Exploring the Emotional and Mental Challenges and Occupational and Domestic Support for Remote Working Women University Instructional Design Professionals: A Phenomenological Study using Social Exchange Theory

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Submitted to the Graduate Department and Faculty of the School of Education of Baker University in partial fulfillment of the requirements for the degree of Doctor of Education in Instructional Design and Performance Technology

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Date Defended: April 25, 2023

Abstract

Remote learning and working have changed over the past decade, becoming a social norm where many can complete degrees online and work primarily from home. The COVID-19 pandemic secured its impact in the professional and technological realms of existing practices for companies and educational factions. Research indicated that the pandemic significantly shifted the ideology of work-life balance; many underestimated the long-term challenges of individual support, particularly in women. Due to the lack of follow-up studies from the pandemic literature on remote working university women instructional design (ID) professionals navigating the emotional and mental challenges, this study proposed a phenomenological lens. This study explored the challenges and supports for remote university women ID professionals. Interviews were conducted with 20 remote-working university women ID professionals. An analysis of the interview data revealed three themes for RQ1; 1) varied administrative occupational support, 2) support of occupational flexibility, and 3) support of relationship building; two themes for RQ2; 1) challenge of occupational buy-in from faculty and 2) challenge of emotional labor; two themes for RQ3; 1) support of intentional shared space and 2) support of domestic equity, and three themes for RQ4; 1) challenges of societal pressures and expectations, 2) challenges of domestic equity, and 3) challenges of self-management. The results indicated a need for exploration into instructional design professionals, the dissonance in understanding the field, gendered inequities, and various occupational and domestic supports for remote working women university instructional design professionals.

Acknowledgments

Completing an academic dissertation is no easy feat; luckily, I had the most supportive group of individuals to guide me and allocate a shoulder to lean on throughout my journey. I want to thank Dr. Gentry and Dr. Cho, two of the most inspirational academics I have worked with and the best mentors in instructional design and performance technology. My dream is to be like them when I grow up. I thank my dissertation committee, Baker University, and my cohort for the growth, friendship, and education bestowed upon me. A huge thanks to my friends and family for their encouragement and positivity. To my late grandparents, Bill and Betty, and my late abuelita, Maria, for encouraging my love of learning and passion for being true to me. To my brother, Brett, for recognizing the importance of thinking outside the box, asking the right questions and being an inspirational person for me. To my parents, Tim and Annette, for your impact on my life and for paving the way for my little successes. I couldn't ask for better parental figures, best friends, and support system. To my husband, Jake, for going on this journey with me, understanding what kind of support I needed, and consistently lifting me on the darkest days, thank you for being my partner in crime; I promise I will return the favor. Finally, to all those who think they can't do it, surround yourself with people who support the journey, and I assure you, a silver lining exists. Let the research guide you and savor the academic path to get you there.

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Chapter 1

Introduction

With remote practices growing due to the effects of the COVID-19 pandemic, its impact has been under-evaluated on university instructional designers (ID) (Gonick, 2021). Since 2020, instructional designers have been key players in navigating the pandemic's impact on university environments transitioning to remote learning. Investigating the thinking and learning experiences shift can help better serve organizational hierarchies. While remote working during the pandemic significantly shifted the ideology of work-life balance, many underestimated the long-term challenges of individual support, particularly in women. According to *Instructional Design Specialist Demographics and Statistics* (2022), the pandemic led to anxieties for women instructional designers. Emotional and mental challenges affect work-life balance (Gonick, 2021; Subha, Madhusudhanan, & Thomas, 2021). This chapter details background information on the subject, the problem statement, the purpose and significance of the study, delimitations and assumptions, research questions, and supplemental definitions to aid in understanding the study.

Background

Remote learning and working have changed over the past decade, becoming a social norm where many can complete degrees online and work primarily from home. In the Spring of 2020, a national crisis turned into a worldwide pandemic; COVID-19 secured its impact in the professional and technological realms of existing practices for companies and educational factions. Emergency Remote Teaching (ERT) was introduced as a guide to which instructors had minimal time transferring face-to-face (f2f) facilitation to online classroom management. For some, it was two weeks; for others, it took much longer to grasp the technological environment.

The curriculum was revised, and students were subjected to new practices. Zooming and webcams were tools of the trade to connect employees from home. These practices remained; employees learned to work from home or welcomed the return to f2f integration.

This new set of challenges was not the only one. Remote learning and working effects led to emotional and mental challenges, domestically and occupationally. Helping others remotely can cause disengagement, isolation, and disconnect from work, affecting performance and disrupting home life (Collins, Hislop, & Cartwright, 2016). Feelings of isolation overcame instructional designers emotionally and mentally and continued for a year later, in the Spring of 2021. Employers provided training for remote working environments, but the shift led to online anxieties with those technological challenges (Gonick, 2021; Subha, Madhusudhanan, & Thomas, 2021). Those shifts affected instructional designers and the support for them to manage digital environments with faculty and staff alongside balancing their home life.

Statement of the Problem

Challenges for ID environments lack emotional and mental support to help women from university employers and partners at home (Nash & Churchill, 2020). While there have been studies on stress on domestic work-life balance, no conclusions regarding support domestically or occupationally have been expounded upon for women ID professionals working remotely. Existing studies support the implementation of domestic and occupational stress due to remote working environments (Nash & Churchill, 2020). However, instructional designers should have been investigated, and educational challenges heavily affected their shift. For example, Shepherd-Banigan, Bell, Basu, Booth-LaForce, and Harris (2016) and Zarra-Nezhad, Moazami-Goodarzi, and Hasannejad (2010) conducted studies focusing on the well-being and

stress of working women. Their studies needed to explore the lack of support for working women. Manzo and Minello (2020) examined the unequal domestic arrangements between domestic partners, suggesting future studies expounding on the challenges and support during the pandemic. Therefore, while the research has progressed in remote occupational and domestic environments, the focus has been on management and balance rather than support mechanisms for emotional and mental challenges.

With remote learning and working practices influencing employees' decision-making, the workload for ID university professionals has shifted significantly. Studies have sought input from working women, but influences from university employers and domestic partners have not been investigated, as their emotional and mental challenges (Manzo & Minello, 2020; Nash & Churchill, 2020; Sherman, 2020). Weisberger et al. (2020) suggested exploring ways to support ID professionals who balance domestic life with remote work facilitation. According to Feldstein and Henske (2017), "social survey data on job quality are rarely collected alongside data on where work is carried out" (p. 196). Thus, investigating job support alongside support received at home can help isolate factors contributing to burnout or domestic and occupational struggles creating emotional and mental challenges.

Purpose of the Study

This dissertation explored the challenges and supports for remote university women ID professionals. With domestic and occupational roles, overlooked imbalances of remote working relationships may have cost-benefits with little to no acknowledgment, a direct result of the emotional and mental anguish positioned by the pandemic. This study explored domestic and occupational support for university women ID professionals and their emotional and mental

challenges. Due to the lack of follow-up studies from the pandemic literature on remote working university women ID professionals navigating the emotional and mental challenges, this study proposed a phenomenological lens.

Significance of the Study

This study aids existing literature by supplying qualitative data to assess better the emotional and mental challenges and domestic and occupational supports for remote university women ID professionals. Studying instructional designers alongside the array of studies suggesting women struggle at home and work provide administrators and domestic partners with tools to aid with support. This exploration could help guide universities to support remote women ID professionals at home. This aided alleviation could assist in performance at work for instructional designers, which would benefit employers as they navigate online and remote learning challenges.

Delimitations

Delimitations are boundaries of the study pertaining to the research and participants (Creswell & Creswell, 2018). The first delimitation was researching women university instructional designers and their work environments. A second delimitation was interviewing women instructional designers who have worked remotely and physically, in some cases optionally, which can impact their answers. Therefore, a phenomenological approach, including qualitative interviews, was selected as the research methodology due to the study's exploratory nature.

Assumptions

Assumptions are beliefs regarding the study pertaining to the research and participants (Creswell & Creswell, 2018). The research study first assumed that instructional designers/participants understood the questions from the qualitative interviews due to their experience. The second assumption was the accuracy of the answers to the questions due to emotional, mental, and physical challenges created by the pandemic. The third assumption was that interview questions were appropriate for the topic and for measuring women ID professionals and their support systems.

Research Questions

The following research questions (RQ) framed the phenomenological study:

RQ1: What occupational supports have been provided for remote working university women ID professionals by universities for work-life balance?

RQ2: What mental and emotional challenges have remote working university women ID professionals experienced with employers?

RQ3: What domestic supports have been provided for remote working university women ID professionals for work-life balance?

RQ4: What mental and emotional challenges have remote working university women ID professionals experienced with domestic partners?

Definition of Terms

The following definitions help provide a conceptual understanding of factors and terms that are utilized to frame and support the research study:

Table 1

Instructional Design Research Definitions

Terms	Definitions
Emotional Challenges	Challenges that compromise personal and familial development (Gujirat & Kumar, 2018).
Mental Challenges	Challenges to how we think and communicate to others (“NIMH,”2021).
Domestic Support	Home supports that help manage stress and practices contributing to work-life balance (Uddin, 2021).
Occupational Support	Work supports implemented by employers that help work-life balance for instructional design professionals (“NIML,” 2021).
Learning Management Systems (LMS)	Software systems that organize curricular content in places of higher education and corporate institutions (Ellis, 2009).
Instructional Designers	Professionals who help implement training in higher education and corporate environments (Merrill et al., 1996).
Remote working	Formerly known as “telework,” refers to work flexibility on behalf of a company; performing duties from a location other than the worksite (United States Office of Personnel Management, n.d.)
Occupational Stress	Workplace or organizational factors that contribute to feelings of domestic stress (Zarra-Nezhad, 2010).

Social Exchange Theory	A communication theory defining the constructs of a relationship with rewards and effort with interactions and exchanges (Homans, 1958; Emerson, 1976).

Organization of the Study

The dissertation is divided into five chapters. Chapter 1 introduced the study's background information, the statement of the problem, the purpose of the study, the significance of the study, the study's delimitations and assumptions, the study's research questions, and definitions of terms used throughout the study. Chapter 2 examines literature that expounds upon the study's previous and current body of literature, including concepts and theoretical framing. Chapter 3 describes the methodology, including research design, setting, instrumentation, data collection procedures, data analysis, interpretation, researcher's role, and limitations. Chapter 4 provides study results and themes that emerged from the methodology. Finally, Chapter 5 summarizes the research study, including findings relative to the literature review, study conclusions, implications for action, recommendations for future research, and concluding remarks.

Chapter 2

Review of the Literature

This chapter investigates and reports on the theoretical framework, emotional and mental challenges, and domestic and occupational support for remote university women ID professionals. There are 64,761 instructional design specialists in the United States, 55.4 percent of whom identify as women ("Instructional Design Specialist Demographics and Statistics," 2022). These statistics contribute to exploring instructional designers and the impact of emotional and mental challenges. The field played a vital role in the transition to online and the impact on domestic and occupational balance. Instructional designers had to navigate COVID-19 and the pandemic in digital learning practices in university environments. Instructional designers were tasked with creating aligned practices for university environments. However, the pandemic encouraged a shift in design and a call for fast-paced instruction to be shared with university stakeholders. These practices created anxiety, disruptions in home life, communication imbalances, and burnout. According to a Deloitte (2020) study, causes of burnout can be attributed to lack of support and long hours worked, even on the weekends.

Thus, this literature review establishes the relationship between emotional and mental challenges with domestic and occupational supports for remote university women ID professionals. Identifying these relationships can help occupational and domestic supports reevaluate support mechanisms for remote university women ID professionals to help with emotional and mental challenges.

Theoretical Framework

With remote learning influencing ID practices, Weisberger et al. (2020) suggested exploring ways to support work/home life to alleviate the deteriorating mental health of women. Analyzing how employers and domestic support can alleviate negative impacts on emotional and mental challenges will help with work-life balance. This section summarizes research on social exchange theory and how it applies to domestic and occupational support for working women.

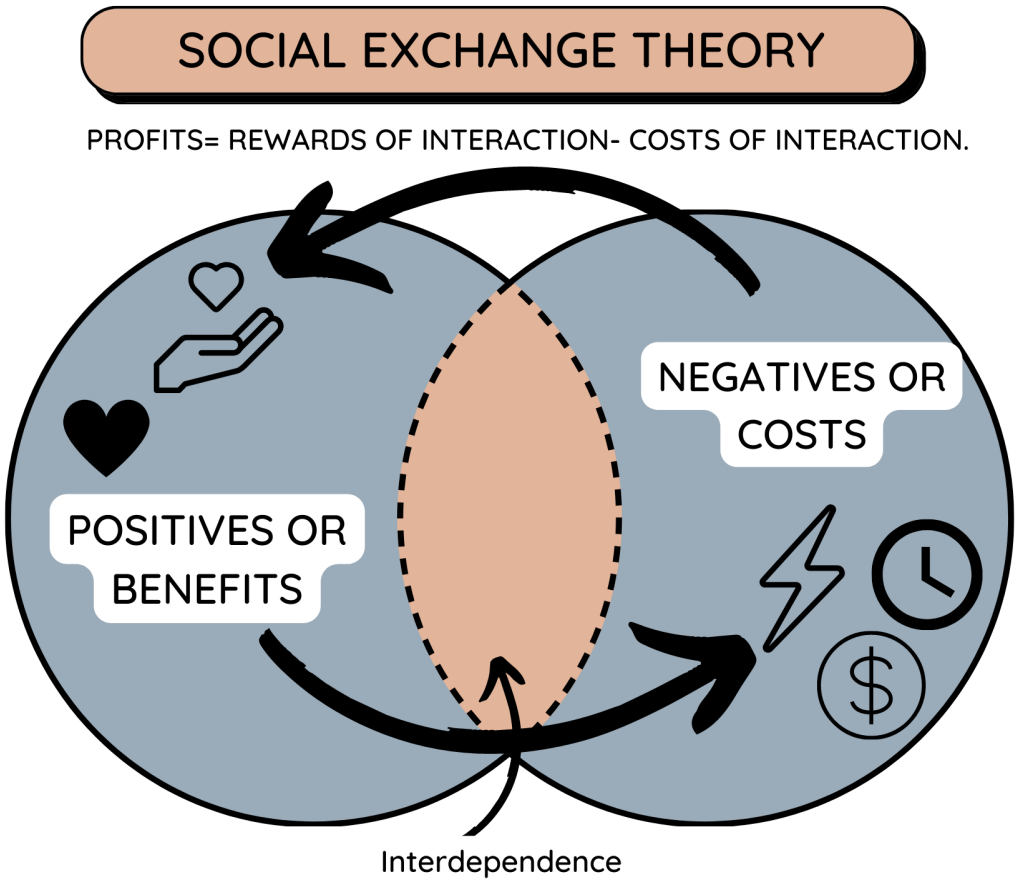
Social Exchange Theory

With the flexibility and modernization of ID technology practices, there is a cost-benefit to remote university women ID professionals for work-life balance. Cost-benefit analyses are when one party has value in exchange for another. With ideas of flexible working models and organizational adaptation, there is still one exchange at the cost of another, beneficial or detrimental to the work-life balance.

Social exchange theory was introduced in 1958 by George C. Homans. The theory (framework) defines such calculations in relationships, personal or professional. According to Emerson (1976), relationship costs can be higher than the relationship rewards if the effort (time or money) is not considered equal in value. The profits or benefits would equal the rewards of the interaction minus the exchange costs. Costs can be money, effort, or time while rewards can be positive relationship elements such as emotional support (West & Turner, 2021). For women ID professionals, social exchanges could create feelings of isolation, abandonment, or lack of appreciation from partners or administration. Domestic and occupational support effects are increasing with the rising stresses of the pandemic on university environments.

Figure 1

Social Exchange Theory



Note. Social exchange theory weighs the positives or benefits with the negatives or costs rather than in the relationship. Thus, profits= rewards of interaction- costs of interaction.

Social exchange theory is the idea of interdependence when two parties have something of interest to exchange (Homans, 1958). According to Cropanzano and Mitchell (2005), some rules dictate these exchanges. Social exchange rules result from how individuals are oriented toward others in domestic and occupational decision-making situations. In such exchanges, altruism is a negotiated rule where "we seek to benefit another person even at an absolute cost to

ourselves" (Cropanzano & Mitchell, 2005, p. 8). However, with remote university women ID professionals, altruism is met with the idea of competition; if she does not perform her tasks, she could be challenged in her occupation. With such an idea, self-interest and interdependence of domestic and occupational working environments could result in uneven exchanges of social currency. For example, remote university women ID professionals may work longer hours or volunteer to provide for their loved ones to increase benefits. However, the cost of burnout affects her relationship with her family and employer. The negotiated exchanges of domestic and occupational rules can encourage feelings of isolation, stress, and abandonment, creating emotional and mental challenges (West & Turner, 2007).

Felstead and Henseke (2017) researched how social exchange theory relates to predictive associations regarding domestic and occupational support in the growing sector of remote-working environments. The researchers examined how border theorists believe transitioning from work to home is difficult; there may be "role conflict" and boundary conflict between personal and professional life (Felstead & Henseke, 2017, p.198). The belief that there is a role conflict is consistent with the idea that social exchange encompasses the balance of altruism and competition in domestic and occupational environments.

Felstead and Henseke (2017) analyzed two data sources, including a Labour Force Survey sampling 40,000 households and 45,000 workers, and the Skills and Employment Survey, focusing on the quality of work utilized in a working environment. Remote working environments are calculated into descriptive reporting alongside these two data sources. The findings indicated that social exchange theory is evident with remote workers doing "unpaid work, working harder and putting in extra effort in return for the opportunity to alter where and

when they work" (Feldstead & Henseke, 2017, p.208). Thus, remote workers may be more committed to their job environment than their static counterparts. Still, the line between personal and professional life is shifting due to remote working environments. Remote work could lead to frustrations at home, work, and within the confines of relationships in both environments.

Mininni and Manuti (2020) continued exploring the remote work experience, engaging in the ideology of what constitutes a public versus private environment and how it defines the at-home work experience. This study connected how social exchange theory can encourage work-life balance, but at a cost. Referring to practices as "smart" or "agile work," the objective was to see how employees managed their familial work and balanced their emotional effects for each. The hypotheses for the research sought to investigate innovative working experiences with macro-socio-epistemic rhetoric and socio-anagraphic features such as age and gender.

Mininni and Manuti (2020) conducted in-depth interviews through Skype; with 18 participants between the ages of 29 and 55. A thematic analysis was conducted to address perspectives from the macro-socio-epistemic and socio-anagraphic characteristics of the participants. Results showed common elements amongst the participants, regardless of gender or age, and how "smart working" was already emergent with large companies and device platforms. However, in smaller organizations, many saw resistance to change and the issuance of remote working. There were two different perceptions of remote working; trauma-based versus controlled environments. With older populations consisting of digital immigrants and those who are technologically aware or native in practice, there is dissonance in subjectivities and remote working approaches.

This conclusion aligns with previous ideas that social exchange theory can help frame dissonance and practices in remote working environments (Felstead & Henseke, 2017; Sarta, Durand, & Vergne, 2021). Research on social exchange theory can aid in investigating and supporting remote-working university women ID professionals domestically and occupationally.

Work-Life Balance for Remote Working Women ID Professionals

Social exchange theory is the idea of interdependence when two parties have something of interest to exchange (Homans, 1958). With remote learning and working, universities have advanced opportunities to increase their online presence. Thus, instructional designers played a vital role in transitioning to online practices. Investigating the thinking and learning experiences shift can better serve organizational hierarchies. While remote working during the pandemic significantly shifted the ideology of work-life balance, many underestimated the long-term consequences on individual well-being, particularly among women. These changes impact mental health, well-being, and intellectual processes (Subha, Madhusudhanan, & Thomas, 2021). Women were subjugated to occupational stresses and remote work challenges even before remote working environments grew. This section summarizes research on emotional and mental challenges, domestic and occupational supports, and work-life balance for remote working university women ID professionals.

Emotional Challenges

Emotional challenges include threats to the "pleasure, leisure, family and spiritual development" of an individual, contributing to their domestic and occupational balance (Gujirat & Kumar, 2018, p.153). Such emotional challenges can threaten the well-being of individuals who cannot meet domestic and occupational expectations, creating dissonance in work-life

balance. Emotional challenges include emotional labor, or "caring acts, roles, and emotions within paid and unpaid spheres" (Hochschild, 2012, as cited in Newcomb, 2021). Emotions associated with domestic roles may be antiquated to competency issues in the work environment, posing a challenge to seek empathy occupationally and risking individual balance or social exchanges (Newcomb, 2021).

According to the International Labour Organization (2020), "access to social protection provisions – including health care, income, and food support…can worsen social situations" (p.2). The lack of provisions in domestic and occupational support can create emotional challenges such as feelings of competition, miscommunication, and isolation. Women ID professionals, who work remotely, are affected by emotional challenges from domestic and occupational environments without solid support.

As with Manzo and Minello's (2020) ethnographic study in Italy, emotional challenges are studied in domestic and occupational environments. The study focused on Italian households, where Italians hold the record for Europeans regarding family work hours compared to their spouses (Manzo & Minello, 2020). It suggested that the "increase of remote working created unequal domestic rearrangements of parenting duties regarding gender" (Manzo & Minello, 2020, p. 119). The study participants include women working remotely with children 0-5 at home in Northern Italy. Participants were interviewed with Zoom video software. Twenty participants in the online discussions expressed and detailed their day-to-day activities, their impact on home and work environments, and the emotional effects of that balance.

Manzo and Minello's (2020) ethnography results provided insight into how the lockdown from COVID-19 highlighted work and life balance inequities. According to Manzo and Minello

(2020), working mothers play a more significant role in supporting children, maintaining normalcy, and working efficiently. What helped support these women were "communities of care"- organizing birthday parties virtually, Zooming with their closest friends, and relying on WhatsApp for emotional support. The researchers uncovered "organic forms of caring" emerging during the lockdown and the need for supportive interventions for working mothers (Manzo & Minello, 2020, p. 122). Studies should continue to explore emotional challenges and effects on work and life balance for women. Such investigations can highlight factors leading to domestic organizational adjustments or the lack thereof, creating emotional challenges for women.

Studies should explore other stakeholders such as principals, fathers, or supervisors to reflect and infer similarities or differences. Such stakeholders can reveal whether or not inequities exist domestically or occupationally and what support is needed for working women to overcome adverse effects creating emotional challenges.

Mental Challenges

The National Institute for Mental Health defines mental challenges as obstacles to how we think, communicate, and avowal ourselves to others (2022). These challenges can consist of abilities to communicate domestically and occupationally in new environments. Occupational stress is contributed to mental challenges when workplace environments correlate with domestic stress. This may occur when social exchanges are unbalanced in domestic and occupational environments, whereas altruism or competition may encourage mental challenges (Cropanzano & Mitchell, 2005). Such mental challenges can lead to anxiety, depression, and physical ailments (Sackey & Sanda, 2009).

Changing environments can affect relationships with employers, domestic partners, and technology. With online environments, studies demonstrated how the internet is significant technology leading this change, influencing approaches to learning and work. According to Gonick (2021), "once leading disruptors, the internet and information technology, are now a stabilizing force for the millions of students and institutions using online instruction" (p. 2). The shift produced a need for instructional design teams and a balance of the accompanying stressors for those instructional designers, leading to pandemic changes and mental challenges (Xie et al., 2021).

Universities had to rely on their instructional design and information technology (IT) teams to lead f2f to remote practices for remote learning. For example, Arizona State University (ASU) had 3,500 faculty who had never taught online and converted their f2f practices online (Gonick, 2021). Instructional designers shared their pedagogical approaches through consultations with faculty to tackle this challenge. Learning management system (LMS) lessons were created to assist with online learning. According to Gonick (2021), "the technical preparation for operational innovation" encouraged the online transformation of ASU's digital interface (p. 3). IT professionals created the Learning Futures Collaboratory (LFC), enabling the future of learning and collaborating in online environments. Therefore, ASU integrated online restructuring with the help of IT and ID teams to combat the challenges presented during the pandemic learning.

Universities reorganizing online learning was not a temporary shift but a redirected change and adjustment to pandemic challenges. While focusing on learning strategies, those challenges found ID professionals exploring changes in thinking and their impact on instructors

and university staff. Xie, A, Rice, and Griswold (2021) examined instructional designers' shifts during the pandemic. The study utilized six instructional designers from four midwest universities to deviate into two focus groups. The focus groups were interviewed, and insight was collected and thematically analyzed to explore the shift in thinking. The interview questions focused on challenges for diverse needs and how "the lens of humanizing teaching and learning" was approached (Xie, A, Rice, & Griswold, 2021, p.7). The findings indicated the following shifts in thinking: isolation as an expected trade-off to community building and belonging; acceptable materials to accessible courses; monomodal instructional to multimodal learning; performative task orientation to performance with support, and teaching about research to researching teaching (Xie, A, Rice, & Griswold, 2021).

To combat students' isolation in online environments, ID professionals shifted to engaging in ideas of community and belonging, which some ID professionals and instructors identified. The community recognized and incorporated accessible materials to help humanize the online environment. To aid accessibility, focusing on multimodal strategies can help create more flexible learning environments for students. Support mechanisms were created to encourage the integration of these practices. This study revealed that shifts to online environments were stressful to the well-being of all people, not just specific groups of people.

ID professionals need collaborative support; humanizing online environments may alleviate stress for stakeholders at the helm of advancing students and professionals in higher education. With crisis management practices and policies implemented, ID professionals continue to navigate the struggles of online implementation and collaboration in adopting new practices. Mental challenges result from these practices and the creation of dissonance between

domestic and occupational relationships, thus, leading to feelings of anxiety, occupationally and domestically (Sackey & Sanda, 2009).

Occupational Stress

Occupational stress is defined as the "harmful physical, and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker" (The Center for Disease Control and Prevention, 2014, para. 6). This can cause adverse effects on the emotional and mental health of domestic relationships. Zarra-Nezhad, Moazami-Goodarzi, and Hasannejad (2010) assessed occupational and domestic stress in women professionals in Iran. The researchers explored the relationships between work and home, where stress arises, and what support exists to help. The study sampled 250 married women with at least two children. A cross-sectional survey was administered using a work stress inventory and a family adaptability scale to help composite data. There was a significant positive relationship between stress and family life. It suggested that there is a need to research occupational stress in working women- and how issues endured by this demographic may not be evident to those secondary to the impact of the stress, families, and employers.

Occupational stress, for some researchers, was explored as a positive factor on working women rather than an adverse effect on work-life balance. Thirumaleswari (2015) stated that occupational stress positively and negatively impacts workplace environments. Thirumaleswari's study examined the various stages of burnout for working women in Tamil Nadu, India, and how it can lead to domestic and workplace imbalance. Such an imbalance can come from the inflexibility of the work environment that leads to the inability of the occupational supports to comply with the modernization of practices. The research study included 275 participants from

working women in the healthcare, communication, education, banking, and retail sectors (Thirumaleswari, 2015). A field questionnaire was utilized and analyzed using descriptive statistics and ANOVA analysis. The results revealed that burnout and occupational stress factors differ among working women. Occupational stress, as shown, could motivate women to learn how to balance work and domestic life.

Future studies could streamline a focus on specific working sectors and explore factors leading to burnout from occupational stress and solutions to alleviate such stress. This correlates with organizational adjustments in the procedural management of university practices and how these adaptations can contribute to levels of occupational stress.

According to Subha, Madhusudhanan, and Thomas (2021), the well-being of women IT professionals is at risk due to "prolonged periods of work from home" and the stresses that have impacted ID growth in the workplace (p. 139). Occupational stress is detrimental to one's well-being when exposed to workplace conditions (Subha, Madhusudhanan, & Thomas, 2021). Studies have examined the relationships between occupational stress and extensive burnout, with no significant relationships identified. The problems identified by Subha, Madhusudhanan, and Thomas (2021) were the challenges presented by COVID-19 lockdowns, such as bridging the gap between workplace and home life. Thus, the impact of this gap will help access support, specifically for women employees. The research explored occupational stress factors among women IT professionals and occupational stress on mental health for remote workers. Occupational stress studies offer how mental health impacts remote workers and the need for supports to help with additional challenges.

Subha, Madhusudhanan, and Thomas's study (2021) included a questionnaire sent to 425 remote working women IT professionals using Google Forms. Of the 425, 400 women participated. Results indicated that when occupational stress increases, mental health decreases due to working hours, overload, and impact on professional and personal relationships. It is recommended that employers offer help to offset occupational stress on health.

Subha, Madhusudhanan, and Thomas's study (2021) results correlate with the effects of the social exchange of domestic and occupational life; what can employers and domestic partners do to help support university women ID professionals to alleviate occupational (and domestic) stressors.

Domestic Support

Domestic support includes flexible strategies from domestic partners to assist in managing domestic and occupational environments (Uddin, 2021). Support helps with time management, stress, and overall sustainable practices contributing to work-life balance. Variances of domestic support can impact the relationships and work-life balance of remote university women ID professionals. Emotional and mental challenges can lead to feelings of dissonance professionally and domestically, with a need for increased domestic support (Thirumaleswari, 2015).

Differences in remote women workers can highlight levels of dissonance from country to country. Administrators can focus on how those differences affect women at home. At the height of the pandemic in 2020, Chung, Birkett, Forbes, and Seo (2020) investigated the division of labor for dual-earning heterosexual couples with children in the United Kingdom. This study examined areas of domesticity, including cooking, cleaning, routine and non-routine childcare,

and children's education. The researchers define housework as the work needed to maintain the household (Chung, Birkett, Forbes, & Seo (2020).

Chung, Birkett, Forbes, and Seo's study (2020) included 560 participants who responded with data on the division of housework, childcare, and income. An analysis revealed inequality between men and women regarding housework and childcare. Men indicated that they helped with domestic duties by working from home. However, women stated that they carried the weight of housework and childcare more than before their pre-lockdown states, confirming from previous studies that there is still a gendered division of labor. Policymakers and administrative academics should acknowledge the benefits of flexible working for couples and alleviate occupational and domestic challenges.

A study similar to Chung et al. (2020) by Hu, Chang, Liu, and Gao (2021) continued investigating the impact of remote work on dual-earner couples and the demand for domestic support. The study explored how couples navigate working from home versus working from the office against domestic tasks and stresses encountered. The researchers tested 169 cohabiting dual-earning heterosexual couples and analyzed task completion. It discovered that guilt increased dependency on task completion, emotional withdrawal due to work stress, increasing family-work conflict domestically. Different countries have defined social roles, creating dissonance when studying occupational and domestic stress factors.

Further advancing domestic investigations, Shockley, Clark, Dodd, and King (2021) noted that the "physical proximity, and associated salience of family demands…had the potential to markedly shift traditional gendered patterns of behavior" (p.16). For example, men were physically present in the home- expressing a shift in gendered roles in domestic environments.

Shockley, Clark, Dodd, and King's study (2021) presented if COVID-19 generated new gendered contexts or if patterns are normalizing due to existing gendered ideologies pre-COVID-19. The generation of understanding of work and home tasks for men and women may contribute to studies through gendered examination.

Shockley, Clark, Dodd, and King (2021) surveyed 334 married couples in the United States. Eligibility was based on hours worked per week, remote or note, and at least one child under 6. One spouse completed the survey first, and the second spouse followed. Areas of investigation include time management, family functioning, health, and job performance. Results indicated that even with progression toward a division of labor, women working remotely took on all childcare compared to their spouses. Thus, confirming the gendered division of labor even during the pandemic. The results revealed that the division of labor affected job performance and created relationship tension. Shockley, Clark, Dodd, and King's study (2021) encourages companies to develop an understanding of the flexibility needs of couples.

Furthermore, according to Shockley, Clark, Dodd, and King (2021), flexibility would help advance a woman's career while supporting her overall work-life balance. Previous studies (Chung et al., 2020; Hu, Chang, Liu, & Gao, 2021) have shown how shared domestic duties help women overcome emotional and mental challenges.

Occupational Support

One potential exploration area in research supporting domestic partners was support from employers or one's occupation. Occupational support includes mechanisms and practices implemented by employers to assist in balancing work and life for employees (Deloitte, 2020). With previous research acknowledging the effects of occupational stress on domestic duties,

studying how companies and organizations offer support can highlight what needs to be analyzed to help working women with work-life balance and overcome emotional and mental challenges. These patterns have been studied globally, but not exclusively in the United States, for university ID professionals.

Some studies looked beyond domestic support to see how institutions supported women professionals compared to men. A survey by Nash and Churchill (2020) investigated a crucial gap in how Australian universities support academics during COVID-19 remote working structures. They analyzed 41 universities and compared their findings to the world's top-ranked universities. Notably, and similarly to the Minello (2020) examination of practices, men continued to produce academically for tenure while women submitted fewer papers. The study emerged from COVID-19 threats for at-home versus work balance and which genders were affected. Of the universities analyzed, 39 percent acknowledged publicly accessible information for remote working arrangements and support efforts. Challenges revealed work-life balance for Australian women and an overall lack of university support. Themes suggest that "the pandemic reinscribes and privileges a male 'ideal' worker" over at-home working women (Nash & Churchill, 2020, p.841). Nash and Churchill's study (2020) revealed that such decisions in paid labor are private matters where employees design their map for remote working balance. One service absent in the institutional analysis was access to childcare or crisis services for remote workers. Future studies could look at samplings at public access institutions in the United States. Such studies could interview university women to investigate how their university supports them and what support services are available to help with occupational and domestic challenges.

In conclusion, studies of working women and work-life balance can help obtain data concerning occupational and domestic support. Researching administrative and domestic support can highlight the mental and emotional challenges that prevent healthy occupational and domestic patterns. Seeking solutions for administrative support from universities, with the backing from domestic partners, can lend to existing research bodies regarding occupational and domestic challenge concerns.

Conclusion

Since 2020, instructional designers have been critical players in navigating the pandemic's impact on university environments. Even with existing research on women professionals' occupational and domestic balance, little investigation has explored remote working university women instructional design professionals' challenges and supports.

Given how research is conducted in different countries, research in the United States is limited, particularly in the midwest and not coastal, where the population is denser per capita (Ripple effects: Population and coastal regions, n.d.). Research has suggested that professionals need collaborative support, occupational aid, and domestic work balances. With such suggestions, social exchange theory frames studies on the challenges and support for university women ID professionals and work-life balance.

The research indicated the impact of emotional and mental challenges on working women from domestic and occupational supports. Research showed that during the COVID-19 lockdown, women and men reported differences in at-home equities of domesticity (Clark et al., 2020; Manzo & Minello, 2020). One challenge, occupational stress, is a consideration for the impact on the work-life balance of working women, as ascertained from studies presented by

Shepherd et al. (2016) and Zarra-Nezhad (2010). These studies focused on the specific relationships between work and home. The impact of domestic challenges on university women ID professionals was from the restraint or effect of domestic and occupational supports.

Finally, there needs to be more research that addresses the challenges and support of university women ID professionals from occupations or domestic partners. Research should examine the emotional and mental challenges of university women ID professionals from remote working and what support systems exist (occupationally or domestically) to help alleviate those stressors.

Chapter 3

Methods

This study added to the existing literature by supplying qualitative data to better assess occupational and domestic supports and emotional and mental challenges for remote university women ID professionals. A phenomenological research design was used to frame the study, and the selected population included a purposeful sampling of remote university women ID professionals. Interview questions were described, elaborated upon, and assessed for reliability and validity. Descriptions of the researcher's role in the study were explained, ending with research limitations to aid future studies. This chapter details the methodology, including research design, setting, instrumentation, data collection procedures, data analysis and interpretation, researcher's role, limitations, and conclusion.

Research Design

According to Creswell and Creswell (2018), qualitative research encompasses ontology (reality), what is known (epistemology), values of research (axiology), and language (rhetoric). These qualitative assumptions help guide the researcher into investigations of lived experiences. Qualitative research embodies the nature of reality, often allowing the researcher to study the idea of multiple realities or subjectivities in the subject matter. Alongside the study, the researcher "embeds" in the subject to increase understanding of the participant narratives or epistemology. Qualitative research emphasizes people's "words, actions, and records, as opposed to a quantitative research approach" (Lunenburg & Irby, 2008, p.89). Axiological interpretations help guide the values of the study, identifying inherent biases or the nature of the field (Creswell & Creswell, 2018). Finally, discourse for telling the stories of others through narrative inquiry

helps provide context for participants and their experiences. Table 2 (below) defines each philosophical assumption and practice for qualitative study.

Table 2

Philosophical Assumptions for Practice for Qualitative Study

Philosophical Assumptions	Concept Descriptions	Practice of Assumptions
Ontology	Nature and Characteristics of Reality	Use of Quotes and Themes of participants for evidence of perspectives
Epistemology	Knowledge	Use of Collaboration
Axiology	Values	Interpretation of Narratives
Rhetoric	Language	Use of Engaging Narration

Note. Information from Qualitative Research Concepts (Creswell & Creswell, 2018).

Alongside the process of research or methodology, these concepts aligned with the researchers' general assumptions about the subject matter. The researchers' assumptions included that 1) the participants understood the questions from the qualitative interviews due to their experience; 2) the accuracy of the answers from the questions due to emotional, mental, and physical challenges created by pandemic challenges, and 3) the interview questions were appropriate for the topic and measuring women ID professionals and their support systems.

Due to the description explored through "lived" experiences of remote university women ID professionals, phenomenology, under the qualitative method umbrella, was deemed appropriate given the lack of existing research. Phenomenology involves investigation through descriptive inquiry of matter in the world around us. Phenomenological research aims to collect data based on the participants' experiences (Lunenburg & Irby, 2008). Thus, phenomenological

methods utilized semi-structured interview questioning for study participants to elaborate on their experiences.

Setting

Semi-structured interviews were conducted digitally through the video platform Zoom due to the locations of the participants. Given the relaxed COVID-19 regulations, face-to-face interviews were a viable option but not practical for the researcher due to travel restrictions. Zoom was the selected interview format due to 1) the notoriety of practices due to COVID-19 implications and 2) participants' familiarity with the modality from their professional fields. Women ID professionals in higher education utilized Zoom video platforms for meetings and training to encourage interactivity with classroom environments.

Sampling Procedures

The study's population was sampled purposefully to include remote university women ID professionals and their ability to provide valuable information through phenomenological methods. Study eligibility was based on specific demographics of the sampled population, lending to purposeful sampling with set criteria (Lunenburg & Irby, 2008). According to Creswell and Creswell (2018), participants are selected based on their experiences to engage in the qualitative study. The purposeful sampling procedure included:

- Consent for study participation through written agreement,
- Served as a women remote university ID professional,
- The ID professional was not limited to remote environments but has served remotely in some capacity.

The purpose of the questionnaire was to collect willing participants to interview. The questionnaire included demographic information regarding gender, profession, university setting, and remote work experience. Potential participants were asked to complete a brief online Google Form questionnaire consisting of six questions that will take less than five minutes. The questionnaire was composed through Google Forms. The questions were formulated to invite potential participants to the phenomenological study and to focus the study on reflecting the provided demographics of the research.

Table 3

Questionnaire with Defined Purposes

Questions	Purpose
1. 1. Are you a woman instructional design professional working or who has worked in a university setting?	Defined subject matter and sampling population.
2. How long have you served as an instructional designer in a university setting (years)?	Defined subject matter and sampling population.
3. Have you served as a remote university designer in your current or previous job?	Ensured remote work has been experienced by participants.
4. If you answered the previous question "yes," how long have you/did you serve remotely? (years)	Assisted the researcher in determining sample participants.
5. What is your university title and what department are you located in?	Defined areas of practice for each participant at universities.
6. Would you be willing to participate in a Zoom video interview with a doctoral student studying the emotional and mental challenges and occupational and domestic support for	Gathered consent for participants to be interviewed.

	remote working university women instructional design professionals?

Note. Questions were constructed in Google Forms.

The questionnaire led to an interview process by narrowing participants based on study eligibility. Study eligibility was based on specific demographics of the purposefully sampled population. Those sampled served as a woman remote university ID professional. Twenty participants were selected based on consent, and answers to the questionnaire were asked to participate in a Zoom video interview.

Instruments

The interview protocol was created using research from the literature review, questionnaire answers, and existing knowledge of remote instructional design professionals. According to Lunenburg and Irby (2008), interviews help describe the meanings of a study's themes, such as the emotional and mental challenges of women remote ID professionals. Since participants would focus on current and past experiences of emotional and mental challenges with domestic and occupational supports, the research questions were based on pertinent challenges and supports for each participant. To understand the participants' "feelings, perceptions, and understandings," open-ended questions help interviewees elaborate and answer in their words (Roulston, 2010, p. 16). Protocol considered establishing rapport through demographic questions leading into the open-ended study-based questions.

Interview questions were formulated to correlate with the study's research questions. Interview questions included three rapport-building questions and fourteen open-ended questions for participant elaboration. The interview time was 30 minutes to allocate time to answer and

flexibility for the researcher to probe for follow-up questions. The interview questions are as follows (aligned with research questions):

Table 4

Research Questions aligned with Interview Questions

Research/Demographic Questions	Interview Questions
Demographic Question/Building Rapport	1. Can you describe your experience as a remote ID professional? 2. When did you have that experience and for how long? 3. Can you describe what you did for the university as a remote university ID professional?
RQ1: What occupational supports have been provided for remote working university women ID professionals by universities for work-life balance?	1. What types of university support do you have at work or had at work? 2. Can you describe that university support? 3. How does or did that university support help you? 4. In what ways did it not?
RQ2: What mental and emotional challenges have remote working university women ID professionals experienced with employers?	1. What are challenges you experience or experienced as an instructional designer? 2. Of those challenges, which ones affected your mental and emotional well-being? 3. Can you describe those mental/emotional challenges?
RQ3: What domestic supports have been provided for remote working university women ID professionals for work-life balance?	1. What types of support do you have at home or had at home? 2. Can you describe that support from home? 3. How does or did home support help you? 4. In what ways did it not?

RQ4: What mental and emotional challenges have remote working university women ID professionals experienced with domestic partners?	1. What are domestic challenges you experience or experienced as an instructional designer working from home? 2. Of those challenges, which ones affected your mental and emotional well-being? 3. Can you describe those mental and emotional challenges?

Note: Questions are used for verbal and written interview protocol measures.

Data Collection Procedures

An Institutional Review Board (IRB) form was submitted for review on August 13th, 2022. The IRB approved and expedited the form on August 18th, 2022. Data was posted through a preliminary online questionnaire through LinkedIn, bulk email, and Facebook on August 24th, 2022. The questionnaire consisted of six questions to ascertain the population for sampling. The questionnaire was open through September 7th, 2022, collecting 50 willing participants. Of those respondents, 39 were willing to be interviewed. An email communication was sent to those willing participants to ascertain and verify interest in interviewing and available dates/times. Twenty-one individuals responded to the inquiry and signed up for an available date/time on the Doodle app calendar provided by the researcher. One participant opted out of the interview via email stating that she did not want to participate. Interviews began September 9th, 2022, and continued through October 6th, 2022. Willing participants were asked to sign a consent form before the interview proceeded. Before the interview transpired, the participant was informed of the following:

1. Participants were made aware of Zoom video recording for recollection of thematic data.

2. Participants confirmed consent form signature of participation.
3. Participants were informed that Zoom video recording would be deleted after data analysis.
4. Participants were reinformed of study's purpose.
5. Participants were asked to state their name, title, and to spell each appropriately.
6. Participants were made aware that they may opt out of any questions they deem uncomfortable to answer.

Data Analysis Synthesis

The following research questions framed this study:

RQ1: What occupational supports have been provided for remote working university women ID professionals by universities for work-life balance?

RQ2: What mental and emotional challenges have remote working university women ID professionals experienced with employers?

RQ3: What domestic supports have been provided for remote working university women ID professionals for work-life balance?

RQ4: What mental and emotional challenges have remote working university women ID professionals experienced with domestic partners?

Following Zoom interviews, an audio, video, and transcription of the interview were saved on an external hard drive. Transcripts were analyzed and reviewed from October 26th, 2022, through November 30th, 2022. The interviews were transcribed using Zoom software. The interview transcripts were analyzed and organized using Microsoft Word macros to produce a separate and thematic-aligned document. Each participant was coded, as presented to each

participant during the preliminary interview questioning, as anonymous (Participant A, Participant B, etc.).

The researcher and a peer-reviewed the transcripts to ensure the efficacy of the recording transcription. Next, the transcripts were arranged according to themes (words, phrases, similar sentence structures, etc.) constructed from the Microsoft Macro-produced coding. Matrices and coding displays were produced and arranged to compare with coding themes and help reiterate the interpretation of the data to answer the posed research questions. Interpretation began after the last matrix was organized; matrices were stored on a password-encoded external hard drive. Conclusive interpretations of the codes are analyzed in Chapters 4 and 5.

Reliability and Trustworthiness

In qualitative research, uncovering and exploring phenomena, reliability and trustworthiness are measured to maintain the quality of the study (and its application). Quality of study correlates with the exploratory research's credibility, transferability, dependability, and confirmability (Creswell & Creswell, 2018). To double-check study procedures:

1. Interview questions were posed with a peer in the instructional design LinkedIn network for trustworthiness and accuracy in its design.
2. Interview protocol included consent of Zoom recording and understanding the study's purpose.
3. Each interview was approached with the same veracity; each participant was treated and guided in the same manner.

4. Interview transcripts were compared to recordings for the reliability of transcription software. This was to ensure valid transcriptions without vocal fillers which can clutter data.
5. Due to the exploratory study as the foundation for research, descriptions of themes were thick without dilution. For credibility, peer debriefing was conducted to review transcripts, themes, and findings of the study.

Researcher's Role

Due to the phenomenological indications of the posed research, the foundations of exploration were encrypted to the researcher's interest and potential bias as a woman entering the field of instructional design practices.

1. The researcher incorporated philosophical assumptions and framing for research to help achieve reliability and trustworthiness.
2. The researcher provided a thorough script to avoid inconsistencies among participant interviews.
3. The researcher analyzed nonverbal cues to help with the progression of conservation and to probe the participant when necessary.
4. The researcher framed questions to ensure open ended answering of phenomena experienced to ascertain that each participant had a distinct voice regarding the research.
5. The research utilized consistent questioning relevant to research inquiry.
6. The researcher continued to observe and reflect on challenges within the time frame of the study and changes in the field of practice, which could inhibit recollection from participants.

7. The researcher included a section on their perspective (instructional design and performance doctoral candidate).

Limitations

This study embodied several limitations, which according to Lunenburg and Irby (2008), may affect the implications of findings generated from the study and its position in practice:

1. If a participant and their time working remotely was a past experience, then recollection of those practices may have interfered with the study.
2. Due to addressing mental and emotional challenges, participants may have been reluctant to detail their experiences honestly.
3. If a participant worked/works in a hybrid setting, it may have affected the boundaries to separate remote work from face to face experience.
4. It was assumed that participants generated responses based on a valid understanding of the questions provided in the questionnaire and interview processes.

These limitations could affect the data produced from the interviews and should be acknowledged to aid in future research produced from this study. For example, for limitation three, five participants working remotely from their home environments endured domestic noise or interference during the interview process, which halted the "flow" of the interview. To help with reliability, the interview was paused for those disruptions and then resumed when the participant was comfortable continuing. Thus, limitations assumed research challenges due to the circumstances of Zoom video interviewing within different time zones.

Summary

Research procedures included disseminating a questionnaire on LinkedIn, email, and Facebook for the widespread collection of potential participants. The research study did not discriminate based on location but sought participants who lived in the United States as former or current remote workers. Following the questionnaire, participants were selected based on demographics and willingness to interview. Twenty interviews were guided by an IRB-approved protocol, including 14 questions; 3 demographic based and 11 in-depth and open-ended questions. Transcriptions were organized using Microsoft macros by page numbers, lines, themes, and transaction dates. Data were analyzed using the research questions posed to help describe the phenomenon of women's ID professional experiences. Chapter 4 provides data analysis results based on the four research questions presented.

Chapter 4

Results

With the research questions posed by the phenomenological study, this dissertation aims to explore the challenges and supports for remote university women ID professionals. After collecting the number of participants through a questionnaire, 20 interviews were conducted with remote working women university instructional design professionals of varied backgrounds and locations in the United States.

Participant Demographics

The 50 respondents from the questionnaire have worked or work in a university setting; within a designated department or college at a university in the United States. Ninety-eight percent of the respondents worked or work in a remote environment within a university setting. Regarding experience as an instructional designer in a university setting, 40% have worked in the field for more than ten years, 28% percent have worked six to ten years, 28% have worked one to five years, and four percent have worked less than one year. Occupational titles for the respondents include 66% instructional designers, 22% assistant directors or directors for the center for teaching, 6% department chairs, 2% project managers in online learning, and 2% professors.

Of those respondents, 39 were willing to be interviewed. Twenty-one individuals responded to the inquiry, and interviews were conducted on September 9th, 2022, and continued through October 6th, 2022. One participant opted out of the interview process via email stating that she did not want to participate. Table 5 summarizes the 20 participants' demographic information included in the study. Their direct location and specific university were not disclosed

to ensure the anonymity of the participants. The locations were divided into geographic regions in the United States; the Pacific, Southeast, Southwest, Midwest, Northeast, and Rocky Mountains.

Table 5

Participant Demographics

Participant ID	Years in University Setting	Length of Remote Work Experience (Years)	Title	Location (United States)
A	6 to 10	1 to 5	Instructional Designer/Project Manager	Midwest
B	6 to 10	1 to 5	Instructional Designer	Southwest
C	More than 10	1 to 5	Assistant Director	Northeast
D	More than 10	1 to 5	Assistant Director	Northeast
E	6 to 10	1 to 5	Instructional Designer	Midwest
F	1 to 5	Less than 1	Instructional Designer	Southwest
G	More than 10	1 to 5	Instructional Designer	Pacific
H	6 to 10	1 to 5	Instructional Designer	Northeast
I	6 to 10	Less than 1	Senior Instructional Technologist	Northeast
J	More than 10	1 to 5	Instructional Consultant	Southwest
K	6 to 10	1 to 5	Instructional Design Specialist	Northeast
L	6 to 10	1 to 5	Senior Online Instructional Designer	Northeast
M	6 to 10	1 to 5	Instructional Designer	Rocky Mountains
N	1 to 5	1 to 5	Instructional	Southeast

			Designer/Developer	
O	6 to 10	1 to 5	Associate Director of Instructional Design Services	Rocky Mountains
P	6 to 10	1 to 5	Instructional Designer	Northeast
Q	1 to 5	1 to 5	Instructional Designer	Southwest
R	1 to 5	1 to 5	Instructional Designer	Pacific
S	6 to 10	1 to 5	Instructional Designer I	Pacific
T	1 to 5	1 to 5	Instructional Designer	Southeast

Descriptions of Women Instructional Designers Interviewed

All women IDs interviewed had been impacted by the COVID-19 pandemic in their university departments. Due to this, some participants reported that in March 2020, they implemented virtual training practices to help guide faculty, administration, and staff through course construction with LMS, Zoom technology, and general technical support for the university.

Themes from Research Question 1

Research Question 1 invited discussion on what occupational supports have been provided for remote working university ID professionals. The semi-structured interview questions allowed the ID professionals to be open, candid, and honest regarding what supports exist at the university level. Three themes emerged from the interviews for research question 1- 1) varied administrative occupational support, 2) support of occupational flexibility, and 3) support of relationship building.

Varied Administrative Occupational Support. As described by the participants, administrative occupational support is from presidents, provosts, departments, and supervisors through occupational acknowledgment or benefits. Participants stated they had positive occupational support from their departments or direct supervisors. However, from their interviews, university provosts, vice-presidents, or administrative occupational support was not "sufficient" according to participants.

Seventeen participants explained that their support from the university varied; support within the university was contingent on knowledge of the ID profession. Participant B said, for example:

> I would say there are different levels to that obviously like the University as a whole, since I am low on the totem pole, don't offer the same support…um, but I would say within my team, they appreciate my work, so that is nice.

Participant I's statement aligned with Participant B's, "support…it's very individualized at our university, and things tend to be very siloed." Participant E said, "...I'd say that our college is doing a really good job within the university and that the university as a whole does not have a (way) to ensure things are equitable for instructional designers (in different colleges)."

Participant D described how their support from the administration comes from growth in the field. "But that's also, I think, a sign of their growth…it's a company that has grown substantially over the last three to five years. (We) certainly invested. (We) spent time setting up a space at home."

Participant H shared:

> I think it actually humanized me to a lot of people to a certain extent where I was like, I am very lucky. The biggest thing for me is my supervisor is a saint. He has always said, family comes first.

Participant A felt support from the administration, "I feel really supportive…they do try to help us feel engaged. They'll send us little things once in awhile. They always send us cards on our birthdays…send cookies randomly sometimes." Participant S stated that the university as a whole, "has all the bells and whistles that most good employers would have," and that contributed to her cost-benefit approach to ID support.

Participant Q stated having an office of women, including her manager, helped with an occupational support system:

> They are very supportive, and I think part of that, I mean, I'm just making an assumption here, but my department is mainly women. (They) have multiple children so I think there's more understanding from them of what it takes to do what we do, and I think that helps a lot.

Participant D said she had wished someone encouraged or supported "taking a little time off…I don't think anyone but like you would not have felt like you had to take time off." This was similar to the statements by Participant J, "I felt like what I would really like is to have …more time off given. Or being told to take a day off. (You're) going to take this day off." Other than time off and emotional support from administration, Participant L explained how benefits are lacking compared to work administered, "But there's no money. There's no pay increase. There's no extra vacation. So that's where I toggle with, I mean, I think I get paid well, but after

awhile, you're just like how much more. And I think that's what worries me." Participant Q, although she felt office support, questioned whether or not her employer was supportive or "are they just saying they are."

Participants identified the occupational challenges from varied administrative occupational support which included: stress from working overtime without pay; stress of implementing f2f courses online, and stress of working with those who do not understand the field or practice of instructional design. Varied administrative occupational support lent to emotional and mental effects for the instructional designers.

Support of Occupational Flexibility. Occupational flexibility, according to participants, refers to the ability to work on specific tasks without micromanagement. Participants described their jobs uniquely. For example, Participant A described her job as unique within the field of instructional designers:

> So I am super lucky, I think I feel like I found the unicorn of instructional design positions….we have a very specific process. We create master courses for instructors. They get paid to be subject matter experts (SME), and they know they're following a very specific plan, and that is what I do. I spend very little time actually communicating with the subject matter experts and a lot of my time actually building their course and using my instructional design skills.

Participant A pointed out that what made her job unique was the consideration of her tasks within her remote position- little communication with the SME's and more support on online and f2f curriculum development (contributing to her positive work outlook). She is a self-proclaimed introvert, evidenced by the following response, "I am an introvert, and that's

actually always been a challenge for me in face-to-face environments. I cannot really deal with other people in that kind of personal space environment. This is perfect (job).” Participant K described her work experience as encouraging, as her supervisors understand the work-life balance for remote working employees:

> I feel like e-campus is really good about promoting (work-life balance). So I do feel that, you know, like is my busy time right now or quarter starts next week. Um, I’ll probably work a few hours at least this weekend, but I know that I can tell my supervisor and take that time back later. Yeah, I also have that flexibility.

Participant B shared, “I have really good benefits and…flexibility, so from the University as a whole, that is a really good thing.” Participant J elaborated that “there are exceptions, you know, because the nice thing is that when I have, you know, a doctor’s appointment..(sick kid), if I leave, I can come back home and work for two hours.”

According to participants, work flexibility and support working remotely by university administration can ease emotional challenges, stress levels, and the ability to do one’s job.

Support of Relationship Building. As described by the participants, relationship building is working closely with colleagues, staff, or faculty encouraging more efficient and reliable communication. Reminiscent of social exchange theory, relationship costs can be higher than the relationship rewards if the effort (time or money) is not seen of equal value (Emerson, 1976). Therefore, some participants saw a sense of equity with their offices or departments.

Participant M stated, “...we do a bunch of different things. But our team actually grew closer, which was interesting.” Participant N described her support in relationship building similarly:

> So each of us has a college to support that builds a stronger relationship, a working relationship. So it's not reactionary. (We) are not like a help desk but…more of a professional connection and collaboration (with campus).

Participant P shared that her supervisor encouraged relationship building due to what her team was composed of internally:

> So, our office is currently supposed to be a team of eight, and it was structured with a senior director, two associate directors, and then four underneath them. It's gone through some change. We have some positions that we're currently trying to fill. In terms of my immediate support, I feel like my boss recognizes and acknowledges the work (we) do. They push for that in a lot of ways….The person who was previously in my current role would describe us like a startup.

Team building and support from supervisors helped the participants develop professional relationships throughout campus, helping to encourage an understanding of the significance of the ID profession.

Themes from Research Question 2

Research Question 2 invited discussion on what mental and emotional challenges exist for remote working university ID professionals from employers. Two themes emerged from the interviews for research question 2; 1) challenge of occupational buy-in from faculty and 2) challenge of emotional labor.

Challenge of Occupational Buy-in. Occupational buy-in, described by participants, is when administration, directors, or faculty understand the significance of instructional design and support their presence or progression on campus. Most participants experienced difficulty in

administration and faculty understanding the ID profession. Participant P described occupational buy-in as battling for an understanding of the ID profession:

> I think it often gets perceived as extra credit, you know; whereas if you take a moment and like, take a breath and realize we're here to help…here to make your teaching experience better. You know, it's just getting that buy-in, I think, from faculty, and that's it actually. We have done initiatives to try to do a workshop series, where we have very low attendance. We created a module, but I noticed nobody's enrolled.

Participant N described how instructors "struggle with students and have a "false expectation of what learning is." Participant R said sometimes, the experience working with faculty is frustrating:

> The biggest frustration with us is when we spend all this time with instructors and then they choose to change all this stuff that we talked about. If I run into an issue with an instructor and they're just not changing, or they're not getting back to me…send an email, not only to the instructor, but to the chair of the department so the chair knows what's going on.

Participant R said the reason for this is "we're not getting help with buy-in and that's big…just to have one person be an ambassador for us, and go to those chairs and go to those departments." Participant M shared, "okay, from our perspective if you're teaching, we serve you…we support you. But the administration could not even pronounce our (department) correctly." Thus, there's a disconnect between the administration's understanding of what the ID professional does and how they can serve the universities. Participant K stated that many faculty view ID professionals as technical support:

> Yes, like to be seen as more than just technical support, as someone who has expertise in a different. I mean, I'm not a subject matter expert in your field. But I do bring a certain amount of expertise in online learning to our conversations. I would say that is a consistent problem is faculty kind of seeing us as equals.

Participant L said the transition from f2f to remote vetted this view of technical support more so "it was constantly getting emails from faculty all the time" and "I'm going to toot my horn a little, but I don't think that the institution would have gone through COVID without us."

As described by the participants, occupational buy-in increased when faculty and administration understood the ID profession and why it is an integral part of university development.

Challenge of Emotional Labor. Emotional labor, or acts of caring within paid and unpaid environments, was discussed in the participant interviews (Hochschild, 2012, as cited in Newcomb, 2021). Emotional labor was described by participants as part of the occupation. Participant M explained how women get drawn into the profession because of it, "There's a lot of emotional support that comes with (ID), and that can be hard. And I think that's also why a lot of women get drawn into instructional design, because we do take on that emotional support piece." Participant J echoed Participant M, "I've always felt like part of the reason why I became an instructional designer is because I want to help people. Participant N described how aspects of ID can be a struggle:

> You know this is what I do. And this is what I love. You can take (it) home with you, and either you know you just sit there and you let it boil, or you deal with the instructors that try. You know you're attempting to get them to understand what you do.

Participant O described how "managing those expectations" can be emotionally draining, even though the job has a lot of flexibility. Participant L shared that dealing with emotional labor is finding work-life balance, "you know nothing in our field is an emergency" and "no one is going to die." She said, "sometimes, you just have to walk away."

Due to the profession, Participant Q shared that emotional labor stems from wearing multiple hats:

> I would say, the fact I like wearing a lot of hats sometimes also means that the people I work with don't understand that, like the thing I'm collaborating with them on is not always the priority, but like faculty will be like I want this done this week. I already have the whole week planned, like I've already made commitments for other things. It's just not as high on the priority list, as they think it is because they don't have an understanding of how much goes into it.

Participant Q also shared how she "is a perfectionist" and "takes a lot of pride in the work" she does because she "quadruple checks everything," contributing to that feeling of the emotional burden. Participant P explained how everyone was "overwhelmed by things going on in society right now" and "realized the amount of emotional heavy lifting you have to do as an ID professional" can lead to burnout. Participant T described how her well-being was affected differently throughout the semester:

> The start of the semester…is pretty chaotic, because everybody is wanting whatever they want. I'm called on certain projects and stuff to help, too. And then they all, you know, sometimes line up at the same time. Sometimes it gets stressful in that regard, but I enjoy helping, and I don't want to not help somebody with their things.

According to the participants, emotional labor coincides with instructional design and is hard to separate due to the need to care for others aided by their profession.

Themes from Research Question 3

Research Question 3 invited discussion on what domestic supports have been provided for remote working university ID professionals for work-life balance. Two themes emerged from the interviews for research 3; 1) support of intentional shared space, and 2) support of domestic equity.

Support of Intentional Shared Space. Intentional shared space, as revealed in the interviews according to the participants, refers to the acknowledgment that the work environment domestically is shared intentionally with familial occupants. For example, Participant B described when they purchased their home, they intentionally reserved a room dedicated to workspace, "When we bought our home, I had the intention (we) set aside a room specifically to be the office. So, I always had a space but I do also share the space with my husband when he works from home." Participant F shared something similar to Participant B, "I did have to make myself my own little space. So, like I can't see the laundry that's all in the bedroom. I'm not looking at it. I'm like right here in my little space so it is not terrible."

Splitting space helped participants who had a spouse or significant other who also worked from home. Participant P explained how they split their house into workspaces, which started during the pandemic. "(My husband) works in an office and I primarily work form home, even during the pandemic, we had a good sense of 'your office is upstairs, mine is downstairs, and you know, like I'll see you at lunch." Participant K shared that "they have a spouse how works full time" and that he is in a "Zoom meeting right now." Participant M explained that

defining space was important to her domestic and work endeavors, alongside ensuring her domestic relationship stayed strong:

> My days are not the same as my (husband's). That's a struggle. It is a constant conversation (regarding shared space). Like right now, I'm in the office and he's doing research in the living room.

Therefore, acknowledgment of space, definitive workspace allocations and mutual understanding of space helped ID professionals while working remotely.

Support of Domestic Equity. Domestic equity, according to participants, refers to the balance of domestic exchanges. This correlates to social exchange theory and how for women ID professionals, the costs of the interaction could affect and create feelings of isolation, abandonment, or lack of appreciation from partners or administration (West & Turner, 2021).

Participants described their domestic experiences as "learning to grow" with their partners. While working remotely, positive domestic experiences depended on partner support or understanding shared support. Those participants who stressed less domestically had partners who shared responsibilities and tasks at home.

Participant B described how her "husband is really helpful" and they "split duties," and how sometimes "I'm doing more and sometimes he's doing more." Participant K explained how she had domestic support since the pandemic:

> I do have that support, and you know, we've juggled parental responsibilities throughout the pandemic, and it's easier that the kids are back in school. We have them go to an after school program. But yeah, for the most part I would say, I'm fortunate to have a good

school system with an after-care program and a good supportive partner to help with the parental responsibilities.

Equity in domestic environments can help alleviate the stress for ID professionals working remotely. However, some domestic partners need help understanding remote work or working within your domestic environment, as indicated by the participants.

Themes from Research Question 4

Research Question 4 on what mental and emotional challenges have remote working university women ID professionals experienced with domestic partners. Three themes emerged from the interviews for research 4; 1) challenges of societal pressures and expectations, 2) challenges of domestic equity, and 3) challenges of self-management.

Challenges of Societal Pressures and Expectations. Some participants described domestic challenges that stemmed from gendered societal structures for women as primary caregivers or supports. For example, Participant P shared that societal pressures were "amplified" during the pandemic:

> ...the societal expectation of women as caregivers, and I have felt that. I felt that during the pandemic and it would show up in my work. When I realized I would be trying to meet with faculty, trying to do something, design a course together, and because emotions and tensions were very high within us, there was a lot of societal unrest.

Participant P continued to share that many faculty want to "be a good instructor" and "as a manager…sometimes the person is a ball of feelings, and in a society where women are conditioned and expected to care." She elaborated, "as a woman, you seem to agree to take more, like, alright, sure pile it on to the feelings wagon, I guess."

Participant Q explained how it is "overwhelming" because she wants to make sure she is doing a good job for her employer while maintaining domestic duties:

> I worry if my employer will think I'm not doing a good job because I'm taking fifteen minutes to go grab my kids. I know I'm doing good. I know I'm doing my work. I know and I'm very grateful to be able to work from home and be able to not have to pay daycare right now. So, when it is frustrating, it's not even frustrating like 'oh, I wish I didn't have this many things to do. It comes from a place of like I am grateful.

Participant I shared that her "husband comes home for lunch and starts talking or he'll text me during work hours, or he'll send me an email." She described how when she is home, it is assumed that she can do errands like "cycle the laundry" or "go run and do this." Participant O explained how at first, working from home was a challenge for her husband:

> And at first, that was a bit of a challenge to help him understand. The nature of my work is me being in front of a computer. The nature of your work is holding tools and doing your thing. And so he was able to understand and learn that.

Participant A shared similar comments:

> And then there's also, because I'm home, the idea that at home I can do all the things that come with me being at home: doing all the cleaning, dealing with all the coming in and out. So, it's kind of this idea that I'm working but then also I'm having to do all sorts of the traditional stuff because of the convenience of me being at home.

Participant S described how her children think because she is at home, she can "help around the house" and that her youngest child "does not understand that, even though I'm sitting

at my desk." Participant J shared how working remotely has put a "strain on her marriage to some degree" and that "managing two children at the same time was challenging."

Challenges of Domestic Equity. Some participants described how challenging domestic equity was with their spouses, particularly at the start of the pandemic. Participant I said she is still “doing the heavy lifting” and “I was fortunate to be a stay-at-home mom.” She described how her “husband is the least understanding of that” regarding her domestic responsibilities. Participant N shared how she is the “primary caregiver for our children because my husband has always had the job- the job we could survive on if I lost my job.” Participant T shared how her husband doesn’t understand the flexibility of remote work. She described how he “understands how much I enjoy my job” and “sometimes he’s like why are you still working in the evenings.” Participant P described the struggles of balance for domestic duties with her spouse:

> I’m very task-driven and task-oriented. And there’s a task around the house that needs to be attended to, like, you know, dishes piling up or the laundry didn’t get folded. I will take on some of those domestic tasks to break up the day. However, domestic responsibilities fall to me a little bit, and I know that’s not entirely fair. It’s not fifty-fifty. My spouse is a great help with shopping and cooking. When he does get home, he does help out.

Challenges of Self-Management. The last theme, self-management, was a consistent theme revealing a struggle to find work-life balance for women ID professionals. Participant L shared that working remotely is "definitely stressful" and "has stressful days," and Participant M shared that she "gives myself permission to close my door when I'm at work" and that it was a

"hard thing for me to do." Participant M explained how "establishing some of those parameters" while working on projects was challenging to balance.

Participant S shared how she considers "myself like my own department:

> You have to manage your time, and if it's not managed appropriately, then you will spend more time overworking and working after hours, because you haven't gotten those tasks done. You have to be somebody that is able to project manage well enough to know when to stop.

Participant N described how she "committed" herself "to having the boundaries" and working remotely, "all of a sudden my professional life was in my house, and my kids were on camera because they had to be." Participant H struggled to separate her "mom's self" from everything else "meshing together." She was the primary caregiver to a critically ill child and described how "being a mom never turns off." Participant D shared similar experiences and described how she felt "guilty" when she couldn't spend more time with her children "helping them with school." Participant K, as a part-time student working full time, described her struggle to "balance" with two children at home:

> So, I'm taking, you know, one class a term and I work full time. I work forty hours a week, and I have two children. And yeah, it's a really delicate balance to keep things, you know, to feel like I'm giving enough time to each part of my life right? It is definitely a struggle and delicate balance. It kind of feels like there's no wiggle room.

Participant Q shared how her children interrupt for "silly things," and she doesn't feel "as bad" but worries about paying enough attention to them in her experience:

> Typically, they interrupt for silly things. So, I feel less bad about that. (However), I do sort of worry some of those times when they are sad or something. I'm not trying to dismiss them. Um, and I want them to know I want to pay attention to them. I care about what they are drawing or trying to show me, but I'm trying to teach them time and place.

Summary

Chapter 4 summarized the responses of 20 interview participants from various ID and remote work experiences. Multiple themes emerged for the research questions that were consistent with the literature review discussion. For RQ1, the participants shared that as remote women ID university ID professionals, they had varied occupational support from the university, occupational flexibility, and relationship building within their departments. For RQ2, the participants described occupational challenges of occupational buy-in from faculty and the emotional labor of the ID professional. For RQ3, the participants shared that domestic supports included intentional shared space in the domestic environment and domestic equity in tasks performed at home. Finally, for RQ4, participants described three challenges: societal pressures and expectations, domestic equity, and self-management of work-life balance. Chapter 5 provides an interpretation of the findings, limitations, and recommendations for future research.

Chapter 5

Interpretation and Recommendations

This chapter begins with a study summary and expands on the findings reported in Chapter 4. The study's findings are discussed and connected to the literature review, as reported in Chapter 2. The discussion includes emerging themes connected to related literature, emerging themes not associated with research questions, and calls for action in future research.

Study Summary

In the spring of 2020, a national crisis turned into a worldwide pandemic, impacting the work of instructional designers. That impact included mental and emotional challenges with occupational and domestic support. According to research, affected demographics included remote working women. This study explored domestic and occupational support for remote working women university instructional design professionals alongside their emotional and mental challenges.

Overview of the problem. Studies on domestic work-life balance have yielded no conclusions regarding occupational or domestic support (Manzo & Minello, 2020; Nash & Churchill, 2020; Sherman, 2020). Existing studies acknowledge occupational and domestic stress for women remote workers (Manzo & Minello, 2020; Weisberger et al., 2020). However, women instructional designers still need to be explored. Shepherd-Banigan, Bell, Basu, Booth-LaForce, and Harris (2016) and Zarra-Nezhad, Moazami-Goodarzi, and Hasannejad (2010) conducted studies with a focus on mental and emotional challenges. Remote learning and working practices have impacted workloads for instructional design professionals. Weisberger et al. (2020) explored the importance of ways to support ID professionals who balance domestic life with

remote work. Other studies have collected input from remote working women (Manzo & Minello, 2020; Nash & Churchill, 2020; Sherman, 2020). Therefore, gaps in the literature include what types of occupational and domestic support are available, what emotional and mental challenges exist, and a defined focus on remote working women university instructional design professionals.

Purpose statement and research questions. The purpose of this dissertation was to explore the challenges and supports for remote university women ID professionals. Four research questions guided the study's purpose:

RQ1: What occupational supports have been provided for remote working university women ID professionals by universities for work-life balance?

RQ2: What mental and emotional challenges have remote working university women ID professionals experienced with employers?

RQ3: What domestic supports have been provided for remote working university women ID professionals for work-life balance?

RQ4: What mental and emotional challenges have remote working university women ID professionals experienced with domestic partners?

Review of the methodology. This study utilized a phenomenological research design to frame the study and the selected population, including a purposeful sampling of remote university women ID professionals. A questionnaire was distributed through LinkedIn and Facebook, especially for university women ID professionals. Phenomenological research design was used to develop 14 questions; 3 demographic based and 11 in-depth and open-ended questions for 20 interview participants. The interview data were transcribed, analyzed,

interpreted, and organized using Microsoft macros by page numbers, lines, themes, and transaction dates. Steps were taken to ensure the study quality correlates with the research's credibility, transferability, dependability, and confirmability.

Major findings. For RQ1, participants shared what occupational supports existed, and three themes emerged. First, participants said they received varied occupational support from the university. Second, participants shared that they appreciated the support of occupational flexibility provided by working remotely. Third, participants shared the support of relationship building as occupational support; working closely with colleagues, staff, or faculty encourages more efficient and reliable communication.

For RQ2, participants shared mental and emotional occupational challenges, and two themes emerged. First, most participants explained how occupational buy-in was a challenge with mental and emotional effects. Occupational buy-in, as described by the participants, includes how stakeholders understand the significance of instructional design and its impact. The participants shared how they wished faculty, staff, and administration viewed them as more than technical support and instead as “equals in the educational journey.” Second, most participants shared how emotional labor was part of the applied practice of instructional design. According to the participants, emotional labor and instructional design are hard to separate due to the need to care for others.

Research Question 3 invited discussion on what domestic supports exist for the participants, and two themes emerged. Most participants shared that intentional shared space helped to support their separation of occupational and domestic environments. Splitting space encouraged participants to define time to work and time dedicated to domestic duties. If the

space was shared with a partner, mutual understanding of that defined space helped support work-life balance. Second, most participants alluded to domestic equity or the balance of domestic exchanges. This correlates to social exchange theory and how the costs of interactions could affect or create feelings of isolation or abandonment (West & Turner, 2021). According to participants, equity in domestic environments can help alleviate the stress and emotional labor for remote working women.

Finally, participants revealed in RQ4 what domestic challenges exist for remote working university ID professionals affecting their mental and emotional health. Three themes emerged from the interviews, including the challenge of societal pressures and expectations, the challenges of domestic equity, and self-management challenges. First, most participants described domestic challenges that emerged from societal structures and pressures for women as primary caregivers. Participants explained how those societal pressures were amplified during the COVID-19 pandemic in remote working environments. Second, participants expressed the difficulties of domestic equity with their spouses during and after the pandemic. Finally, most participants revealed they struggled to find work-life balance, and self-management of occupational and domestic life was stressful. Participants shared that set boundaries or established parameters helped achieve balance for working remotely.

Findings Related to Literature

A literature review examined the theoretical framework, relationships with emotional and mental challenges, and domestic and occupational support for remote working women university instructional design professionals. Identifying these relationships can help occupational and domestic supports reevaluate support mechanisms for remote university women ID

professionals. The research revealed gaps in the literature examining the emotional and mental challenges of university women ID professionals who work remotely, what occupational and domestic supports exist, and their effects. The following sections describe emerging themes from the interviews and their relation to the literature reviewed in Chapter 2.

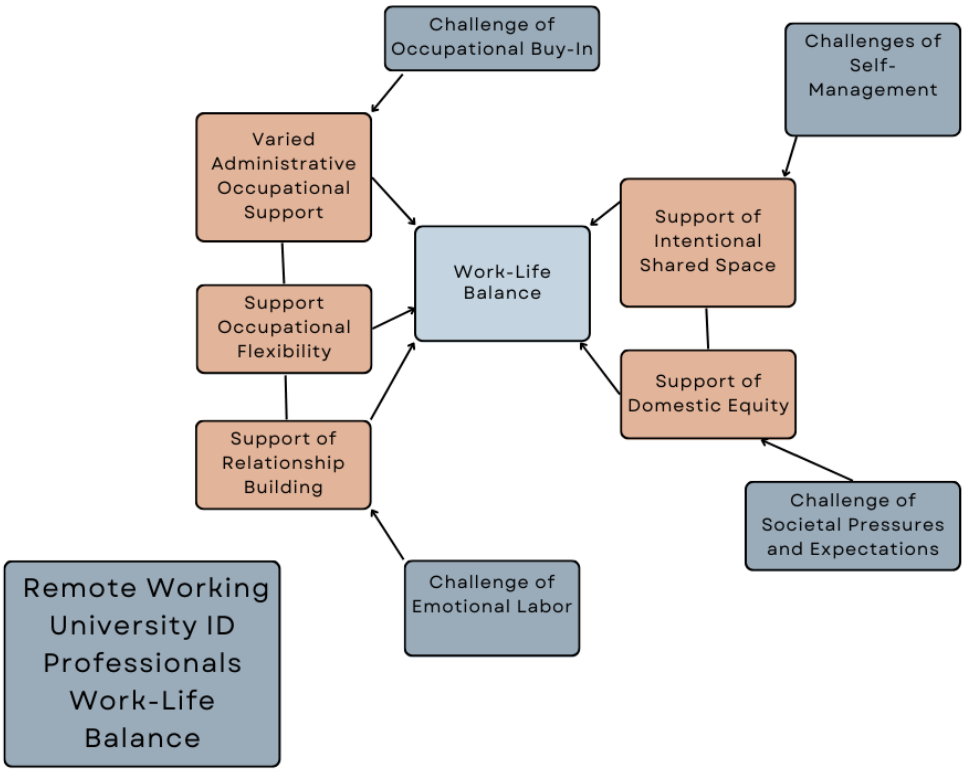
Emerging themes from Research Question 1. Social exchange theory (framework) defines how personal or professional relationships are shaped by costs versus time or money (Homans, 1958). Costs can be money, effort, or time while rewards can be positive relationship elements, as indicated in the interviews (West & Turner, 2021). Social exchange rules (Cropanzano & Mitchell, 2005) were adapted for remote working women instructional design professionals during the pandemic and continued while working in hybrid or remote settings. The study findings reiterated research regarding occupational support. As described by participants, occupational support needs to be improved regarding working environments.

Workplace environments can lead to outreach to combat or balance occupational stress (Zarra-Nezhad, Moazami-Gooarzi, & Hasannejad, 2010). According to participants, occupational flexibility can ease emotional challenges and stress levels, in alignment with research on bridging the gap between workplace and home life with outside support (Subha, Madhusudhana, & Thomas, 2021). Thirumaleswari (2015) found that occupational stress has positive and negative dimensions on workplace environments. Such an imbalance can come from the inflexibility of the work environment that leads to the inability of the occupational supports to comply with the modernization of practices. Study participants recognized one form of outreach to strengthen occupational support as occupational flexibility (Thirumaleswari, 2015).

Studies have examined relationships between occupational stress and extensive burnout, with no significant relationships identified (Zarra-Nezhad, Moazami-Gooarzi, & Hasannejad, 2010; Thirumaleswari, 2015). However, the support of relationship building was identified as occupational support by study participants, including reliable and close communication with colleagues. Relationship costs can be higher than rewards if there is no sense of equity in a working environment (Emerson, 1976). Similarly, participants described that team building and supervisor support helped encourage professional relationship development throughout their campus-aiding in stress level reduction as remote working women university instructional design professionals.

Figure 2

Work-Life Balance Flowchart



Note. Remote working university ID professionals work-life balance flowchart.

Emerging themes from Research Question 2. According to Guijirat and Kumar (2018), emotional challenges include individual development obstacles. Such challenges can threaten the livelihood of remote-working university women instructional design professionals. According to the National Institute for Mental Health, mental challenges include obstacles to thinking and communicating (2022). Both sets of challenges were evident in the occupational challenges for the participants.

Xie, A, Rice, and Griswold (2021) examined the shifts during the 2020- COVID-19 pandemic revealing how a shift in thinking occurred; instructional design professionals had to teach about research to research teaching. The study revealed that shifts to online environments were stressful for all people's well-being in higher education environments. Most participants needed help with administration and faculty understanding the shift to online, curriculum adjustments, and what an instructional design professional is tasked with.

The body of research did not address the applied emotional labor of participants, as indicated during the interviews. Emotional labor was attached to studies where participants were remote working mothers, and the challenges were in domestic environments (Guijirat & Kumar, 2018). The lack of occupational support can create emotional challenges in women as primary supporters or communication engagers. Most participants shared how they get drawn into instructional design because of the emotional support element of helping another. Participants described how wearing multiple hats aided the onslaught of emotional labor in their remote working environments. Therefore, this emerging theme contributed to the literature addressing the occupational challenges of remote-working university women instructional design professionals.

Emerging themes from Research Question 3. Mininni and Manuti (2020) described the remote work experience and what constitutes a public versus private environment. This was similar to the theoretical framing of social exchange theory recognizing how work-life balance can come with a cost. Mininni and Manuti (2020) investigated how innovative working experiences were affected by agile work approaches. Perceptions of remote working included how trauma-based versus controlled environments of older populations were divided regarding

domestic work spaces. This was revealed during participant interviews; intentional shared space is one example of working in a domestic environment with intentional reserved space. Intentional shared space was regarded as domestic support due to how it affected work-life balance. Participants said splitting space helped those with a spouse or significant other who also worked from home. Acknowledgment of space, definitive workspace allocations, and mutual understanding of space helped instructional design professionals while working remotely and aligns with previous research on public versus private work environments (Mininni & Manuti, 2020).

According to Uddin (2021), domestic support includes flexible strategies for partners managing domestic duties. Chung, Birkett, Forbes, and Seo (2020) investigated the division of labor for dual-earning couples in the United Kingdom. It was revealed that partners were more supportive of their counterparts if they split domestic and childcare duties from home. Chung et al. (2020) conducted a similar study on remote work impacting couples and the creation of domestic support, with results reiterating findings from Chung, Birkett, Forbes, and Seo (2020). Zarra-Nezhad, Moazami-Goodarzi, and Hasannejad (2010) conducted a study assessing domestic stress in women professionals in Iran a decade prior to the remote working impacts of the pandemic. A survey administered to participants revealed a level of adaptability for families and employers with working women. Mininni and Manuti (2020) conducted an ethnographic study in Italy focusing on remote-working women with children at home. It was suggested that remote work increased unequal domestic rearrangements. The study highlighted work-life balance inequities and that working mothers played a much more significant role in supporting children and domestic duties.

Study participants described their domestic experiences as learning growth with their partners to ensure a positive remote working environment (Mininni & Manuti, 2020). Participants who stressed less domestically had the support of their partners, echoing prior research about the importance of shared domestic duties. The theme emerging from the study absent in the literature review was how some domestic partners need help understanding remote work within a domestic environment; if they do not work remotely as well.

Emerging themes from Research Question 4. Manzo and Minello (2020) described how varied forms of caring emerged during the COVID-19 pandemic, creating a need for domestic support due to emotional challenges. According to Sackey and Sanda (2009), such challenges can lead to anxiety and depression for remote working women. For women, communities of care were organized to help provide a support network for remote working women. As described by study participants, this aligned with the challenge of societal pressures and expectations stemming from gendered societal structures for women as primary domestic supporters.

Subha, Madusudhanan, and Thomas (2021) described how the well-being of women IT professionals was at risk due to periods of working in a domestic environment. Chung, Birkett, Forbes, and Seo (2020) ascertained data to reveal the domestic inequities between men and women; women shared that they still carried the weight of housework and childcare more than before.

Study participants described how the challenge of societal pressures and expectations came from living and working from home as a woman. It was assumed that since the woman was at home, she could primarily support domestic duties, highlighting how societal expectations

affect the gendered division of labor. However, if the partner also worked from home, traditional gendered patterns of behavior shifted or were aligned with progressive representations in those domestic environments, aligning with Shockley, Clark, Dodd, and King's (2021) research investigation.

According to Uddin (2021), domestic support includes flexible strategies for partners managing domestic duties. Chung, Birkett, Forbes, and Seo (2020) investigated the division of labor for dual-earning couples in the United Kingdom. It was revealed that partners were more supportive of their counterparts if they split domestic and childcare duties from home. Chung et al. (2020) conducted a similar study on remote work impacting couples and the creation of domestic support, with results reiterating findings from Chung, Birkett, Forbes, and Seo (2020). Zarra-Nezhad, Moazami-Goodarzi, and Hasannejad (2010) conducted a study assessing domestic stress in women professionals in Iran a decade prior to the remote working impacts of the pandemic. A survey administered to participants revealed a level of adaptability for families and employers with working women. Mininni and Manuti (2020) conducted an ethnographic study in Italy focusing on remote-working women with children at home. It was suggested that remote work increased unequal domestic rearrangements. The study highlighted work-life balance inequities and that working mothers played a much more significant role in supporting children and domestic duties.

Relative to research, study participants described their domestic experiences as "learning to grow" with their partners to ensure a positive remote working environment. Participants who stressed less domestically had the support of their partners, echoing prior research about the importance of shared domestic duties. The theme emerging from the study absent in the literature

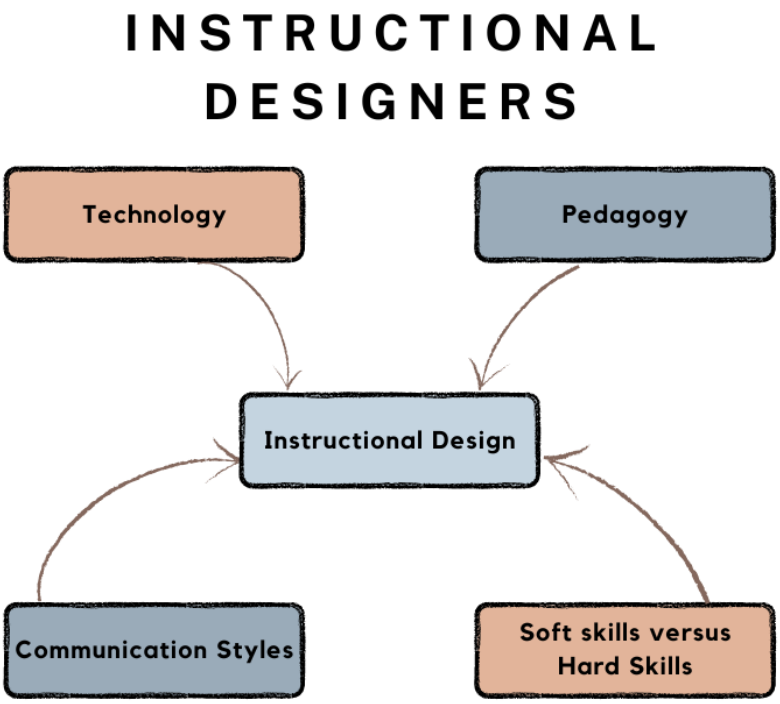
review was how some domestic partners need help understanding remote work within a domestic environment; if they do not work remotely as well.

Other emerging themes. The challenge of defining instructional design and the challenge of defining online learning was not directly tied to methods or analysis of interviews for qualitative reactions. It, however, was an emergent theme recognizing the challenge of instructional designers and their occupational definitions.

Challenges with defining instructional design. Most participants described their job description as varied, and occupational challenges existed due to a need for more consistency in defining what an instructional designer does. Albeit the emergent theme of occupational buy-in addressed the need for more understanding of the importance of instructional design, there needs to be more clarity within the field for defining what instructional designers are/do.

Figure 3

Defining Instructional Design



Note. Technology, pedagogy, communication, and skill sets all contribute to the challenges of defining instructional design as a field of practice.

For example, Participant D described how the real value of instructional design is in relationships:

> I thought people started realizing instructional design applies to all courses, not just online. That it is a valuable resource for faculty and that they would invest more heavily in staff.

She also described the different facets of instructional design which can affect defining it:

> I personally fall more on the pedagogical coach side rather than the technology side. That is not true for everybody. But, that's true for me, and that requires building a relationship and having a conversation. I hope that gets communicated that (instructional design) is an entire field of expertise.

Participant J echoed Participant D:

> I always feel like instructional designers need to know where your job is, are you on the information technology side or are you on the academic side. I feel like there's a very big difference in some job responsibilities depending upon which side of the house you sit.

Participant G described how to learn to work with different styles due to differences in those approaches to instructional design, "I am learning how to work with all those different types of personalities and styles. And so I think I am more in the soft skills area, that's where I tend to excel."

Challenges with defining online learning. Most participants described how online learning was met with misunderstanding due to ERT practices and influences from the COVID-19 pandemic in higher education. Participants explained how online learning and ERT were considered the same. Participant I explained how instructional design fallacies affect the field of practice, especially when communicating abilities to others:

> You know that I have ability and that I have credentials; I have experience, not just a degree. I would like people to understand that, like, you know a Zoom session isn't online learning. Online learning is something that's crafted, and if it's done well can be really valuable and meaningful.

Another example described by Participant M is how faculty struggled to understand the difference between ERT and online course facilitation:

> The big struggle on our campus is the misconstruing of ERT with online curriculum. (The idea) that recorded lectures, due to the pandemic, were (effective). We put OWLS in every room, 360 degree cameras to do the high flex as we transitioned back. Instructors were like I just recorded with these and put that online. We were like you can do that a little bit better. Now, faculty get partnered with an instructional designer and the goal is to have a course that meets the Quality Matters Essential Standards.

Conclusions

This study utilized a phenomenological research design to explore the emotional and mental challenges and domestic and occupational support for remote working women university instructional design professionals. The study's findings addressed gaps in the literature regarding research on remote-working women university instructional design professionals and considerations for social exchange theory as academic framing. The following section addresses gaps in the research to prompt action for future studies.

Implications for action. The study presents implications for action regarding the emotional and mental challenges and domestic and occupational support for remote-working women university instructional design professionals. These results included the need for strengthened occupational support in remote working environments, support for challenges of the emotional labor of remote working women, the importance of domestic equity working remotely, and support for the challenges of societal pressures and expectations placed on women. First, study participants described strengthened occupational support in remote working environments

as “varied.” Participants did say direct support from supervisors was positive, but university support was not “sufficient.” Therefore, this study may help recognize the need for solid remote working support for women instructional design professionals from their institutions. Second, the study highlighted how emotional labor could be observed occupationally. An example of this would be, as described by participants, why women get drawn into instructional design positions; due to the emotional labor of helping others on the job. This study can aid in identifying the cross-over of emotional labor into occupational spaces and address challenges of self-management. Third, domestic equity was identified as a support for domestic environments. Participants described their experiences as correlated to social exchange and how the costs of specific interactions could affect and create negative feelings (West & Turner, 2021). For example, remote-working instructional design professionals may need more understanding of their work versus domestic environments. This study can encourage recognition of shared space, communication for domestic responsibilities, and self-reflection of connected relationships (domestically and occupationally). Finally, the study addressed the societal pressures and expectations placed on women professionals. This is connected with the theme of emotional labor and domestic equity in remote working environments. For example, most participants described that their domestic challenges stemmed from gendered social structures; those pressures were amplified during the pandemic. Therefore, this study may encourage reflection on those pressures and ways to help reduce those challenges and increase avenues of support.

Recommendations for future research. Recommendations for future research aid in the expansion of identifying the emotional and mental challenges and domestic and occupational supports of remote working women, specifically instructional design professionals. This

dissertation will encourage investigation into instructional design professionals, the dissonance in understanding the field, gendered inequities, and various occupational supports for remote working women university instructional design professionals. First, a recommendation would be interviewing participants and their past experiences to evaluate long term effects of domestic and occupational challenges. The COVID-19 pandemic ushered in new integrations and challenges for instructional design professionals. Time can help expound whether those new integrations had long-term effects or if those challenges still exist. For example, most participants have been working in a remote capacity for 1 to 5 years. The challenges of online curriculum development were heightened due to the dissonance of defining ERT versus pedagogy in online courses; participants returned to hyflex or hybrid work situations due to resource management. Second, investigating why those work environment policies were implemented can lead to the discovery of new challenges and the existence of occupational supports. Therefore, such a study can help validate interviews and perspectives gained through the interview process. Third, a future study may investigate why emotional and mental challenges exist and what specific supports need to be implemented in order to reduce those challenges. Finally, a future study may guide the investigation of defining what instructional design is and how it is affected by occupational and domestic supports according to university practice.

Concluding remarks. With remote practices growing due to the effects of the COVID-19 pandemic and changes in approach to technology, its impact has been under-evaluated on university instructional designers. Specifically, researchers have yet to study remote working women university instructional design professionals' emotional and mental challenges and what occupational and domestic supports exist. This is important because as the

ideology of work-life balance shifted, the long-term challenges of individual support, particularly in remote working women in domestic environments, were underestimated. This study contributed to the literature on emotional and mental challenges and occupational and domestic supports, specifically for remote working women university instructional design professionals. The results indicated a need for exploration into instructional design professionals, the dissonance in understanding the field, gendered inequities, and various occupational and domestic supports for remote working women university instructional design professionals.

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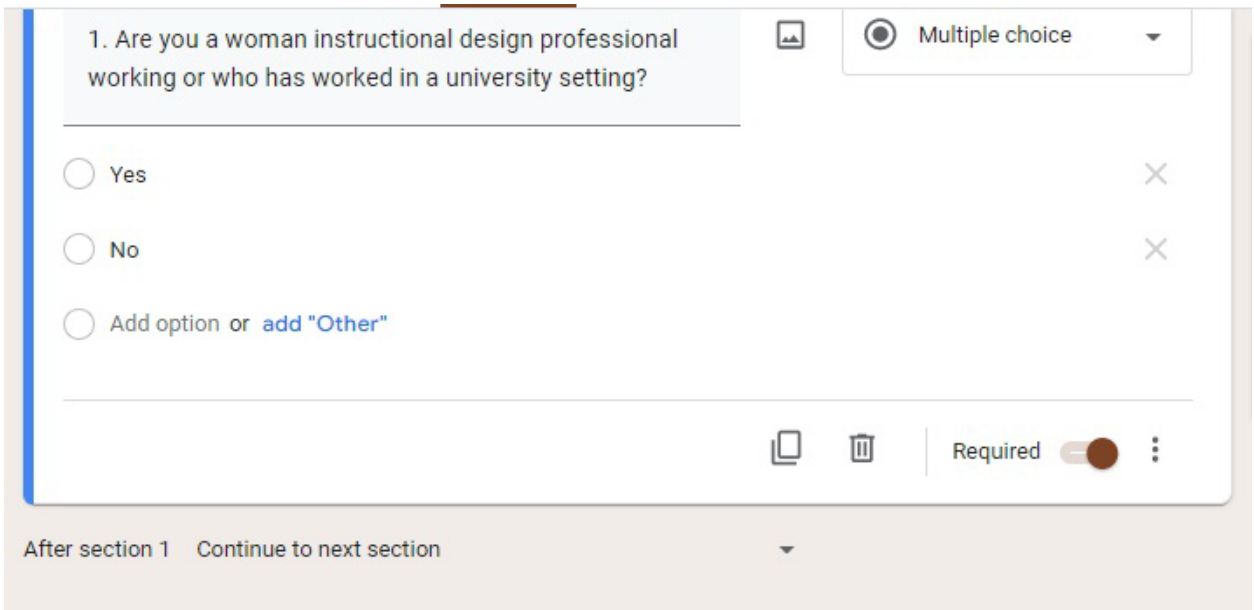
Appendices

Appendix A. Participant Recruitment Survey



Section 2 of 3

If you answered no, thank you for your time and consideration for this research project. You may close out of the survey. If you answered yes, please continue with the survey by clicking next.

Description (optional)

After section 2 Continue to next section

Section 3 of 3

Dissertation Questionnaire Research: Instructional Design Professionals Remote Working Women University

The questionnaire consists of 6 questions and will take less than 5 minutes to complete.

2. How long have you served as an instructional designer in a university setting? (Years) *

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- More than 10 years

3. Have you served as a remote university instructional designer in your current or previous job? *

- ◯ Yes
- ◯ No

4. If you answered the previous question "yes," how long have you/did you serve remotely? (years) *

- ◯ Less than 1 year
- ◯ 1 to 5 years
- ◯ 6 to 10 years
- ◯ More than 10 years

5. What is your university title and what department are you located in? *

Short answer text

6. Would you be willing to participate in a Zoom video interview with a doctoral student studying the emotional and mental challenges and occupational and domestic support for remote working university women instructional design professionals? *

- Yes
- No, thank you

7. If you answered the previous question yes, would you please provide your full name and email for future contact. *

Short answer text

Dissertation Questionnaire Research: Remote Working Women University Instructional Design Professionals

Thank you for your response! For those who are willing to be interviewed, you will be contacted in the near future! For more information, please contact Kristen Livingston, ABD, at KristenMLivingston@stu.bakeru.edu

Submit another response

Appendix B. Participant Research Questionnaire Consent Form

Participant Research Questionnaire Consent Form

Exploring the emotional and mental challenges and occupational and domestic support for remote working women university instructional design professionals: A Phenomenological Study using Social Exchange Theory

With the topic of domestic and occupational roles, overlooked imbalances of remote working relationships may have cost benefits with little to no acknowledgment, a direct result of the emotional and mental anguish positioned by the pandemic. This study explores the domestic and occupational support for university women instructional design professionals alongside their emotional and mental challenges.

The survey questionnaire consists of 6 questions and will take less than 5 minutes to complete. The questionnaire lends to an interview process with the consent of women university instructional design professionals who are willing to provide context for their answers after the questionnaire.

- I, _____, voluntarily agree to participate in this survey.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I have had the purpose and nature of the study explained to me in writing prior to participating in the survey.

• I understand that participation involves answering six questions involving experiences of a remote university instructional design professional.

• I understand that I will not benefit directly from participating in this survey.

• I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name, assigning a numerical identifier, and eliminating any personal data.

Researcher: Kristen M. Livingston, Doctorate Candidate at the School of Education, Baker University, KristenMLivingston@stu.bakeru.edu

Advisor: Dr. Wendy Gentry, wendy.gentry@bakeru.edu

For questions, concerns, or comments, please contact the researcher at KristenMLivingston@stu.bakeru.edu

Signature of research participant

_____ _____

Signature of research participant Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study.

_____ _____

Signature of researcher Date

Appendix C. Social Media Post for Participant Recruitment

(LinkedIn)

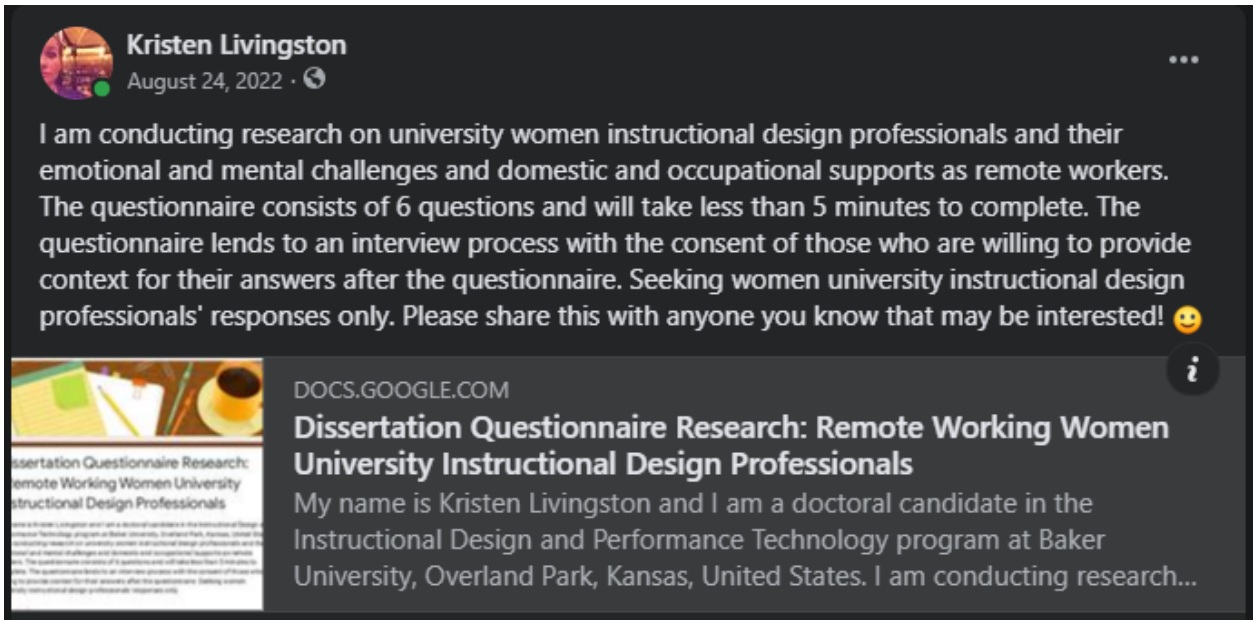
Kristen Livingston • You
Communication and Technology Specialist
5mo •

I am conducting research on university women instructional design professionals and their emotional and mental challenges and domestic and occupational supports as remote workers. The questionnaire consists of 6 questions and will take less than 5 minutes to complete. The questionnaire lends to an interview process with the consent of those who are willing to provide context for their answers after the questionnaire. Seeking women university instructional design professionals' responses only. Please share this with anyone you know that may be interested! :)
https://lnkd.in/gnQKQASp

33 1 comment • 18 reposts

Social Media Post for Participant Recruitment

(Facebook)



Appendix D. Interview Invitation

From: Kristen M Livingston <KristenMLivingston@stu.bakeru.edu>

Subject: Study on Working Women University Instructional Design Professionals.

Greetings!

Thank you so much for your willingness to participate in the study on Working Women University Instructional Design Professionals. It will take about 30 minutes of your time to complete this interview, however, I have allocated 60 minutes just in case. The interviews will be recorded and conducted through Zoom video conferencing. Doodle conferencing is the scheduling system utilized with the link listed below. You are allowed one time slot to select (listed in US-Central Times). Once selected, I will send you a confirmation email. If times do not work, I welcome other availability you may have (I understand we are scattered across the United States and can be flexible).

Thank you again!! I look forward to working with you!😀

https://doodle.com/meeting/participate/id/dG5R000a

Appendix E. Participant Research Interview Consent Form

Participant Research Interview Consent Form

Exploring the emotional and mental challenges and occupational and domestic support for remote working women university instructional design professionals: A Phenomenological Study using Social Exchange Theory

• I, _____, voluntarily agree to participate in this research study.

• I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

• I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

• I understand that participation involves answering seventeen questions involving experiences of a remote university instructional design professional and mental and emotional challenges from domestic and university supports.

• I understand that I will not benefit directly from participating in this research.

• I agree to my interview being recorded via Zoom software and that the recording will be terminated after the study concludes.

• I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name, assigning a numerical identifier, and eliminating any personal data

Researcher: Kristen M. Livingston, Doctorate Candidate at the School of Education, Baker University, KristenMLivingston@stu.bakeru.edu

Advisor: Dr. Wendy Gentry, wendy.gentry@bakeru.edu

For questions, concerns, or comments, please contact the researcher at KristenMLivingston@stu.bakeru.edu

Signature of research participant

_____ _____

Signature of research participant Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study.

_____ _____

Signature of researcher Date

Appendix F. Interview Protocol

Verbal Script for Letter of Information and Consent Form

Exploring the emotional and mental challenges and occupational and domestic support for remote working women university instructional design professionals.

P.I. : Hi, my name is Kristen Livingston. I am a doctoral candidate from Baker University, Overland Park, Kansas. I am conducting a research study exploring the emotional and mental challenges and occupational and domestic support for remote working women university instructional design professionals. With the topic of domestic and occupational roles, overlooked imbalances of remote working relationships may have cost-benefits with little to no acknowledgment, a direct result of the emotional and mental anguish positioned by the pandemic. According to a Deloitte (2020) study, causes of burnout can be attributed to lack of support and long hours worked, even on the weekends. This study explores the domestic and occupational support for university women instructional design professionals alongside their emotional and mental challenges. It will take about 30 minutes of your time to complete this interview. Are you interested in learning more about participation in this study?

- Participant: NO/YES
    - NO= I don't have time or not interested at this point
        - P.I. Thank you for your time and consideration! Have a great rest of your day!
    - YES

■ P.I. Thank you for your interest in the study. A follow-up email will be sent including potential times and dates that work with your schedule to proceed with the interview. Again, thank you for your time!

• INTERVIEW PROTOCOL:

● P.I. Hello! Thank you for your willingness to participate in this research study. Before we proceed, I would like to provide you with more information about your rights as a participant. Please note the following:

● The study is for the purpose of exploring the emotional and mental challenges and occupational and domestic support for remote working women university instructional design professionals.

● Your participation in this study is voluntary with minimal risks.

● You will be video recorded for recollection of data and after data analysis the recording will be terminated.

● Your privacy will be protected by removal of any personal information in the resulting report of this research.

● You may opt out of being recorded or answering any questions you deem to be uncomfortable.

○ P.I. Do you understand the information surrounding the parameters of this study regarding confidentiality, privacy, and your participation? YES/NO

- P.I.- Do you consent to being a participant to this study, as validated by your signature shown on document_____? YES/NO
- P.I.- Do you agree to being recorded? YES/NO

● P.I. Thank you, do you have any other questions for me regarding this study? YES/NO

● P.I. Great! I will begin recording when you are ready.

- Please state and spell your name.
- What is your title and department?

● P.I. Next I will begin the series of interview questions, a total of three demographic questions and fourteen open-ended questions for open conversation. Are you ready to begin? YES/NO

● P.I. Great!

Demographic Question/Building Rapport: Can you describe your experience as a remote ID professional?

Demographic Question/Building Rapport: When did you have that experience and for how long?

Demographic Question/Building Rapport: Can you describe what you did for the university as a remote university ID professional?

RQ1: What occupational supports have been provided for remote working university women ID professionals by universities for work-life balance?

1. What types of university support do you have at work or had at work?

2. Can you describe that university support?

3. How does or did that university support help you?

4. In what ways did it not?

RQ2: What mental and emotional challenges have remote working university women ID professionals experienced with applying those supports by employers?

5. What are challenges you experience or experienced as an instructional designer?

6. Of those challenges, which ones affected your mental and emotional well-being?

7. Can you describe those mental/emotional challenges?

RQ3: What domestic supports have been provided for remote working university women ID professionals for work-life balance?

8. What types of support do you have at home or had at home?

9. Can you describe that support from home?

10. How does or did home support help you?

11. In what ways did it not?

RQ4: What mental and emotional challenges have remote working university women ID professionals experienced with applying those supports by domestic partners?

12. What are domestic challenges you experience or experienced as an instructional designer working from home?

13. Of those challenges, which ones affected your mental and emotional well-being?

14. Can you describe those mental and emotional challenges?

Is there anything else you would like to add on record?

- P.I. That is the conclusion of the interview. Please let me know if you have any questions or concerns. Again, this was a recorded interview. After analysis the recording will be terminated. Your information will remain anonymous to protect your confidentiality.
- Thank you for your time and have a wonderful remainder of your day!

Appendix G. IRB Approval Form

BAKER UNIVERSITY

IRB Request

Date 7/10/22

IRB Protocol Number _____
(IRB use only)

I. Research Investigator(s) (students must list faculty sponsor)

Department(s) School of Education- Graduate Department- IDPT

	Name	Signature	
1.	Kristen Livingston	Kristen Livingston	Principal Investigator
2.	Dr. Wendy Gentry	Wendy Gentry	☑ Check if faculty sponsor
3.	Dr. Kyunghwa Cho		☐ Check if faculty sponsor
4.			☐ Check if faculty sponsor

Principal investigator contact information

Phone 620-330-7607

Email KristenMLivingston@stu.bakeru.edu

Address 1218 S. 220th St.
Pittsburg, KS
66762, USA

Note: When submitting your finalized, signed form to the IRB, please ensure that you cc all investigators and faculty sponsors using their official Baker University (or respective organization's) email addresses.

Faculty sponsor contact information

Phone 540-525-6329

Email wendy.gentry@bakeru.edu

Expected Category of Review: ☐ Exempt ☑ Expedited ☐ Full ☐ Renewal

II. Protocol Title

Exploring the emotional and mental challenges and occupational and domestic support for remote working women university instructional design professionals: A Phenomenological Study using Social Exchange Theory.

III. Summary:

The following questions must be answered. Be specific about exactly what participants will experience and about the protections that have been included to safeguard participants from harm.

A. In a sentence or two, please describe the background and purpose of the research.

With the topic of domestic and occupational roles, overlooked imbalances of remote working relationships may have cost-benefits with little to no acknowledgment, a direct result of the emotional and mental anguish positioned by the pandemic. This study explores domestic and occupational support for university women ID professionals alongside their emotional and mental challenges.

B. Briefly describe each condition, manipulation, or archival data set to be included within the study.

This research does not include any conditions, manipulations, or archival data sets since the researcher is not conducting an experimental study.

IV. Protocol Details

A. What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.

The researcher will use a brief Online Google Form questionnaire consisting of six questions to obtain the participants for this study. The researcher developed the protocol to guide the interviews for the participants interested in the follow-up interview of the study.
Please see the attached survey and interview protocol including interview questions.

B. Will the subjects encounter the risk of psychological, social, physical, or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

Participation in this study is voluntary with minimal risks. Risks will be mitigated by indicating the following: video recorded for recollection of data and after data analysis the recording will be terminated;
privacy will be protected by removal of any personal information in the resulting report of this research, and subjects may opt out of being recorded or answering any questions you deem to be uncomfortable.

C. Will any stress to subjects be involved? If so, please describe.

Due to the address of mental and emotional challenges, subjects may be reluctant to detail their experiences honestly. However, they will be asked if they are willing to participate in the study and understand what is involved in the interview process.

D. Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

The script (attached) is part of the interview protocol. The researcher will be transparent and use questioning to allow open-ended responses for each subject. Therefore, the subjects will not be deceived or misled in any way.

E. Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

Discussion of mental and emotional challenges may lend to personal or sensitive information; however, subjects are notified of this before the survey and interview. Subjects may end the interview at any time if they feel uncomfortable.

F. Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.

The participants will not be presented with materials which might be considered to be offensive, threatening, or degrading.

G. Approximately how much time will be demanded of each subject?

Subject participation includes 5 minutes for survey and 30 minutes for interview.

H. Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

The subjects will be university women instructional design professionals. The instructional design professional was not limited to remote environments but has served remotely in some capacity.
Prior to survey, the following is stated, "The questionnaire lends to an interview process with the consent of those who are willing to provide context for their answers after the questionnaire. Seeking women university instructional design professionals' responses only." The survey will be distributed on LinkedIn to be shared with willing participants and encouraged sharing on social media through university email systems to the specific instructional design professionals. See attachment for survey.

I. What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

At the conclusion of the survey, subjects are asked, "Would you be willing to participate in a Zoom video interview with a doctoral student studying the emotional and mental challenges and occupational and domestic support for remote working university women instructional design professionals?" Prior to the interview, the research states how participation is voluntary and solicits confirmation from each willing subject.

J. How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

Verbal and written consent will be included prior to the conduction of the interview process. Attached is the verbal consent and written consent forms.

K. Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

No, video recorded for recollection of data and after data analysis the recording will be terminated.
Subjects' privacy will be protected by removal of any personal information in the resulting report of this research.

L. Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher, or employer? If so, explain.

No, privacy of all participants will protected with the use of numerical identifiers, termination of recordings, and further removal of any personal identification by researcher.

M. What steps will be taken to insure the confidentiality of the data? Where will it be stored? How long will it be stored? What will be done with the data after the study is completed?

The interviews will be immediately stored on an external database separate from cloud storage and immediately removed from both at the conclusion of the study.

N. If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There will not be any risks involved in the study or offsetting benefits that might accrue to the subjects or society.

O. Will any data from files or archival data be used? If so, please describe.

There will be no data utilized from files or archival data used in this study.