



Significance of emotional work-home spillover and harsh parenting during the Covid-19 pandemic

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Abstract

The objective of this research is to find out whether positive and negative emotions transmitted from work while taking care of their children and assisting them during home-based learning, has any influence on parents' harsh parenting towards children. Data was collected using JAWS and CTSPC instruments and received responses of 49 parents aged 20-59 years old, with children's education level ranging from kindergarten to senior high school. The Data were analyzed using Spearman Correlation. The findings show no significant relationship between positive emotion and harsh parenting, as well as between negative emotion and harsh parenting. Several factors such as parents' age, family economy, and children's level of education may influence the findings, although the specific influence of these factors needs further research.

Keywords: emotional work-home spillover, harsh parenting, parents' role

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Introduction

Parents are generally the main caregivers in a family (Daly et al., in Stone et al., 2016). In this case, parents have a responsibility to meet the needs of children to support aspects of child development and socialization (Stone et al., 2016). Socialization refers to norms and behavior that should be carried out by individuals in society (Goodman, Waters, & Thompson, 2011). Apart from being caregivers, parents also have a social role as workers. Parents work to earn a living and also to form relationships with other people (Hodson, in Santrock, 2011).

Having various social roles allows parents to use segmentation and integration strategies. The segmentation strategy practice clear boundary between work and family domain (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013). For example, parents do not work at home while caring for their children (Peng, Ilies, & Dimotakis, 2011). Segmentation was more commonly applied before the Coronavirus Disease (Covid-19) pandemic. The pandemic period requires parents to work from home. In addition, the pandemic period requires parents to accompany their children during home-based learning (Susilowati & Azzasyofia, 2020). In this case, parents integrate work and family life. For example, parents attend work meetings while accompanying their children to do homework (Peng, Ilies, & Dimotakis, 2011). Integration strategies provide flexibility to parents (Peng, Ilies, & Dimotakis, 2011) so that they can perform several roles at one time.

Both segmentation and integration strategies can cause emotional transmission from the work aspect to the family aspect. This concept of transmission is referred to as the emotional work-home spillover. The segmentation strategy allows the transmission of positive emotions from the work domain to the family domain, which is referred to as positive emotional work-home spillover (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013).

On the other hand, the integration strategy allows the transmission of negative things from the work domain to the family domain and creates conflict between the two (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013). Negative things from the work domain can be in the form of negative emotions. The transmission of negative emotions from the work domain to the family domain is referred to as negative emotional work-home spillover (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013).

The transmission of positive and negative emotions from the work domain to the family domain can be bridged by cognitive function. Positive emotions from pleasant events or success at work can increase parental attention and cognition (Frederickson, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013), so parents can focus on family. Negative emotions stemming from adverse events at work can place an excessive burden on parents' cognitive functions to regulate negative emotions and interact with children (Green, Sedikides, Saltzberg, Wood, & Forzano, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013). Activities that require emotional regulation require more effort because they are higher-order cognitive processes (Miyake et al., in Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2016).

The cognitive function that is used to reflect on work problems and regulate emotions can reduce the capacity of parents' cognitive functions to take care of children or parenting, especially when in conflict with their children. In parenting, conflict with children is unavoidable (Goodman, Waters, & Thompson, 2011). One of the causes of the conflict is the child's rejection of parents who want to change their child's behavior (Goodman, Waters, & Thompson, 2011). In overcoming these conflicts, parents can apply harsh parenting to punish children, thereby reducing the emergence of unwanted behavior.

Stone et al. (2016) define harsh parenting as a form of parenting that harms the development and well-being of children. Harsh parenting can take the form of active and passive treatment (Browne, Davies, & Stratton, in Stone et al., 2016). Active treatment can include violence and hurtful treatment of the child, such as yelling, humiliating, threatening, or hitting. Passive treatment can include neglecting children, namely, parents who do not provide physical (eg. nutrition) and psychological (eg. affection) need for their children.

The World Health Organization (in Liu & Wang, 2015) states that parents approve of the use of punishment on children, with psychological aggression and physical punishment as the most common forms to use (Straus, Hamby, Finkelhor, Moore, & Runyan, in Liu & Wang, 2015; Wang & Liu, in Liu & Wang, 2015). Several researchers (in Chung, Lanier, & Wong, 2020) have also suggested the negative impact of harsh parenting on child development, namely the emergence of juvenile delinquency, anxiety, depression, and high levels of aggressiveness in pre-school age children.

Positive emotions obtained from aspects of work can be beneficial for parents in their cognitive function. Parents do not need to maintain meaningful attention, thus freeing them to shift their attention to what they want (Carver, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2012). Positive emotions can also make individuals think more flexibly and creatively (Fredrickson, in Sanz-Vergela & Rodríguez-Muñoz, 2013). When it comes to the use of corporal punishment and psychological aggression, clear thinking allows parents to use a nonviolent approach when confronting their children. Without the negative impact and mind burden of work problems, parents can think in advance what needs to be said and explain the child's mistakes, so that the use of corporal punishment and psychological aggression can be avoided.

During the Covid-19 pandemic, parents need to divide their time between raising children, working from home, and accompanying their children during home-based learning. In this case, positive emotions from work can energize parents in physical, emotional, and cognitive aspects (Sanz-Vergela and Rodríguez-Muñoz, 2013). The energy obtained can reduce the tendency of parents to do things that can hurt their children. In other words, parents will be more patient to deal with problems at home (Lin & Burgard, 2018). Based on the explanation above, the researchers assume that positive emotional work-home spillover is not related to the application of harsh parenting. This statement becomes the first hypothesis in this study.

On the other hand, negative emotions from work can lead to cognitive burden. This is because negative emotions make parents focus on themselves, thus making parents ignore other things (Carver, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, and Lippe, 2012), which in this study is parenting. Parents also need cognitive function in self-regulation due to the negative impact of work (Baumeister, Bratslavsky, Finkenauer, & Vohs, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, and Lippe, 2012; Wood, Saltzberg, & Goldsamt, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, and Lippe, 2012). These burdens can affect parents when they are in conflict with their children, which can also provide negative experiences. Parents may not think about communicating assertively and giving explanations to their children, because their minds are already burdened by work problems and negative emotions. The workload will be more pronounced because parents also carry out other roles during work from home, namely as caregivers and companions for children during home-based learning.

Rather than distressing themselves, parents may be more likely to use physical punishment (e.g. hitting) or psychological aggression (e.g. withdrawing affection) to point out their child's faults. The tendency to use punishment and aggression will increase with the influence of negative emotions (Cummings, Keller, & Davies, in Liu & Wang, 2015). Based on this explanation, the researchers assume that negative emotional work-home spillover is related to the application of harsh parenting. This statement becomes the second hypothesis in this study.

In the previous studies, harsh parenting was investigated in the context of (1) child violence amid poverty (Ismayilova & Karimli, 2018; Stone et al., 2016); (2) parenting stress due to economic conditions and reduced social support during the Covid-19 pandemic situation (Chung, Lanier, & Wong, 2020); and (3) parenting stress due to dissatisfaction in the marital relationship (Liu & Wang, 2015). On the other hand, work-home spillover has been investigated in the context of (1) gender differences in parenting (Lin & Burgard, 2018); (2) the relationship between parents and children (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013); (3) satisfaction in marital relations (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2012); and (4) work engagement (Rodríguez-Munoz, Sanz-Vergel, Demerouti, & Bakker, 2013). When compared with the work-home spillover studies, this study will discuss work-home spillover from a different perspective.

This study will examine the relationship between emotional work-home spillover and harsh parenting in the Covid-19 pandemic situation. The context of the pandemic requires parents to carry out an integration strategy, which combines aspects of work and family. The integration strategy can cause conflict between the two aspects, which can lead to the transmission of negative emotions in the family aspect (parenting). Negative emotions that overwhelm the cognitive function of parents can influence harsh parenting that is done when in conflict with children. However, this study not only examines the relationship between negative emotional work-home spillover and harsh parenting, but also the relationship between positive emotional work-home spillover. This is because the relationship between positive emotional work-home spillover and harsh parenting has not been confirmed. Both hypotheses are one-tailed and will be examined using the correlation method.

Method

This study uses a quantitative research method with a correlational research design. Quantitative methods are used in research that measures variables, examines the impact of variables on an outcome, tests broad theories or concepts, and applies research results to broad groups of individuals (Creswell, 2012). This method was used because the researchers wanted to see the relationship between two variables, namely emotional work-home spillover (positive and negative) and harsh parenting. On the other hand, correlational design is a statistical method used to describe and measure the degree of relationship between two variables (Creswell, 2012). The correlational design only provides an overview of the relationship between variables, not a cause-and-effect relationship between variables (Gravetter & Wallnau, 2017).

The population of this study is parents who work from home and accompany their children during home-based learning. Specifically, the parents are in the early adulthood stage (ages 20-39) and middle adulthood stage (ages 40-59). The early adult stage is the stage where the individual begins his/her role as a parent (Santrock, 2011), in addition to the role as a worker. By the time parents enter the middle adulthood stage, the child may have entered the adolescent stage. In addition, parents must have at least one child ranging from the early childhood stage to adolescence. At this stage, parents still hold the freedom of the child and monitor the activities they live in (Santrock, 2011). This monitoring will decrease as the child grows older.

The population was sampled using convenience and snowball sampling. Convenience sampling was used to select respondents based on their availability and willingness to participate in the study (Creswell, 2012). Snowball sampling was conducted by asking for recommendations from certain people who match the characteristics of the research sample (Creswell, 2012). The two sampling techniques are used so that the respondent's target can be met more quickly.

The researchers used Job-Related Affective Well Being Scale (JAWS) that is developed by Van Katwyk, Fox, Spector, and Kelloway in 2000 to measure emotional work-home spillover, and the Conflict Tactics Scale Parent-Child (CTSPC) developed by Straus, Hamby, Finkelhor, and Runyan in 1995 to measure harsh parenting. Both of the instruments are adapted using expert judgment. The researchers find experts to translate each item from English to Bahasa Indonesia and back translation from Bahasa Indonesia to English. Aside from that, the researchers also conducted the psychometric test using corrected item-total correlation, Cronbach-Alpha, and internal validity. The researchers used IBM® SPSS® Statistics Version 22 (2013) software to process the data. Based on the category of reliability values, the dimensions of positive emotion ($r_{xx'} = 0.96$) and negative emotion ($r_{xx'} = 0.92$) of the adapted JAWS instrument are considered to have very good reliability. The JAWS validity value slightly crossed the 0.30 – 0.50 limit. The physical punishment dimension of the adapted CTSPC instrument has a good reliability value ($r_{xx'} = 0.81$), while the psychological aggression dimension has a moderate reliability value ($r_{xx'} = 0.64$). The CTSPC validity value is quite good because it is still in the range of 0.30 – 0.50. In total, the final items of both instruments after the psychometric test amount to 38 items.

Data was collected from April 15, 2021, to May 16, 2021. Data collection is carried out individually using online media. The media used to help distribute the questionnaires were LINE, Whatsapp, and Instagram. In this case, the researchers also asked several people to spread the questionnaire to prospective respondents.

Researchers provide broadcast messages and google form links to respondents and those who forward them. The instruments collected 107 respondents. 50 Respondents were used for the psychometric test but were reduced to 40 respondents because of extreme scores. 57 respondents were used to answer the research hypotheses but were reduced to 49 respondents because of extreme scores.

Before conducting the correlation test, the researchers conducted a normality test. The normality test used the Kolmogorov-Smirnov statistical analysis technique. In the one-tailed hypothesis, the data can be said to be normally distributed if it has an alpha level significance value greater than 0.05 ($p > 0.05$) and is not normally distributed if it has an alpha level significance value less than 0.05 ($p < 0.05$). The researchers used the Spearman rank correlation technique to test the research hypothesis. Spearman rank is used to measure the degree and direction of the linear relationship of two variables with ordinal data (Gravetter & Wallnau, 2017). In addition, Spearman rank can be used in small research samples (Corder & Foreman, 2009). In processing the data, the researchers used IBM® SPSS® Statistics Version 22 (2013) software.

The researchers used the reference value of correlation and interpretation proposed by Corder and Foreman (2009). Here are the correlation values and their interpretations:

Table 1. Correlation values and their interpretations

Positive Correlation Coefficient	Negative Correlation Coefficient	Coefficient Category
0.0	-0.0	None
0.1	-0.1	Weak / Small
0.3	-0.3	Medium
0.5	-0.5	Strong / Big
1.0	-1.0	Perfect

The distance learning evaluation data is obtained through questionnaire formulated and the results are quantitative data; the emotional mental health condition is acquired using the Self Reporting Questionnaire-20 (SRQ 20) and Microsoft Excel are used to process the data.

Results and Discussion

Table 2. Respondents' Demographic Data

		Roles	
		Fathers (n = 20)	Mothers (n = 29)
Age	20 - 39	35	34.5
	40 - 59	65	65.5
Job	Teacher	20	17.24
	Employee	65	65.52
	Entrepreneur	15	17.24
Children(s)' Level of Education	Kindergarten level	20	24.14
	Elementary level	10	27.59
	Junior High School level	5	17.24
	Senior High School level	15	10.34
	Various level	50	20.69

Note: The results are in percentages

Hypothesis testing using Spearman correlation showed a statistically insignificant relationship between the positive emotional work-home spillover and harsh parenting, $r_s(47) = -0.076$, $p > 0.05$, one-tailed, in 49 parents ($n = 49$). This indicates that the first null hypothesis ($H01$) failed to be rejected. The correlation value obtained is in the weak category. Hypothesis testing using Spearman correlation showed a statistically insignificant relationship between the negative emotional work-home spillover and harsh parenting, $r_s(47) = -0.147$, $p > 0.05$, one-tailed, in 49 parents ($n = 49$). This indicates that the second null hypothesis ($H02$) failed to be rejected. The correlation value obtained is also in the weak category.

Aside from the main result, the researchers have used respondents' demographic data to make additional analysis:

Age

Spearman rank test on 17 parents ($n = 17$) aged 20-39 years, showed a statistically insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(15) = 0.038$, $p > 0.05$, one-tail. Spearman correlation also showed an insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(15) = 0.082$, $p > 0.05$, one-tailed.

Spearman rank test on 32 parents ($n = 32$) aged 40-59 years showed a statistically insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(30) = -0.108$, $p > 0.05$, one-tail. On the other hand, Spearman correlation showed a significant relationship between negative emotional work-home spillover and harsh parenting, $r_s(30) = -0.316$, $p < 0.05$, one-tailed.

Gender

Spearman rank test on 20 fathers ($n = 20$) showed insignificant correlation between positive emotional work-home spillover and harsh parenting, $r_s(18) = -0.027$, $p > 0.05$, one-tailed. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(18) = -0.089$, $p > 0.05$, one-tailed.

Spearman rank test on 29 mothers ($n = 29$) showed insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(27) = -0.109$, $p > 0.05$, one-tailed. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(27) = -0.172$, $p > 0.05$, one-tailed.

Job

Spearman rank correlation test on 9 parents who work as teachers ($n = 9$), showed a statistically insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(7) = -0.168$, $p > 0.05$, one-tail. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(7) = 0.321$, $p > 0.05$, one-tailed.

Spearman rank correlation test on 32 parents who work as employees ($n = 32$), showed a statistically insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(30) = -0.012$, $p > 0.05$, one-tail. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(30) = -0.26$, $p > 0.05$, one-tailed.

Spearman rank correlation test on 8 parents who work as entrepreneurs ($n = 8$), showed that the relationship between positive emotional work-home spillover and harsh parenting was not statistically significant, $r_s(6) = -0.056$, $p > 0.05$, one-tail. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(6) = -0.457$, $p > 0.05$, one-tailed.

Child's Level of Education

Spearman rank correlation test on 11 parents ($n = 11$) who had children only in kindergarten, showed that the relationship between positive emotional work-home spillover and harsh parenting was not statistically significant, $r_s(9) = 0.072$, $p > 0.05$, one-tail. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(9) = -0.161$, $p > 0.05$, one-tailed.

Spearman rank correlation test on 10 parents ($n = 10$) who only had children in elementary school, showed that the relationship between positive emotional work-home spillover and harsh parenting was not statistically significant, $r_s(8) = 0.089$, $p > 0.05$, one-tail. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(8) = -0.025$, $p > 0.05$, one-tailed.

The Spearman rank correlation test on 6 parents ($n = 6$) who only had children in junior high school, showed a statistically insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(4) = -0.439$, $p > 0.05$, one-tail. Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(4) = -0.377$, $p > 0.05$, one-tailed.

The Spearman rank correlation test on 6 parents ($n = 6$) who only had children in high school, showed a statistically insignificant relationship between positive emotional work-home spillover and harsh parenting, $r_s(4) = -0.394$, $p > 0.05$, one-tail. Hypothesis testing using Spearman correlation also showed a statistically insignificant relationship between negative emotional work-home spillover and harsh parenting, $r_s(4) = -0.154$, $p > 0.05$, one-tailed.

Spearman rank correlation test on 16 parents ($n = 16$) who had children in various education levels showed that the relationship between positive emotional work-home spillover and harsh parenting was not statistically significant, $r_s(14) = 0.011$, $p > 0.05$, one-tailed. On the other hand, Spearman correlation showed a significant relationship between negative emotional work-home spillover and harsh parenting, $r_s(14) = -0.458$, $p < 0.05$, one-tailed.

The results showed that there was no significant relationship between positive emotional work-home spillover and harsh parenting. These results can be explained by previous research on work-home spillover and psychological availability. Psychological availability is defined as the presence of parents psychologically and emotionally. The results of the study stated that positive work-home spillover increased positive interactions between parents and children (Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2013). The interaction between parents and children can take place positively because individuals who have positive experiences and emotions tend to approach other people (Frederick, in Rodríguez-Munoz, Sanz-Vergel, Demerouti, & Bakkerdalam, 2013). In this case, parents who experience and feel positive things will also approach their children.

Positive emotions make parents do not need to maintain meaningful attention, thus freeing them to shift their attention to other things (Carver, in Danner-Vlaardingerbroek, Kluwer, Steenbergen, & Lippe, 2012). This can make it easier for parents while working from home and accompany their child's home-based learning. In the aspect of parenting, positive emotions can allow parents to think about what to do when confronting their children. This theory is also supported by additional data analysis, namely that there is no significant relationship between emotional work-home spillover and harsh parenting in the roles of both fathers and mothers.

The results also showed an insignificant relationship between the negative emotional work-home spillover and harsh parenting. In explaining the insignificant relationship between negative emotional work-home spillover and harsh parenting, the researchers revealed several factors that might influence these results. However, further research is needed to examine the relationship between these factors with emotional work-home spillover and harsh parenting. The three factors are economy, age, and level of education of children.

Sufficient economic factors may influence the insignificant relationship between negative emotional work-home spillover and harsh parenting. The respondents in this study still had their job despite the lay-off that has been happening due to the pandemic. An adequate economy can meet the family's primary needs, and especially the additional cost of internet quotas that has increased as the result of parents working from home and child's home-based learning (Purwanto et al., 2020). Without the poverty factor that can trigger the application of harsh parenting (Stone et al, 2016), parents can apply parenting that suits their children's needs. The results of additional data from this study indicate that there is no significant relationship between WHS negative emotions and harsh parenting, for parents who work as educators, employees, and entrepreneurs.

In addition to economic factors, parental age can also influence the insignificant relationship between negative emotions and harsh parenting. Santrock (2011) states that parents over the age of 30 have several advantages in their role as parents. These advantages are clearer goals in terms of family and career, a more mature emotional level and life experience that can support parenting, as well as an adequate economy to raise children. These are needed by parents to implement parenting that follows the child's development. The statement by Santrock (2011) is supported by the results of additional data analysis, which shows a non-significant relationship between negative work-home spillover and harsh parenting in parents aged 20-39 years.

The last factor is the level of children's education. Based on the results of additional data analysis, there was no significant relationship between negative emotional work-home spillover and harsh parenting for parents who had only kindergarten children, only elementary school children, only junior high school children, and only high school children. However, there is a significant relationship between negative emotional work-home spillover and harsh parenting in parents who have children at different levels of education (eg. having children in kindergarten and junior high school education).

The results in this research have several limitations in terms of the sampling method used, social desirability of harsh parenting variables, and several factors that were not controlled in this study. The researchers used a convenient method and snowball sampling. The limitation of the sampling method is the sample selection bias, which can affect the results of the study. In the measurement of harsh parenting variables, there are limitations in the form of social desirability. Social desirability is an individual's tendency to choose commendable behavior, regardless of what is done or felt (Kaplan & Saccuzzo, 2013). In this case, parents can give a low value on the harsh parenting behavior they do to make themselves look better. This can affect the accuracy of the measurement results for harsh parenting variables.

In addition, there are several factors related to the results of the study, but cannot be controlled by the researcher. The first factor is the cognitive function of parents, which bridges the occurrence of emotional work-

home spillover from the work domain to the family domain. The second factor is the age of the parents, who are at two different stages of development (early adulthood and late adulthood). The third factor is the very broad age of the children's education level (kindergarten – high school level children). This can affect the results of the study, which is not representative of the population.

Based on the results of the study, the researchers revealed several suggestions that could be made for further research. First, future researchers can examine emotional work-home spillover and harsh parenting, by examining the relationship between cognitive aspects, parental age, and child age on these two variables. These factors were not tested in this study, therefore further research is needed to confirm the effect of these factors. Second, researchers can use random sampling to minimize the bias caused by convenient and snowball sampling. Lastly, researchers can use mixed methods to minimize the effect of social desirability from harsh parenting variables. With this method, researchers can confirm the data quantitatively and qualitatively. Researchers can also look for measuring tools that use a forced-choice answer format

Conclusion

Based on the results of the research data analysis, the findings obtained several conclusions. The results of hypothesis testing using the Spearman rank correlation showed an insignificant relationship between positive emotional work-home spillover and harsh parenting. In addition, there is no significant relationship between negative emotional work-home spillover and harsh parenting.

In regards to positive emotional work-home spillover and harsh parenting, the results showed no significant relationship between the two variables for fathers and mothers aged 20-39 and 40-59; having jobs as teachers, employees, and entrepreneurs; and having children only in one education level or more. In regards to negative emotional work-home spillover and harsh parenting, the results showed no significant relationship between the two variables for fathers and mothers aged 20-39; having jobs as teachers, employees, and entrepreneurs; and having children only in one education level. The relationship was significant for parents aged 40-59 and those who have children in more than one education level.

The results of this study are expected to be useful for both parents who work from home and implement integration strategies. First, this study may provide an overview of the phenomenon of work-home spillover of emotions and harsh parenting in the context of the Covid-19 pandemic and work from home. Through the description of the phenomenon, it is hoped that parents can become more aware of the transmission of emotions from the work aspect so that they can take advantage of or be careful about their influence on the family aspect. Second, this study may be a self-evaluation material for parents, related to the phenomenon of harsh parenting.

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