

# **Work from Home: Scenarios Exhausting or Draining during On-Line Teaching**

## **Abstract:**

Work from home describes work being done remotely, instead of at an office. The acronym “WFH” is used as a nickname for the concept. Many organizations/institutions transitioned their employees from the office to a work from home model during the Corona virus global pandemic. Synonyms for Work from Home is Working from home, Telecommuting, Working remotely, Virtual work. Work from home (WFH) is a concept where the employee can do his or her job from home. Work from home gives flexible working hours to the employee as well as the job for the employer is done with ease. Work from home is helpful to delivering work life balance to the employee, and also parallelly helps the company to get the work done. Nowadays, most of the employers are offering this option to their employees. Work from home (or working from home) is a modern work approach enabled through internet and mobility where in irrespective of the physical location of an individual work can be done. Work from Home is also known as working remotely or telecommuting which implies that the employee is working from a remote location usually home. Work from home as a concept is very important in current times. It helps to keep productivity of the employee same or even better and at the same time supports the employee for being with family or handling some personal work. Also in the case the employee is facing some health issue of self or family, Work from Home (WFH) can be a great tool for helping employee stay at home and work at the same time. Public teachers scored 90 percent on adjusting to new pedagogical practices whereas private teachers scored 97 percent in this area.

Keywords: Teachers, On-line teaching

## **Introduction:**

The world has witnessed, and continue to do so, a once in a century crisis in the form of Covid19 pandemic. It has not only resulted in unprecedented fatalities and infections among people of almost all nationalities but also wreaked havoc in every sphere of life, including business. In the absence of a vaccine and highly infectious nature of the pathogen of Covid-19 coupled with the strict guidelines issued by World Health Organisation had forced the governments to take some of the sternest measures in the form of nationwide lockdowns to arrest, as far as possible, the spread of the virus so to save maximum lives.

Restriction on movement and the necessity of maintaining proper physical distance among people to prevent the spread of the virus has ensured that businesses during the lockdown period were and post unlocking phase will not be as usual. Nearly every organisation is caught unprepared to respond to this extraordinary challenge. Many employers, if not all, are trying to explore the Work From Home (WFH) as a potential substitute to prevailing work arrangements in foreseeable future. Hence, Employers' Federation of India (EFI), which is serving the cause of Employers' since 1933, decided to come up with a document on WFH to facilitate its members, clients and partners regarding WFH to respond to the prevailing crisis or for those who see the same as an opportunity to replace the current jobs or co-opt WFH along with the current working pattern as a hybrid model.

WFH means **an employee is working from their house, apartment, or place of residence, rather than working from the office**. Many companies have a WFH policy, or remote work policy, that allows their employees to work from home either full-time or when it's most convenient for them.

The unprecedented crisis of Covid-19 has ensured that be it, employers or employees, everyone has some sort of idea about WFH, however, it largely varies based on different perceptions. In academics also there is no consensus over one definition of WFH. WFH is often interchangeably used as Telework, however, there lie some inherent differences between the two. WFH can be construed as a subset of Telework, as telework not only includes the work performed from home but also the work which can be performed while travelling.

WFH is an alternate way of organising task that may be defined as the work which can be performed from home (away from the traditional workplace such as factories or offices) and enables employees to access their labour activities through the use of information technology. (Nilles, 1997; Perez et al., 2003). It may be for a temporary period or for the long-term durations as an alternate to the traditional way of doing work.

Work from home as a concept is very important in current times. It helps to keep productivity of the employee same or even better and at the same time supports the employee for being with family or handling some personal work. Also in the case the employee is facing some health issue of self or family, Work from Home (WFH) can be a great tool for helping employee stay at home and work at the same time. In 2020, during Coronavirus (COVID-19) Pandemic, Work from Home enabled many companies to remain productive and keep themselves relevant. Roles like IT, Management, Designing, Media etc. continued to work with the WFH option.

For many individuals coronavirus (COVID-19) put work on hold. Employees and business owners of many industries/organisations could not transition to a work from home model. For many service providers, however, Coronavirus has pushed them to utilize technology further, and address how they can efficiently and effectively continue to work and function, through digital means. Digital adoption is a key factor in determining how quickly and efficiently a company can function virtually.

Before COVID-19 hit, the option of working from home was available to only 7 percent of the U.S. workforce, mostly highly paid white collar workers. That percentage has increased more than nine-fold to 66 percent of employees in the weeks since the pandemic barred everyone not designated an essential worker from going to their jobs. This abrupt change means that a lot of people accustomed to working in their offices are finding new ways of doing their jobs.

Working from home isn't easy, even for those who have been doing it for years. There are distractions, from chores to pets that he/she used to leave behind when person "went to work." It's also difficult to develop, and stick to, a new routine.

**Pablo A. Lizano (2021)** conducted a study on "Teacher teleworking during the Covid-19 pandemic: Association between work hours, work-family balance and quality of life". Teachers

from across Chile were contacted via email and social media to answer an online survey. QoL was evaluated via the SF-36 questionnaire, work hours and work–family balance in the pandemic. A total of 336 teachers from across Chile participated in this study. Teachers had a low QoL score, associated with age ( $p < 0.05$ ). Teachers who were  $\leq 44$  showed lower deterioration risks in the Physical Component Summary (OR: 0.54) than the  $\geq 45$ -year-old age group; simultaneously, the younger group ( $\leq 44$  years) had a greater risk (OR: 2.46) of deterioration in the Mental Component Summary than teachers over 45 years. A total of 78.7% of teachers reported having increased their work hours during the COVID-19 pandemic due to teleworking and 86% indicated negative effects on their work–family balance. Pandemic work hours and negative work–family balance increase the risk of reducing the Mental Component Summary (OR: 1.902; OR: 3.996, respectively). Teachers presented low median QoL scores, especially in the Mental Component Summary, suggesting that it would be beneficial to promote a better workload distribution for teachers in emergency contexts, considering the adverse effects of teleworking.

**Umesh et al. (2021)** studied on work from home during Covid-19 pandemic: Employees perception and experiences with a sample size 454 respondents and structured questionnaires and google forms were used to collect data. The study revealed the employees stress factors like lack of resources, long hours of work, overload, poor management support, domestic pressure etc and employees equally concentrate on both office and home work.

**Barrero et al. (2021)** COVID-19 drove a mass social experiment in working from home (WFH). It survey more than 30,000 Americans over multiple waves to investigate whether WFH will stick, and why. It provided evidence from waves of a large panel of US employees working from home. Respondents report benefits from lower commute time, more flexible work hours, and increased productivity. Employers have made investments in technology, revised practices, and moved up the learning curve with respect to WFH. They suggest that use of WFH will remain four times more prevalent than before the pandemic.

**Islam et al. (2020)** The outbreak of COVID-19 has taught us that change is inevitable. The first preventative step suggested by WHO was social distancing. Every country closed schools, colleges, and universities. Moreover, the government cancelled entrance tests, examinations, classes, and internships. It took students as well as the faculty by storm as adapting to the digitized education system was not easy. Change requires time; however, the pandemic caused

the education sector in India to grow. Online education has proved to be a salvation for the students and teachers. They assigned work to students *via* the internet and delivered lectures through live video conferencing using applications like Zoom, Google meets Facebook, YouTube, and Skype. There are WhatsApp groups that help keep students, teachers, and even guardians connected and aware of the class schedules. Online learning is the best solution and is surely better than not getting to learn anything.

**Sethi and Saini (2020)** examined the opinions and challenges of school teachers on work from home with a sample size 50 school teachers by using web-base survey from pre-school to high school Socio-demographic profile and self-structured questionnaire were used to collect data. The study revealed at teachers had the positive opinion on work from home, although they consider WFH a moderately challenging job.

**Alexis L. Jones (2020)** conducted a study on “Teachers' emotion and identity work during a pandemic”. It is a conceptual analysis of the care involved on the part of teachers during the Covid-19 era and the relationship it has to teachers' identities. Using the authors' stories, it addressed how fatiguing care is on a normal day, not to mention what is involved during the Covid era. This care and the emotions involved, is closely tied to teachers' identities, calling into question how teachers conceptualize their teacher hood during a pandemic. The hope is that others will consider where they may have misunderstood teachers' work. It aim to raise awareness of the complexity of teaching and suggest how teacher education can address and support teachers' needs.

**Kimkong Heng (2020)** conducted a study on “Online learning during covid-19: Key challenges and suggestions to enhance effectiveness”. The COVID-19 pandemic has wreaked havoc on every aspect of society. It has caused profound disruption to the education system as governments around the world have temporarily closed educational institutions to contain the spread of the coronavirus. Face-to-face classes have been canceled and moved online, bringing about the rise of online learning that has allowed learners to continue their education. The sudden transition from face-to-face to online learning has, however, posed numerous challenges for students, teachers, administrators, and education leaders. Drawing on previously published sources, this article first attempts to explain different terms used to describe online learning. It then discusses key challenges posed by the widespread adoption

of online learning during the pandemic, followed by a discussion of suggestions made by different researchers to enhance the effectiveness of online learning. It concludes with a summary of key challenges and suggestions and brief recommendations for the broader adoption of online and blended learning in the post-COVID-19 world.

**Working From Home Today:** The widespread high-speed internet access, video conferencing, and collaboration apps, a laptop is all an employee needs to do their job and stay in touch with colleagues.

Working from home today typically begins when employees set up a workspace in their homes where they can do their jobs — including everything from preparing presentations and reports to conducting phone interviews and developing software.

Many jobs lend themselves well to a work-from-home arrangement. Virtual assistants, for instance, communicate with their employers via communication apps to complete many of the duties an onsite administrative assistant would.

Well-trained customer service representatives were some of the original work-from-home employees. Now many companies/organisations/institutions use a browser-based interface that enables home-based customer service representatives to answer calls and troubleshoot problems via live chat.

Technology is rapidly expanding the jobs that can now be done from home. Lawyers and paralegals have access to online databases like Westlaw to look up cases, as well as electronic case management systems, for example.

Home offices vary. Employees who primarily work from home typically have a dedicated home office space in a spare room. Those who work from home occasionally often improvise, using whatever desk or table is available. They might also set up on their couch and use a coffee table, or create a standing desk.

**Di Pietro (2020)** conducted a study on “The likely impact on covid-19 on education: Reflections based on the existing literature and recent international datasets”. In order to reduce the spread of COVID-19, most countries around the world have decided to temporarily close educational

institutions. However, learning has not stopped but is now fully taking place online as schools and universities provide remote schooling. Using existing literature and evidence from recent international data (Eurostat, PISA, ICILS, PIRLS, TALIS), this report attempts to gain a better understanding of how the COVID-19 crisis may affect students' learning. It looks at the different direct and indirect ways through which the virus, and the measures adopted to contain it, may impact children's achievement. 'Conservative' estimates for a few selected EU countries consistently indicate that, on average, students will suffer a learning loss. It is also suggested that COVID-19 will not affect students equally, will influence negatively both cognitive and non-cognitive skills acquisition, and may have important long-term consequences in addition to the short-term ones.

**Gurleen Kaur Sethi (2020)** "COVID-19: Opinions and Challenges of School Teachers on work from Home". Mean opinion score was  $53.86 \pm 6.97$  which falls in the category of positive opinion. It means, overall, the subjects had a positive opinion regarding work from home. Mean score of challenges was  $5.30 \pm 1.741$ , which falls in the category of moderate challenges. It depicts that overall subjects considered work from home during COVID-19 a moderately challenging job. It concluded that, teachers had positive opinion on work from home although, they consider work from home a moderately challenging job. Thus, with the assistance of school authorities work from home can become a highly satisfying job for the teachers.

**Research Method:**

The main focus of the study was to study on "work from home: scenarios exhausting or draining during on-line teaching"

**Research Findings and Discussion:**

**Areas includes are:** Covering classes for absent students, Adjusting to new pedagogical Practices, Time spent on computer or digital devices, Meeting personal and professional expectations

**Table 1 : Scenarios exhausting or draining during on-line teaching**

S.no	Area	Category	Public Teachers (n=30)		Private Teachers (n=30)		Total (n=60)	
			F	%	F	%	F	%
1.	Covering classes for absent students	Yes	20	67	28	93	48	80
		No	10	33	2	7	12	20
2.	Adjusting to new pedagogical Practices	Yes	27	90	29	97	56	93
		No	3	10	1	3	4	7
3.	Time spent on computer or digital devices	Yes	20	67	27	90	47	78
		No	10	33	3	10	13	22
4.	Meeting personal and professional expectations	Yes	21	70	10	33	31	52
		No	9	30	20	67	29	48

The above table represents the scenarios exhausting or draining during on-line teaching.

Private teachers scored 93 percent on covering classes for absent students whereas public teachers scored 67 percent in this area. Public teachers scored 90 percent on adjusting to new pedagogical practices whereas private teachers scored 97 percent in this area. Private teachers scored 90 percent on time spending on computer or digital devices whereas public teachers scored 67 percent in this area. Public teachers scored 70 percent on meeting personal and professional expectations whereas private teachers scored 33 percent in this area.

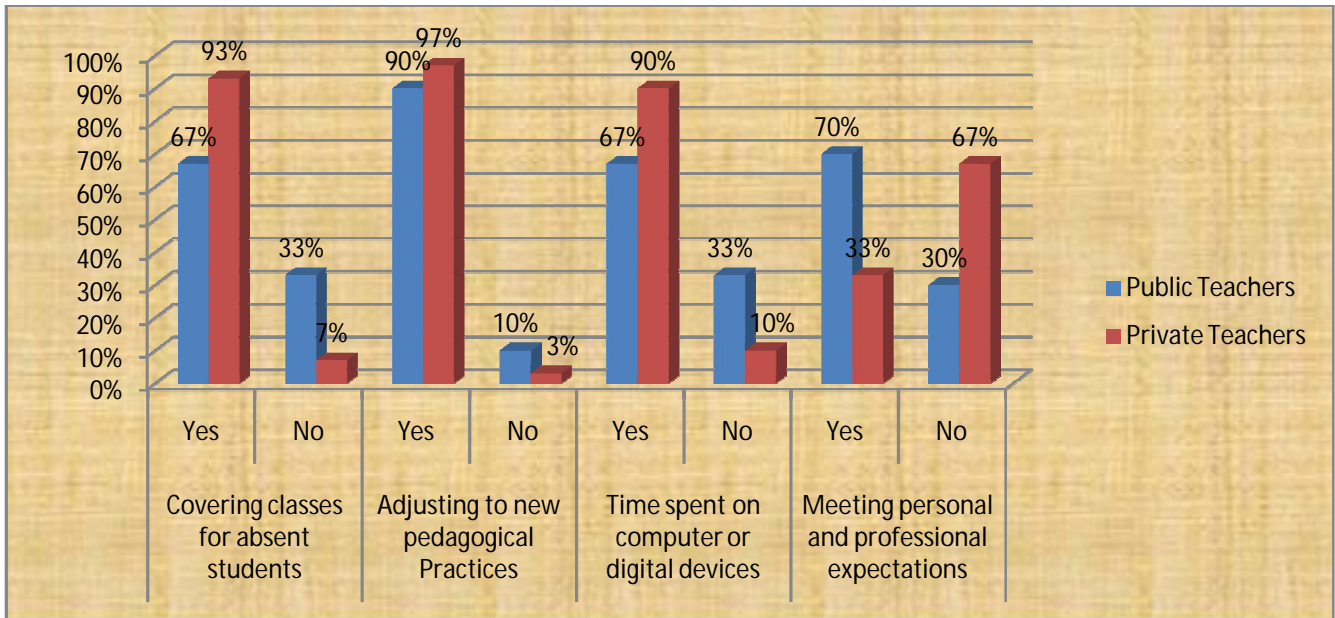


Fig.1 : Scenario among public and private teachers

**Conclusion:**

The data collected with respect to understand the study on “work from home: scenarios exhausting or draining during on-line teaching”. Working from home is **a lot more comfortable for lots of people**. Employees can save a great deal of time and money since they do not have to travel so often, which means people will have more time for work and for themselves, too. Less travelling will also help reduce traffic jam and pollutants to the environment. Private teachers scored 93 percent on covering classes for absent students whereas public teachers scored 67 percent in this area. Public teachers scored 90 percent on adjusting to new pedagogical practices whereas private teachers scored 97 percent in this area. Private teachers scored 90 percent on time spending on computer or digital devices whereas public teachers scored 67 percent in this area. Public teachers scored 70 percent on meeting personal and professional expectations whereas private teachers scored 33 percent in this area.

Working from home has become more common in recent years as technology has improved and more employers recognize the moral value of trusting employees. Employees treasure the flexibility and work-life balance.

A Future of Work survey of managers found that 78 percent ranked telecommuting and flexible schedules as two of the most valuable benefits for retaining employees. More than

half of the employers provide their employees with the necessary devices for working remotely, while 36 percent facilitate working from home by using cloud-based file management tools.

## **References:**

Ammons, Samantha K., and William T. Markham. 2004. Working at Home: Experiences of Skilled White Collar Workers. *Sociological Spectrum* 24: 191–238.

Anderson, Amanda J., Seth A. Kaplan, and Ronald P. Vega. 2015. The Impact of Telework on Emotional Experience: When, and for Whom, Does Telework Improve Daily Affective Well-Being? *European Journal of Work and Organizational Psychology* 24: 882–97.

Azarbouyeh, Amir, and Seyed Gholamreza Jalali Naini. 2014. A Study on the Effect of Teleworking on Quality of Work Life. *Management Science Letters* 4: 1063–68.

Baruch, Yehuda. 2000. Baruch-2000-New Technology, Work and Employment Qualis A1 Muito Importante. *New Technology, Work and Employment (Print)* 15: 34–49.

Baruch, Yehuda. 2001. The Status of Research on Teleworking and an Agenda for Future Research. *International Journal of Management Reviews* 3: 113–29.

Belzunegui-Eraso, Angel, and Amaya Erro-Garcés. 2020. Teleworking in the Context of the Covid-19 Crisis. *Sustainability* 12: 3662.

Bentley, Tim Andrew, Stephen T. T. Teo, Laurie McLeod, Felix Tan, Rachelle Bosua, and Marianne Gloet. 2016. The Role of Organisational Support in Teleworker Wellbeing: A Socio-Technical Systems Approach. *Applied Ergonomics* 52: 207–15.

Chao, Ming Che, Rong Chang Jou, Cing Chu Liao, and Chung Wei Kuo. 2015. Workplace Stress, Job Satisfaction, Job Performance, and Turnover Intention of Health Care Workers in Rural Taiwan. *Asia-Pacific Journal of Public Health* 27: NP1827–NP1836.

Chung, Heejung. 2018. Future of Work and Flexible Working in Estonia: The Case of Employee-Friendly Flexibility. Tallin: Arenguseire Keskus, p. 42. Chung, Heejung, and Tanja van der Lippe. 2020. Flexible Working, Work–Life Balance, and Gender Equality: Introduction. *Social Indicators Research* 151: 365–81.

- Clark, Andrew E. 1996. Job Satisfaction in Britain. *British Journal of Industrial Relations* 34: 189–217.
- Coenen, Marja, and Robert A. W. Kok. 2014. Workplace Flexibility and New Product Development Performance: The Role of Telework and Flexible Work Schedules. *European Management Journal* 32: 564–76.
- Cohen, Aaron, and Efrat Liani. 2009. Work-Family Conflict among Female Employees in Israeli Hospitals. *Personnel Review* 38: 124–41.
- Contreras, Francoise, Elif Baykal, and Ghulam Abid. 2020. E-Leadership and Teleworking in Times of COVID-19 and Beyond: What We Know and Where Do We Go. *Frontiers in Psychology* 11: 3484.
- Di Martino, Vittorio, and Linda Wirth. 1990. Telework: A New Way of Working and Living. *International Labour Review* 129: 529–54. Ellis, Selwyn T., and Robert L. Webster. 1998. IS Managers' Innovation toward Telecommuting: A Structural Equation Model. *Proceedings of the Hawaii International Conference on System Sciences* 4: 161–68.
- Fedáková, Denisa, and Lucia Ištončová. 2017. Slovak IT-Employees and New Ways of Working: Impact on Work-Family Borders and Work-Family Balance. *Československá Psychologie (Czechoslovak Psychology)* LXI: 68–83.
- Fisher, Gwenith G., Carrie A. Bulger, and Carlla S. Smith. 2009. Beyond Work and Family: A Measure of Work/Nonwork Interference and Enhancement. *Journal of Occupational Health Psychology* 14: 441–56.
- Fonner, Kathryn L., and Michael E. Roloff. 2010. Why Teleworkers Are More Satisfied with Their Jobs than Are Office-Based Workers: When Less Contact Is Beneficial. *Journal of Applied Communication Research* 38: 336–61.
- Gajendran, Ravi S., and David A. Harrison. 2007. The Good, the Bad, and the Unknown About Telecommuting: Meta-Analysis of Psychological Mediators and Individual Consequences. *Journal of Applied Psychology* 92: 1524–41.
- Gálvez, Ana, Francisco Tirado, and Jose M. Alcaraz. 2020. 'Oh! Teleworking!' Regimes of Engagement and the Lived Experience of Female Spanish Teleworkers. *Business Ethics* 29: 180–92.

Golden, Timothy D., and Kimberly A. Eddleston. 2020. Is There a Price Telecommuters Pay? Examining the Relationship between Telecommuting and Objective Career Success. *Journal of Vocational Behavior* 116: 103348.

Hilbrecht, Margo, Susan M. Shaw, Laura C. Johnson, and Jean Andrey. 2008. 'I'm Home for the Kids': Contradictory Implications for Work-Life Balance of Teleworking Mothers. *Gender Work and Organization* 15: 454–76.

Hilbrecht, Margo, Susan M. Shaw, Laura C. Johnson, and Jean Andrey. 2013. Remixing Work, Family and Leisure: Teleworkers' Experiences of Everyday Life. *New Technology, Work and Employment* 28: 130–44.

Hsu, Ya Yuan, Chyi Huey Bai, Chien Ming Yang, Ya Chuan Huang, Tzu Ting Lin, and Chih Hung Lin. 2019. Long Hours' Effects on Work-Life Balance and Satisfaction. *BioMed Research International*.

Jackson, Leon T. B., and Edwin A. Fransman. 2018. FlexiWork, Financial Well-Being, Work-Life Balance and Their Effects on Subjective Experiences of Productivity and Job Satisfaction of Females in an Institution of Higher Learning. *South African Journal of Economic and Management Sciences* 21: 1–13.

Johnson, Laura C., Jean Andrey, and Susan M. Shaw. 2007. Mr. Dithers Comes to Dinner: Telework and the Merging of Women's Work and Home Domains in Canada. *Gender, Place and Culture* 14: 141–61.

Jyothi, Sree V., and P. Jyothi. 2012. Assessing Work-Life Balance: From Emotional Intelligence and Role Efficacy of Career Women. *Advances in Management* 5: 332. Kazekami, Sachiko. 2020. Mechanisms to Improve Labor Productivity by Performing Telework. *Telecommunications Policy* 44: 101868.

Kim, Jaeseung, Julia R. Henly, Lonnie M. Golden, and Susan J. Lambert. 2019. Workplace Flexibility and Worker Well-Being by Gender. *Journal of Marriage and Family*.

Konrad, Alison M., and Robert Mangel. 2000. The Impact of Work-Life Programs on Firm Productivity. *Strategic Management Journal* 21: 123.

Kossek, Ellen Ernst, Brenda A. Lautsch, and Susan C. Eaton. 2006. Telecommuting, Control, and Boundary Management: Correlates of Policy Use and Practice, Job Control, and Work-Family Effectiveness. *Journal of Vocational Behavior* 68: 347–67.

Kramer, Amit, and Karen Z. Kramer. 2020. The Potential Impact of the Covid-19 Pandemic on Occupational Status, Work from Home, and Occupational Mobility. *Journal of Vocational Behavior*, 103442.

Lait, Jana, and Jean E. Wallace. 2002. Stress at Work: A Study of Organizational-Professional Conflict and Unmet Expectations. *Relations Industrielles* 57: 463–90.

Lee, D. J., and M. J. Sirgy. 2019. Work-Life Balance in the Digital Workplace: The Impact of Schedule Flexibility and Telecommuting on Work-Life Balance and Overall Life Satisfaction. In *Thriving in Digital Workspaces*. Cham: Springer. Liu, Huei Ling, and Ven hwei Lo. 2018. An Integrated Model of Workload, Autonomy, Burnout, Job Satisfaction, and Turnover Intention among Taiwanese Reporters. *Asian Journal of Communication* 28: 153–69.

Locke, Edwin A. 1970. Job Satisfaction and Job Performance: A Theoretical Analysis. *Organizational Behavior & Human Performance* 5: 484–500. López-Igual, Purificación, and Paula Rodríguez-Modroño. 2020. Who Is Teleworking and Where from? Exploring the Main Determinants of Telework in Europe. *Sustainability* 12: 8797.

Lund, Daulatram B. 2003. Organizational Culture and Job Satisfaction. *Journal of Business & Industrial Marketing* 18: 219–36. Martin, Brittany Harker, and Rhiannon MacDonnell. 2012. Is Telework Effective for Organizations?: A Meta-Analysis of Empirical Research on Perceptions of Telework and Organizational Outcomes. *Management Research Review* 35: 602–16.

Marx, Charlotte K., Mareike Reimann, and Martin Diewald. 2021. Do Work–Life Measures Really Matter? The Impact of Flexible Working Hours and Home-Based Teleworking in Preventing Voluntary Employee Exits. *Social Sciences* 10: 9.

Nakrošienė, Audronė, Ilona Buc̃iūnienė, and Bernadeta Goštautaitė. 2019. Working from Home: Characteristics and Outcomes of Telework. *International Journal of Manpower* 40: 87–101.

- Neirotti, Paolo, Emilio Paolucci, and Elisabetta Raguseo. 2013. Mapping the Antecedents of Telework Diffusion: Firm-Level Evidence from Italy. *New Technology, Work and Employment* 28: 16–36.
- Neufeld, Derrick J., and Yulin Fang. 2005. Individual, Social and Situational Determinants of Telecommuter Productivity. *Information and Management* 42: 1037–49.
- Nilles, Jack M. 1997. Telework: Enabling Distributed Organizations: Implications for It Managers. *Information Systems Management* 14: 7–14.
- Novianti, Khusnul Rofida, and Kenny Roz. 2020. Teleworking and Workload Balance on Job Satisfaction: Indonesian Public Sector Workers During Covid-19 Pandemic. *APMBA (Asia Pacific Management and Business Application)* 1: 8997.
- Oh, Minjeong, and Sungyong Choi. 2020. The Competence of Project Team Members and Success Factors with Open Innovation. *Journal of Open Innovation: Technology, Market, and Complexity* 6: 51.
- Raišiene, Agota Giedre, Violeta Rapuano, Kristina Varkulevičiute, and Katarína Stachová. 2020. Working from Home-Who Is Happy? A Survey of Lithuania's Employees during the COVID-19 Quarantine Period. *Sustainability* 12: 5332.
- Roz, Kenny. 2019. Job Satisfaction as a Mediation of Transformational Leadership Style on Employee Performance in the Food Industry in Malang City. *International Journal of Economics, Business and Accounting Research (IJEBAR)* 3: 47–58.
- Schieman, Scott and Paul Glavin. 2017. Ironic Flexibility: When Normative Role Blurring Undermines the Benefits of Schedule Control. *Sociological Quarterly* 58: 51–71.
- Schriesheim, Chester, and Anne S. Tsui. 1980. Development and Validation of a Short Satisfaction Instrument for Use in Survey Feedback Interventions. *Western Academy of Management Meeting* 1980: 115–17.
- Song, Younghwan, and Jia Gao. 2019. Does Telework Stress Employees Out? A Study on Working at Home and Subjective Well-Being for Wage/Salary Workers. *Journal of Happiness Studies*.
- Stewart, Wendy, and Julian Barling. 1996. Daily Work Stress, Mood and Interpersonal Job Performance: A Mediational Model. *Work and Stress* 10: 336–51.

- Valcour, P. Monique, and Larry W. Hunter. 2017. Technology, Organizations, and Work-Life Integration. In *Work and Life Integration: Organizational, Cultural, and Individual Perspectives*. Mahwah: Lawrence Erlbaum Associates, pp. 61–84.
- van Meel, Juriaan. 2011. The Origins of New Ways of Working: Office Concepts in the 1970s. *Facilities* 29: 357–67.
- Vega, Ronald P., Amanda J. Anderson, and Seth A. Kaplan. 2015. A Within-Person Examination of the Effects of Telework. *Journal of Business and Psychology* 30: 313–23.
- Virick, Meghna, Nancy DaSilva, and Kristi Arrington. 2010. Moderators of the Curvilinear Relation between Extent of Telecommuting and Job and Life Satisfaction: The Role of Performance Outcome Orientation and Worker Type. *Human Relations* 63: 137–54.
- Wessels, Christina, Michaéla C. Schippers, Sebastian Stegmann, Arnold B. Bakker, Peter J. van Baalen, and Karin I. Proper. 2019. Fostering Flexibility in the New World of Work: A Model of Time-Spatial Job Crafting. *Frontiers in Psychology* 10: 1–13.
- Wojcák, Emil, and Matúš Baráth. 2017. National Culture and Application of Telework in Europe. *European Journal of Business Science and Technology* 3: 65–74.

UNDER PEEL