

# Exploring the relationship between work from home and teachers' job satisfaction in higher education institution

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## Abstract

Work from home (WFH) has become increasingly popular in recent years. While work from home has many benefits for both employees and employers, it is important to understand how effective it is and its impact to job satisfaction. This study examines the effectiveness of WFH and its impact on job satisfaction among teachers in higher education institutions. The study utilized a descriptive design to systematically describe a population, situation, or phenomenon by observing and measuring variables without manipulating them. Survey questionnaire was the data gathering instrument used in the study and it is considered versatile and effective data gathering instrument that can be used to collect a wide range of data from sample of teacher respondents. The respondents of the study were the fulltime and part-time teachers across different colleges in one university. The total population of the full time and part time faculty during the first semester of AY 2022-2023 was 366. Using Raosoft, 188 respondents were used as respondents of the study. Based from the results, work from home as to capacity to work remotely, supervision, work restructuring and work-life balance was found to be an effective arrangement for both teachers and university. This can lead to increased productivity, improved teacher's satisfaction, and reduced costs. Teachers were moderately satisfied with the physical, financial, psychological, and technological aspects of their work. There is a strong positive relationship between work from home and job satisfaction. This means that employees who work from home are more likely to be satisfied with their jobs and this can be a valuable tool for improving employee job satisfaction. An innovative strategies to enhance work from home and job satisfaction among teachers were developed. Findings from this study suggest that a well-designed work from home program along with proper support and training has the potential to improve teacher satisfaction and productivity without compromising the quality of higher education. Challenges associated in the work from home has to be considered to ensure successful implementation in the normal class set up. Further, the developed strategies to enhance work-from-home and job satisfaction could be a valuable resource for the university in implementing a sustainable work-from-home program.

**Keywords:** work from home, job satisfaction, innovative strategies

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### **1. Introduction**

Most firms began looking for ways to migrate from physical to virtual work or working remotely from home after the discovery of pandemic. Employers were forced to set up and allow remote work settings as a result of the virus's global spread. The announcement of a state of emergency and other restrictions to "flatten the curve" by the governments from different countries in the world had pushed and compelled organizations to consider virtual work strategy as a new normal and survival of the fittest condition. This is not actually a new phenomenon since in the 1990's, different industries like private establishments and industries, governments and non-profit organizations have been using the work from home set-up.

Working from home/telecommuting became more common after the introduction of commercial internet services in the 1980s together with the adoption of tools such as virtual private networks, conference calling, videoconferencing, virtual call centers, Voice over IP (VOIP), laptop computer among others. Working from home became increasingly common and a way of life for many people, particularly young people and those in tech-intensive industries, as broadband internet connections grew more affordable and widespread. Working remotely is a better choice now, due to the advent of cloud computing technology and Wi-Fi intensity, employing distant servers and a combination of portable hardware and software (Wataad, 2014). Other significant aspects that are transforming virtual labor into the next successful potential include the emergence of smartphones and numerous operating systems. Human resource management has evolved, allowing for greater flexibility and mobility in the workplace. Work from home (WFH), also known as telework or telecommuting, is becoming a popular human resource management technique that allows workers to work from home while still meeting their employers' needs. In reality, the percentage of employees who work mostly from home has tripled in the last 30 years, from 0.75 percent in 1980 to 2.4 percent in 2010 (Mateyka, Rapino, & Landivar, 2012).

Working from home or telework is done through the use of information and communication technology to do tasks outside the office premises (Eurofound and the International Labor Office, 2017). This set up offers two advantages, these are cheaper costs and more time flexibility. Improved technological connectedness, according to Messenger and Gschwind (2016), allows jobs to be completed whenever and wherever they are needed. While the method cuts operational costs, it also allows employees to enjoy both home and work life. Furthermore, businesses can arrange their employees while still addressing their particular needs and boosting their performance and satisfaction at work. However, the lack of close monitoring raises worries regarding the quality of work done and the volume of work completed on time. It has created some errors and non-compliance when it comes to work quality (Felsteal & Henseke, 2017).

Teachers' abrupt shift to remote teaching has posed significant challenges to their work and limited the extent to which students can participate in learning. During the pandemic, more teachers have battled to integrate their job commitments with their personal life. Seasoned teachers are more than three times as likely as new teachers to report feeling uneasy with the technical tools needed to teach at home. Importantly, universities with more supportive working policies have been observed better in assisting teachers in maintaining their sense of accomplishment during the pandemic. While work from home may do well to others, it will not work for all, since no one size fits all. Teachers have different work routines and practices and they have different levels of job satisfaction. However, in times of global health crisis and state of emergencies, teachers usually adjust to new work arrangements and make little sacrifices to make them more productive and enhance their satisfaction on their jobs.

The effectiveness of work from home set up can be measured with reference to capacity to work remotely,

supervision, work restructuring and work-life balance among the teachers in one university. Through working remotely, the teachers develops independence and improves work attitude. It gives employees the sense of authority within their area of work. While they work away from the university, they can work with limited supervision. The communication channels are open for monitoring their performance and it allows different communication models for effective supervision of teachers. With regards to work restructuring, teachers are allowed to handle work responsibilities alongside family matters which gives them space to organize their work related activities while at home. The work-life balance is also enhance as work from home allows flexibility to address both the personal and work needs of the teachers and it gives them the freedom to manage their own time.

Employees who are able to telecommute are happier than those who continue to show up at work, according to Wronski & Cohen (2021) from the current CNBC/Survey Monkey Workforce Survey. Those who can work from home are more likely to work full-time, earn more money, and work in industries with higher job satisfaction than the general population. Job satisfaction considers the context of an individual's work experience, their work-life quality, and the value of a job to an employee. Job satisfaction refers to an employee's overall good attitude about his or her job and work environment. It is the individual's overall feeling about their job and the environment in which they work. The environment is a factor which influence job satisfaction. In this study, the job satisfaction factors include physical, psychological, economical, and technology. The level of job satisfaction and its relationship with work from home set up among teachers is a major source of concern. The findings of this study could have important implications for both teachers and higher education institutions. Teachers could benefit from understanding the factors that contribute to job satisfaction in a work-from-home environment. Higher education institutions could use the findings of this study to develop policies and practices that support teacher job satisfaction and well-being in a work-from-home environment. The researcher being in the academe is interested in learning more about the effectiveness of the "work from home" policy and the job satisfaction among teachers. Taking these perspectives into account, the areas of focus in this research is vital not only for the teachers but also for the administrators whether they work from home or from an office.

**Objectives of the study** - This study aimed to evaluate the effectiveness of work from home and its relation to job satisfaction in times of pandemic among teachers in one institution of higher learning in the Philippines. Specifically, it will determine the effectiveness of work from home in terms of capacity to work remotely, supervision, work restructuring and work-life balance; evaluate the teacher's job satisfaction in terms of physical, financial, psychological and technological; test the significant relationship between work from home and job satisfaction; and develop innovation strategies to enhance the work from home and job satisfaction among teachers.

## **2. Methods**

The descriptive quantitative research design was used in the study. A descriptive design was used in the study about work-from-home and job satisfaction among teachers because it is a good way to gather information about the current state of the phenomenon being studied. In this case, the researcher is interested in understanding the relationship between work-from-home arrangements and job satisfaction among teachers. Since the aim of the current study is to assess the relationship between work from home and job satisfaction of the teachers, the descriptive method of research is the most appropriate. The respondents of the study were the teachers across different colleges in one university. The total population of the full time and part time faculty during the first semester of AY 2022-2023 was 366. Using Raosoft, 188 respondents were used as respondents of the study. Teachers are the respondents of the study on work-from-home and job satisfaction because they are the ones who are directly affected by this phenomenon and teachers have been increasingly working from home in recent years,

Survey questionnaire was utilized as the primary tool for data gathering. The questionnaire has two parts. Part 1 was about the effectiveness of work from home with reference to capacity to work remotely, supervision,

work restructuring and work-life balance. Part 1 of the questionnaire is a self-constructed and anchored on the theories used in the study. Part II is an adopted and modified questionnaire on job satisfaction used by Bhattarai (2021). These are the factors of job satisfaction in terms of physical, financial, psychological and technological. The questionnaire used the Likert scale and was interpreted using the following: 4 – Highly satisfied/Strongly agree, 3 – Satisfied/Agree, 2 – Unsatisfied/Disagree and 1 – Highly unsatisfied/Strongly Disagree. The measure on consistency of the questionnaire was tested using Cronbach alpha. The instrument will be subject for reliability test to assess its acceptability.

Based on result, the entire instrument has an excellent consistency as exhibited by the Cronbach's Alpha value of .960. This was validated by the excellent remarks from Effectiveness of Work from Home (.947 ), and Job Satisfaction (.900 ), which shows that the instrument at hand passed the reliability index test. In terms of Effectiveness of Work from Home the following variables showed good consistency in terms of Capacity to Work Remotely (.863), Supervision (.861), Work Restructuring (.880), and Excellent Consistency in terms of Work-Life Balance (.948) Whereas, in terms of Job Satisfaction the following variables showed good consistency in terms of Physical (.835) , acceptable in terms of Financial (.700), excellent in terms of Psychological (.917), and acceptable in terms of Technological (.768).

The research study started with literature sourcing based on the topic of the study. The survey questionnaire was finalized to start with primary data gathering and collection. The primary data gathering sought the approval of the HR head for the actual administration of the questionnaire using google form and hard copies. The data privacy statement was included in the google form. After the administration, data was collated, analyzed and interpreted. After the data has been collected, it was cleaned and analyzed using statistical software. The researcher looked for patterns and trends in the data to identify the relationship between work-from-home arrangements and job satisfaction among teachers in higher education institution. The data was collected and collated, presented in the tables, analyzed and interpreted. Weighted mean and rank were used to determine the effectiveness of work from home in terms of capacity to work remotely, supervision, work restructuring and work-life balance; evaluate the teacher's job satisfaction in terms of physical, financial, psychological and technological. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set is not normally distributed. Therefore, Spearman rho was used to test the significant relationship as part of the non-parametric tests. All analyzes were performed using SPSS version 28.

The respondents of the study were asked for consent to answer the survey questionnaire. This information was provided in a clear and concise manner, and the participants had the opportunity to ask questions before they consent. All the information that they disclosed will be treated with utmost confidentiality and will be used for research purposes only. The personal information of the respondents were not used in the study. The data privacy statement was attached to the questionnaire in the google form. The participants' data will be stored securely. The researchers will use appropriate measures to protect the data from unauthorized access, use, or disclosure. Participation in the study is also voluntary, thus, participants have the right to withdraw from the study at any time without penalty.

### 3. Results and discussion

**Table 1**

*Summary Table on Effectiveness of Work from Home*

Key Result Areas	Composite Mean	VI	Rank
Capacity to Work Remotely	3.53	Very Effective	3
Supervision	3.24	Effective	4
Work Restructuring	3.57	Very Effective	2
Work-life Balance	3.63	Very Effective	1
Grand Composite Mean	3.49	Effective	

*Legend: 3.50-4.00=Very Effective; 2.50-3.49=Effective; 1.50-2.49=Slightly Effective; 1.00-1.49=Not Effective*

Table 1 shows the summary on the effectiveness of work from home as to capacity to work remotely, supervision, work restructuring and work-life balance with a grand composite mean of 3.49 and interpreted as effective. Among the dimensions, work-life balance (3.63) and work restructuring (3.57) were rated very effective. This is followed by capacity to work remotely (3.53) and supervision (3.24). Based on the assessment, teachers' work-life balance was assessed to be very effective among the dimensions of the effectiveness of work from home. Teachers believe that work from home arrangements allow them to achieve a better work-life balance. This is likely due to the fact that work from home arrangements give teachers more control over their work and allow them to work in a way that is most productive for them. Additionally, according to Spector (2023), work from home arrangements can help teachers to be more responsive to the needs of their students. Teachers who work from home may be able to more easily communicate with students outside of school hours.

Valcour and Ladge (2019) found out that work from home can be a valuable tool for improving work-life balance for teachers. Universities and colleges that are considering implementing work from home arrangements are aware of the potential benefits of this arrangement and are taking steps to ensure that it is implemented in a way that is beneficial for both teachers and students. The supervision got the lowest weighted mean (3.24) among all the dimensions on the effectiveness of work from home. When teachers work from home, they are not physically present in the same location as their supervisors. This can make it more difficult for supervisors to provide support and guidance. Additionally, it can be more difficult for supervisors to monitor teachers' work and ensure that they are meeting expectations.

According to Bloom (2020), communication can be more challenging when teachers and department chairs/deans are not working in the same location. This can be especially true if teachers are not comfortable using technology to communicate. Additionally, it can be more difficult for department chairs/deans to pick up on nonverbal cues when they are not communicating face-to-face. Some department chairs/deans may have difficulty trusting teachers who are working from home. They may worry that teachers are not working as hard as they would if they were in the office. Additionally, department chairs/deans may worry that teachers are taking advantage of the flexibility of work from home arrangements to take breaks or do personal errands.

**Table 2**

*Summary Table on Teacher's Job Satisfaction*

Key Result Areas	Composite Mean	VI	Rank
Physical	3.36	Satisfied	2
Financial	3.14	Satisfied	4
Psychological	3.23	Satisfied	3
Technological	3.58	Highly Satisfied	1
Grand Composite Mean	3.33	Satisfied	

*Legend: 3.50-4.00=Very Satisfied; 2.50-3.49=Satisfied; 1.50-2.49=Unsatisfied; 1.00-1.49=Very Unsatisfied*

Table 2 illustrates the summary table on teacher's job satisfaction as to technological aspect, physical, psychological and financial aspect with a grand composite mean of 3.33 showing satisfaction in all aspects. Among the dimensions, the respondents are highly satisfied on the technological aspect (3.58). This implies that teachers now have access to a wide range of technology tools and resources that can help them to be more effective in their work. These tools can include computers, tablets, interactive whiteboards, online learning platforms, and many more.

Albirini, (2021) confirms that technology can help teachers to communicate and collaborate more effectively with their students, parents, and colleagues. Teachers can use email, instant messaging, and video conferencing to communicate with students and parents outside of the classroom. They can also use online collaboration tools to work with colleagues on projects. Moreover, technology can help teachers to create more engaging and effective lessons. Teachers can use multimedia resources, such as videos, animations, and simulations, to bring lessons to life. They can also use technology to create interactive activities that allow students to learn by doing (Bebell, et al., 2020).

To add, technology can help teachers to use their time more efficiently. Teachers can use online grading tools to save time on grading assignments. They can also use technology to automate tasks, such as sending out reminders and announcements. Technology can help teachers to access professional development opportunities. They can take online courses, attend webinars, and participate in online communities to learn about new teaching methods and strategies (Chen & Pituch, 2022).

The high satisfaction score for the technological aspect of job satisfaction may also be due to the fact that teachers are generally positive about the use of technology in education. A recent survey found that 9 out of 10 teachers believe that technology is essential for preparing students for the future. Additionally, teachers are increasingly using technology in their own classrooms, with a recent study finding that 95% of teachers use technology for instructional purposes on a daily or weekly basis (Graham & Burgoyne, 2020). As technology continues to evolve, it is likely that teachers will become even more reliant on it to support their teaching and learning. As a result, it is likely that the high satisfaction score for the technological aspect of job satisfaction will continue to increase in the future

**Table 3**

*Relationship Between Effectiveness of Work from Home and Teachers' Job Satisfaction*

Variables	rho	p-value	Interpretation
<b>Capacity to Work Remotely</b>			
Physical	0.391**	<.001	Highly Significant
Financial	0.567**	<.001	Highly Significant
Psychological	0.726**	<.001	Highly Significant
Technological	0.536**	<.001	Highly Significant
<b>Supervision</b>			
Physical	0.319**	<.001	Highly Significant
Financial	0.517**	<.001	Highly Significant
Psychological	0.811**	<.001	Highly Significant
Technological	0.382**	<.001	Highly Significant
<b>Work Restructuring</b>			
Physical	0.459**	<.001	Highly Significant
Financial	0.592**	<.001	Highly Significant
Psychological	0.706**	<.001	Highly Significant
Technological	0.355**	<.001	Highly Significant
<b>Work-life Balance</b>			
Physical	0.528**	<.001	Highly Significant
Financial	0.532**	<.001	Highly Significant
Psychological	0.592**	<.001	Highly Significant
Technological	0.375**	<.001	Highly Significant

\*\* . Correlation is significant at the 0.01 level

As seen in the table, the computed rho-value ranging from 0.319 to 0.811 indicate a weak to very strong direct relationship among the sub variables of effectiveness of work from home and teachers' job satisfaction. There was a statistically significant relationship between effectiveness of work from home and teachers' job satisfaction because the obtained p-values were less than 0.01. The effectiveness of work from home arrangements can be influenced by a number of factors, such as capacity to work remotely, supervision, work restructuring and work-life balance. Teachers who are self-motivated and organized are more likely to be successful in a work from home environment. Teachers who have the support of their university such as access to technology and training, are more likely to be successful in a work from home arrangement (Chen & Pituch, 2022).

Teachers' job satisfaction is influenced by a number of factors, such as physical, financial, psychological and technological. Teachers' job satisfaction can be attained by reducing their workload, improving their work-life balance, and giving them a greater sense of control over their work environment. Additionally, work from home arrangements can allow teachers to connect with colleagues and students in new and innovative ways (Graham & Burgoyne, 2020).

The study of McNiff & Thompson, (2019) disclosed that the effectiveness of work from home and teachers' job satisfaction are likely to be mutually reinforcing. Teachers who are effective in a work from home environment

are more likely to be satisfied with their jobs. Conversely, teachers who are satisfied with their jobs are more likely to be effective in a work from home environment. In addition to the direct relationship between effectiveness of work from home and teachers' job satisfaction, there are also a number of indirect relationships between these two variables. Work from home arrangements can lead to reduced stress, which can in turn lead to increased job satisfaction. Additionally, work from home arrangements can give teachers a greater sense of control over their work lives, which can lead to increased motivation and productivity.

There is a strong positive relationship between the effectiveness of work from home and teachers' job satisfaction. Work from home arrangements can provide teachers with a number of benefits that can lead to increased job satisfaction. Additionally, teachers who are satisfied with their jobs are more likely to be effective in a work from home environment.

**Table 4**

*Innovative strategies to enhance Work from home and job satisfaction among teachers*

Key Result Areas Objectives	Strategies	Persons/ Department Involved
<p>Work from home (Supervision)</p> <p>Developing teamwork between deans and teachers</p> <p>To improve communication and collaboration between deans and teachers.</p> <p>To build trust and rapport between deans and teachers.</p>	<p>Setting regular meeting times, using a variety of communication tools (e.g., video conferencing, instant messaging, email)</p> <p>Organize online social events and virtual coffee chats</p>	<p>Deans/department chairs</p> <p>Teachers</p>
<p>Easier evaluation of job performance</p> <p>To make the evaluation process more efficient and effective.</p> <p>To provide teachers with regular feedback on their performance.</p> <p>To help teachers identify areas where they can improve.</p>	<p>Create a performance dashboard that provides teachers with a real-time view of their progress against their goals.</p> <p>Use online surveys to collect feedback from teachers, peers, and department chairs/deans</p> <p>Conduct regular "check-in" meetings to discuss performance and identify areas for improvement.</p>	<p>Deans/department chairs</p>
<p>Regular monitoring of teachers working from home by department chairs/dean.</p> <p>Provide teachers with the support they need to be successful in their remote work environment.</p> <p>Ensure that teachers are meeting their assigned tasks and responsibilities.</p>	<p>Require teachers to submit weekly or monthly reports on their progress.</p> <p>Use online tools to track teacher activity, such as time spent on tasks and completion of assignments.</p> <p>Schedule regular video conferencing meetings with teachers.</p> <p>Conduct unannounced "virtual visits" to teachers' online classrooms.</p> <p>Create a shared online space where teachers can post updates on their work and ask questions.</p>	<p>Deans/department chairs</p>
<p>Job Satisfaction (Financial)</p> <p>Personal resources like personal computer, laptop, printer, internet and office supplies are used at home with extra allowance.</p> <p>Offset the cost of employees using their personal resources for work.</p> <p>Improve employee satisfaction and morale.</p> <p>Reduce the risk of employees feeling resentful or taken advantage of.</p> <p>Promote a positive work environment.</p>	<p><b>Provide employees with a monthly reimbursement allowance</b></p> <p>Allow employees to purchase a laptop through the company at a discounted rate.</p> <p>Provide employees with training on how to effectively use their personal resources for work.</p> <p>Create a policy that outlines the company's expectations for employees who use their personal resources for work.</p>	<p>HR head</p> <p>Accounting head</p> <p>Deans/department chair</p>

Fringe benefits provided for teachers working from home Offset the cost of teachers working from home. Improve teacher satisfaction and morale. Attract and retain top talent. Promote a positive work environment.	<b>Provide a stipend for internet and phone expenses.</b> <b>Offer a wellness benefit</b> <b>Offer a professional development allowance.</b> <b>Provide a home office allowance.</b>	HR head Accounting head Deans/department chair
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#### 4. Conclusions and recommendations

Work from home as to capacity to work remotely, supervision, work restructuring and work-life balance was found to be an effective arrangement for both teachers and university. This can lead to increased productivity, improved teacher's satisfaction, and reduced costs. Teachers were moderately satisfied with the physical, financial, psychological, and technological aspects of their work. There is a strong positive relationship between work from home and job satisfaction. This means that employees who work from home are more likely to be satisfied with their jobs and this can be a valuable tool for improving employee job satisfaction. An innovative strategies to enhance work from home and job satisfaction among teachers were developed.

Employers can consider providing teachers who are working from home with a stipend to help cover the costs of working from home. Employers can also consider providing teachers with access to fringe benefits that are designed to cover the costs of working from home, such as a home office allowance or a telecommuting allowance. By providing teachers with adequate fringe benefits, employers can help to ensure that teachers who are working from home are not being financially disadvantaged. The administrators may create a positive and supportive work environment. This includes fostering a sense of community among teachers, providing them with the resources they need to be successful, and offering them opportunities for professional development. University administrators may recognize and appreciate teachers for their hard work. This can be done through formal and informal means, such as giving teachers awards or simply saying thank you. The proposed innovative strategies may be discussed with the HR heads, deans and department chair for reference and possible implementation. Future researcher may explore the relationship between work from home and other factors that can influence job satisfaction, such as organizational culture and leadership. Other researchers may conduct research on the impact of work from home on employee well-being, such as stress levels, sleep quality, and work-life balance.

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