and internet connectivity works together. The participant narrated: *“At first thought, engaging in a collaborative work can be quite challenging in a work from home arrangement considering that we are distant from each other and meeting face-to-face is being limited. However, I tried maximizing the use of technology and social media sites to be able to communicate with my colleagues. Even though we are working distant, does not mean that we cannot collaborate anymore with others for work. In my case, aside from being a faculty member, I have been assigned also to be the Program Coordinator for General Education. I created a Facebook Group where I post important memos and announcements for everyone in our department/program to read. I also created a Messenger Group Chat where we usually communicate about work related matters.”*

Aside from enabling the participant to perform work-related tasks, social media, specifically Facebook and Messenger, also facilitated the establishment of personal connections with colleagues during the Covid-19 pandemic. Low and Smart (2020) explained that reuniting people amidst the pandemic is one of the significant roles of technology. In navigating this media, the participant appreciated the technology companies' provision of access to Facebook even without incurring fees for data usage. This reflects one of the many advantages of using social media for online communication. The participant added: *“... we can use not only the institutional emails we have to exchange messages, but also the common social media sites like Facebook and Messenger. We all know that most of the people now make use of the said applications for everyday communication. In fact, we can make use of them even though we don't have any data. Features may become limited but for exchanging messages, it is still possible. The point here is that, the use of this common social media sites is the most accessible thing we can try to stay in touch with our colleagues amidst this kind of work from home arrangement. “We have the means to do it. We just have to explore and maximize the features we can try from it to make collaborative work possible and easier for everyone in the institution.”*

#### Electronic Mail for file sharing of Important Documents

The use of electronic mail was also important in the work from home arrangement during the Covid-19 pandemic. The participant mentioned how the use of electronic mail communicating and collaborating with both students and colleagues made work from home arrangement productive. This mode of online communication was preferred when files are classified as important. (Flores, 2019) considered electronic mail as one of the most utilized online mode of communication in work from home arrangement. The participant shared: *“We can send and receive important files of documents for work using email. We can exchange relevant ideas even in a work from home arrangement.”*

### Virtual Meetings for Discussion of Important Work Concerns

When the nature of work requires oral discussion of task with colleagues, the participant preferred using Google Meet, Zoom, and MSTeams. These online information and communication technologies made teleconferencing possible where there is a real-time meeting of participants to preside a meeting and to participate in the discussion. The participant explained: *“Using video conferencing apps like Google Meet, Zoom, and MS Teams, we, in the faculty, are able to conduct virtual meetings and discuss some important matters concerning our work. This is how we work collaboratively with colleagues in the work from home arrangement.”*

### Recount of Work from Home as a Big Shift

Though the development of media and ICT technologies seemed to have efficiently facilitated the need of the participant in carrying out tasks during the work from home arrangement, the sudden shift from having face-to-face classes with students to communicating with them remotely also caused some challenges. Adapting to the everyday new normal of working from home has been difficult at some points. The participant mentioned: *“However, I cannot deny the fact that this has been a challenging one. The shift from the usual to this new normal set up is not an easy one. Everyday, we can encounter different challenges on the part of the teacher and of the students.”*

The participant recalled how teaching in the new normal has changed their routine at working. Having no experience to online mode of working, the participant emphasized the drastic change the pandemic has brought to her life being an educator. *“We have been working from home since this pandemic started. It's been half a year now and I can say that this has made a big difference in every teacher's daily routine. There has been a big shift in our normal daily activities of doing schoolwork. We are now working in distant to conform with the new normal.”*

Although these changes required immediate adjustment to the circumstances, the participant considered her age as one of the enabling factors in adapting to the work from home arrangement. She added that one's acceptance of the new system and dedication for teaching are keys to being responsive to the demands of work of home. *“I will have to admit that being a millennial teacher, it is an advantage for me to be able to adjust more easily in this kind of work arrangement...Despite the hardships shifting in the new normal, I have accepted this and its challenges. I would still continue to serve and help my students for this profession is my passion, whatever mode it is.”*

### Extended Working Hours at Home

One of the difficulties encountered while working from home during the pandemic is the tendency to work beyond the usual hours of working in the face-to-face set-up. Considering the challenges students experience while learning during the pandemic, the participant felt obliged to attend to the queries received even after class hours (DeFilippis et al., 2020). pointed out that working for extended hours is expected when working from home. Despite this experience of unpaid work, (Bellmann & Hübler, 2021) explained that the stressful situation a university lecturer feels does not translate to decreased job satisfaction. The participant mentioned how she remained committed to working during the pandemic. *“However, reality seems to be different from what I thought it should be. From a convenient schedule, it turned out to be a stressful one. Even though students work on modular learning in most of the hours, I am still not free from those hours for I still have to assist my students in all of their inquiries. Worst is that I have to deal with it even beyond class hours. But I am a teacher, and I have committed myself to this profession.”*

The participant expressed her willingness to always prioritize addressing the needs of students since she understands that student concerns may arise anytime of the day. She acknowledged the situation that students were also adjusting to the challenges encountered in the online mode of learning. The participant added: *“Of course, as a teacher, I have to deal with these and be more resourceful to find immediate solutions to address the problems. But I am still not freed from the challenges the students face because, as their teacher, it is also my duty to guide and help them especially that they are adjusting in this new mode of learning.”*

#### Home as a Comfort Zone for Work

As working from home through the intervention of media and ICT technologies became the new normal during the pandemic, the participants felt more ease in teaching compared to doing face-to-face classes. With the help of technologies, time management became easier in scheduling and conducting classes, as well as eliminates time lost in travelling to and from the university. The participant explained: *“Before, I thought that working from home will give me much free time to do other activities since I am just staying at home and I don't need to consume longer hours travelling to workplace and spending the whole day at work. It is true that you hold your time while working at home. I am the one setting the schedule when to have asynchronous and synchronous sessions in class, unlike in face-to-face set up where I have to meet every class, every day. In flexible class, it is quite different. In a week, I can meet each of my classes through video conference for just an hour and have the rest of their scheduled time for asynchronous or modular mode.”*

Aside from providing more flexibility in teaching, the work from home arrangement during pandemic provided opportunities in regaining and strengthening connections with families. The personal space created at home used as a working space lessens the stress experienced in performing work-related tasks and provides sense of security to faculty members. *“Looking at the good one, I can say that this kind of work arrangement has given us more time to spend with our families as we stay at home. This has given us chance to bond with our families while we are still doing work. Home is our comfort zone, and I can say that having this as a workplace would still give me a sense of comfort which I truly need to cope with the stressful workload, deadlines, and other work-related problems. The pressure is lessened knowing that I am working at my own space and I have the control of my time.”*

#### Sense of Fulfillment in doing Work at Home

The level of dedication a faculty member puts into performing its tasks at home, specifically teaching, is considered an important accomplishment in time of pandemic. By still being productive at work while staying at home, faculty member feels one's significance in the learning of students. The participant described her usual thoughts after a day's work. *“Despite the conflicts and challenges I encounter every day in this work from home arrangement, it is still a sense of fulfillment for me whenever I finish a day of teaching and realizing that I have done something great that day which is to share the gift of knowledge.”*

## Discussion

This study provides an understanding on how media and ICT has become an integral part of working from home during the Covid-19 pandemic. The work from home arrangement for the university lecturer has been a new work experience that entailed adjustments in the way communication and collaboration is done at work. The inability

to be physically present in the university premises because of quarantine restrictions did not hinder them to be updated on the policies and guidelines related to work at home arrangement, most especially on handling classes and complying with administrative tasks in the university during pandemic. Working from home provided employees with a feeling of autonomy which had significant impact on their engagement at work (Mehta, 2021). This may shed light on the university lecturer's feeling of fulfillment despite experiencing boundary violations between work and personal life.

Migrating one's face-to-face work into work from home arrangement is considered a big shift in the daily routine of the university lecturer. Though adapting to the new normal of work has not been so much a problem for her at the time of data collection, this new system of teaching and learning system persisted longer than anyone has expected. (Birimoglu Okuyan & Begen, 2022) emphasized that there is a need to navigate best practices for working from home to ensure productivity, work and life balance, as well as physical and mental health. The ease of adjusting to the online mode of teaching the university lecturer has experienced was attributed to her being an early career educator who is adept to changes. Though being young and technologically-savvy may be an advantage in adapting to the new normal of teaching, ensuring the well-being of educators should also be prioritized.

Being knowledgeable of the different technology platforms that may be used while working at home is considered an advantage in coping with the changes. (Daniel, 2020) pointed out that educational institutions should also consider the advantages of asynchronous learning that works in online mode. This could ease any potential tension among university lecturers and students with coping with any perceived need of doing teaching and learning synchronously. With internet connectivity, the university lecturer was able to attend to work-related tasks anytime of the day. But with the integration of asynchronous work, there is more flexibility to the preparation of learning materials and enjoying work-life balance (Daniel, 2020). This could potentially address the extended working hours that causes boundary violations in working from home.

Despite the shock Covid-19 has brought educators in managing the continuity of teaching and learning, the situation also motivated them to figure out how to solve any encountered problems during this period (Flores, 2019). Instead of considering this phenomenon as a source of stress, the university lecturer willingly extended her assistance to students through attending to their concerns. This act of concern and sense of immediacy reflects one's passion for teaching and dedication to the profession. This supports previous studies that describe the educational experience during the Covid-19 pandemic which considered teaching presence, cognitive presence, and social presence as important contextual factors (Carrillo & Flores, 2020).

With all the shared experiences of the university lecturer, we learned that different media platforms aided the communication and collaboration with students and colleagues during the pandemic. Whether these media technologies used the circumstances as opportunities for development or were just on its way to improvement when the Covid-19 struck the global educational landscape, we can clearly see how media and ICT became the extension of humans in dealing with the everyday tasks of working from home. Teaching from home was made possible through the interventions of three distinct platforms are used: (1) social media; (2) electronic mail; and (3) virtual conferencing. Unlike in pre-pandemic teaching practice where educators were reluctant to integrate social media due to cultural, pedagogical, and institutional constraints (Manca & Ranieri, 2016), Facebook and Messenger were preferred in casual communication that required

immediate attention during the pandemic. Emailing was a way for educators to make students feel connected despite engaging with online education and a means for students to approach their teachers when they face challenges with the course (Ewing & Cooper, 2021). Though video conferencing platforms like Google Meet, Zoom, and MS Teams were valuable in discussing work-related tasks that required real-time interaction, Williams (2021) explained that their sudden emergence and prolonged time of use resulted to fatigue and impaired well-being of workers.

The emerging centrality of media and ICT in the work from home arrangement of the education sector can be represented through a model where the intention for communication, importance of materials involved, and fitness to work context may be considered as bases. See Figure 1.

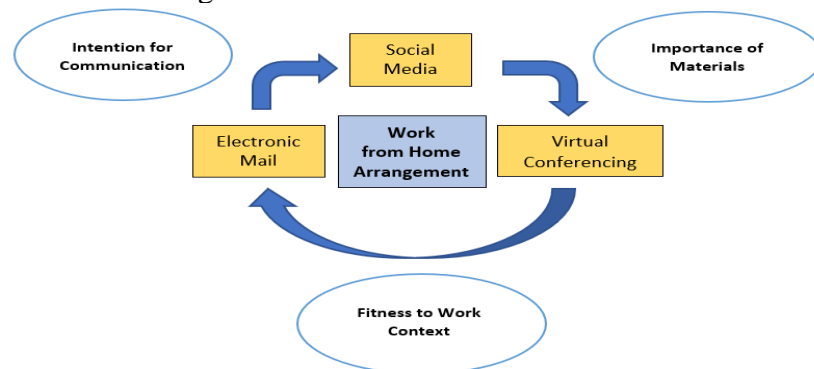


Figure 1. Media and ICT use in Covid-19 work from home arrangement  
(Source: Processed by Researchers)

Technology is seen as an opportunity to become a productive individual despite the inability to do work on a face-to-face basis in the university. (Chong et al., 2022) explained that tertiary teaching benefit from digital technology through having more options for effective and efficient lesson delivery. To maximize the use of technology in teaching, educators should have at least minimum understanding of the technology and be provided with user training (Winter et al., 2021). Providing support to university lecturers in exploring the potential of media and ICT in the teaching and learning process also maximizes the advantages students can benefit from online education.

It is important to note potential limitations of this study. First, only one participant is included in this case study. The experiences shared by the participant may not reflect how other university lecturers navigated their work from home experiences in the continuity of teaching and learning during the pandemic. Second, the work from home experiences relates to the context of tertiary education. This may not be applicable to the teaching and learning situation in the primary and secondary school teachers. Third, the data was collected using online written interview. There could possibly be richer description of teaching experiences if a focus interview with the participant was conducted.

## Conclusion

This case study provides an overview of contextual factors in the life of a university lecturer working from home during the time of Covid-19 pandemic. The proposed framework provides details on how navigated the sudden shift from face-to-face classes to online mode using media and ICT in teaching. Previous work of Ten Brummelhuis and (Ten Brummelhuis & Bakker, 2012) on work-home resources model of provided a representation of how work and home intervenes with each other, which supports other

studies on the processes involved in the emergence of conflict. Unlike previous studies that suggest existence of work-to-home and home-to-work conflicts, this case study did not capture similar tendencies. Though work from home arrangement makes one's responsibility as an educator extend even after class hours, the university lecturer did not consider urgent needs of students as a source of conflict, but an opportunity to be proactive with the pandemic situation. The home being the new space for working provided a sense of comfort and security to the university lecturer while trying to figure out how to maximize the use of technology in carrying out work-related tasks with both colleagues and students. In the proposed Work from Home (WFH) framework in university teaching during the Covid-19 pandemic, the choice of media and ICT was based on: (1) the intention for communication; (2) the importance of materials involved, and (3) the assessment of fitness to work context. Since work from home arrangement was implemented not as an option but as a necessity during the time of Covid-19 pandemic, the mindset of the university lecturer was focused on continuing both teaching and non-teaching responsibilities prior to the pandemic in the digital landscape.

Since the use of media and ICT has continuously been used in post-pandemic education in universities, the shift to digitalization of education becomes inevitable. Classes that used to be offered in face-to-face mode may have returned to its original set-up, combined face-to-face with online mode, or totally shifted to the online mode. The teaching and learning experiences with the use of media and ICT during the Covid-19 pandemic has opened limitless possibilities in creating more worthwhile teaching and learning opportunities that both educators and students can benefit from. Education has become borderless since then. Meanwhile, future studies on the intersectionality of education, technology, and pandemic may consider investigating the contextual factors in the model proposed in this study. There is a multi-pronged approach in using the communication lens in studying media and ICT use. First, since the development of educational technologies is continuously advancing, the readiness of intended users could be assessed in future studies. Second, online learning management software developers could use the experiences of university lecturers as baseline data in designing tools for teaching and learning that address the technological challenges encountered during the pandemic. Lastly, the roles of artificial intelligence in teaching and learning in both offline and online modalities could also be explored to keep ahead with fast-changing online environment.

### **Conflict of Interest**

We certify that there is no conflict of interest with any financial, personal, or other relationships with other people or organization related to the material discussed in the manuscript.

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