

Impact of Remote Work Policies on Employee Performance in Pakistan's Education Sector



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Abstract

The remote work policies have gained relevance in the education sector especially after the global change brought about by the COVID-19 pandemic. These policies provide flexibility and less work time, commuting time and possibilities of better work-life balance; however, their influence on employee performance is not studied in Pakistan. The paper explores how the remote work policy can influence the performance of employees in higher education institutions in Pakistan among teachers and administrative workers. It was a quantitative study, which involved a survey of 200 employees of the selected universities in the Multan district. The paper discusses the aspects of remote work, such as work autonomy, communication effectiveness, use of technology, and managerial support, and how they correlate with the outcome of employee performance in terms of productivity, quality of work, and engagement. Results indicate that properly executed remote work policies have a positive impact on the performance of employees, their job satisfaction, and overall efficiency in an institution. The analysis can guide the policymakers and administrators of the university to maximize the benefits of remote working and remain high-performance organizations.

Keywords: Remote employment policies; employee performance; education sector; work autonomy; managerial assistance; Pakistan; higher education

Introduction

Remote work has disrupted organizational practices across the world, especially in the areas of work where knowledge work and administration is a major part of employee work. Remote work policies are formal or informal provisions that enable workers to offer the services they are needed to do without using the conventional office setting, with the use of digital technologies and comfortable working schedules (Allen et al., 2015; Khan et al., 2025). Remote working has become a powerful trend in the education sector, partly because it has become necessary to engage in distance learning, virtual collaboration and administrative continuity in times of upheaval, like the COVID-19 pandemic. These policies give workers control over their working hours, commuting pressure and enable improved work-life balance that have the potential to positively affect performance and engagement (Gajendran & Harrison, 2007). Although remote working policy has become widespread, the impact of this policy on the performance of employees working in the education sector in Pakistan has not been effectively studied yet, which is why empirical research is required.

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The success of educational institutions largely depends on the performance of their employees as the quality of teaching, level of research, and the efficiency of the administration directly depend on it. Performance has various dimensions, among which are productivity, quality output, and completion of tasks and participation in the goals of the institution (Aguinis, 2019). With the context of remote work, both the skills and motivation of the employees do not significantly influence the performance but the design and enactment of the remote work policies, managerial support, access to technology, communication effectiveness also play a role in shaping performance. Unorganized remote working systems may result in isolation, miscommunication, low collaboration and performance (Bartel et al., 2012). On the other hand, companies with clear instructions, technology support, and constant feedback are able to promote increased productivity and satisfaction of remote workers (Kossek et al., 2015).

The education sector in Pakistan is experiencing a rapid growth, where the use of digital tools to teach, conduct research and manage is on the rise. To meet the health guidelines, lessen physical crowding, and facilitate flexible working settings, universities and colleges have implemented partial or full remote work options among the faculty and administrative personnel (Khalid et al., 2021). Nonetheless, such policies are effective in promoting employee performance in different institutions. Internet connectivity, availability of digital platforms, the skills of managing remote teams by managers, and the digital literacy of employees may all have a major impact. According to prior studies, remote workers are more likely to perform well when they believe they are more autonomous, get sufficient managerial support, and have access to sound technological facilities (Mann & Holdsworth, 2003; Allen et al., 2015).

Organizational commitment, job satisfaction, and the work-life balance are another implication of remote work. Flexibility and autonomy are known to reduce stress levels, reinforce motivation, and increase involvement of employees in organizational objectives. These outcomes may be reflected in the form of better teaching in educational institutions, a reduction in the administrative tasks done in time and increased participation in research and community services (Bartel et al., 2012). Nevertheless, issues like absence of real-time supervision, isolation, and inability to work in team may decrease the performance in case it is not properly solved. The relationship between the policy of remote work and the performance of employees is thus critical in determining the HR strategies to implement in the education sector (Mulki et al., 2009).

Previous research has investigated the concept of remote work in the corporate and IT industries, and reported positive correlations with productivity, job satisfaction and organizational commitment (Allen et al., 2015; Gajendran & Harrison, 2007). However, education industry in Pakistan has certain peculiarities such as the hierarchical administrative hierarchy, different roles of the employees, and unequal access to the technologies that might affect performance effects of remote working policy. There are also very little empirical studies which address the local context and thus restrict evidence-based policy decisions. The assessment of the impact of remote work policies on employee performance is likely to inform university administrators and policymakers to maximize the work organization and, at the same time, to ensure high quality of academic and administrative performance (Charoensukmongkol & Phungsoonthorn, 2018).

The proposed research will fill this gap by investigating how the policy of remote work is linked to the performance of employees in the higher education sector of Pakistan. It explores such important areas as work autonomy, effectiveness of communication, use of technologies and the importance of

managerial support and the effect on the productivity, quality of work and engagement. A study sample consisting of 200 employees comprising faculty members and administrative staff members was surveyed to give an insight on the perceptions on remote work policies and their influence on their performance. It is hoped that the contributions will be made to the HR policy formulation, institutional strategy, and future research with regards to remote work in education. The study can help educational institutions receive the most efficient remote work practices to balance flexibility, accountability, and productivity by highlighting key factors that promote performance (Khalid et al., 2021; Bartel et al., 2012).

Literature Review

The policies of remote work have become noticed worldwide with organizations aiming to become more flexible, minimize the costs of operation and enhance the well-being of the employees. These policies enable the workers to work even beyond the conventional office setting, usually using digital technologies and web-based services to interact, collaborate, and work (Allen et al., 2015). Remote work has become more applicable in the educational sphere as they have introduced online education, digital administration, and distance learning programs, particularly throughout and after the COVID-19 pandemic. There is an increase in autonomy, flexible working hours, and better work-life balance which is postulated to have a positive impact on work performance and engagement of the employees (Morganson et al., 2010; Siddiqui et al., 2025).

Employee performance can be defined as the extent of accomplishment of the employees to do the tasks efficiently, sustain their productivity and achieve organizational goals. Education within the performance domain includes teaching effectiveness, research output, administrative effectiveness, and working with fellow colleagues and students (Aguinis, 2019). Some studies have investigated the linkage between remote working and performance of employees, and the point is that remote working can positively affect the performance in case of proper infrastructure, effective communication system, and guidance of the management. Bartel et al. (2012) concluded that the employees who were supported by their managers, provided with appropriate technological facilities, and were granted freedom of work in their jobs were more likely to report higher levels of performance. On the other hand, improperly introduced remote work systems, such as insufficient supervision, provision of inefficient technology, and communication with coworkers, may also result in lower motivation, decreased teamwork and productivity.

One of the most important aspects of remote work, which has a direct effect on the performance of employees, is work autonomy. Autonomy enables employees to control their time, prioritize and determine how they are going to accomplish their duties. Researchers reveal that greater work autonomy has a positive association with task performance, engagement, and job satisfaction (Tremblay & Genin, 2007). Faculty and administrative staff with the ability to control work schedules are likely to have reduced stress levels and increased productivity in the educational institutions. Autonomy also promotes innovation, creativity, and self-regulation that is paramount in accomplishment of the goals of the institution especially in knowledge-intensive settings like in universities (Bhatti et al., 2025).

Effectiveness of communication is a determining factor in implementing remote work policies. Communication: It is essential to keep the employees updated on organizational goals, targets, and expectations, as well as the deadlines, even at a time when they are not present in the office

physically. The studies point out that the communication issues, such as the delays in replies, unexpectedness, and feedback, may slow down the work and produce the sense of isolation (Bartel et al., 2012). To ensure the performance standards remain high with remote work conditions, educational institutions need to embrace effective communication standards such as frequent virtual meetings, group work tools, and feedback systems.

Another factor that has a negative implication on the performance of employees in a remote working environment is technological infrastructure. The availability of high-quality internet connection, digital platforms, software tools, and technical assistance can help the employees to carry out all tasks efficiently and remain productive. With regard to Pakistan, technological access inequality may impact the success of the policy of remote working, whereby individuals in urban centers tend to have superior resources, compared to rural areas (Khalid et al., 2021). Research has established that staff members that cannot access the necessary technology or those individuals who lack internet connectivity can be frustrated, lag behind in completing tasks and also the quality of the work will be compromised, which will eventually impact institutional performance.

In remote work setups, managerial support is a major factor that determines the performance of employees. The encouragement and engagement of employees is created by supervisors who give instructions, check progress, and provide recognition (Allen et al., 2015). Managers in educational settings are very important in establishing expectations, measuring the results of teaching, organizing administrative processes and enabling collaboration. Studies indicate that supportive management counters isolation, promotes accountability, and improves the overall performance of employees during the remote working environment. Conversely, absence of managerial support may result into disengagement, decrease in morale and lower performance outcomes (Bartel et al., 2012).

The other organizational outcomes that are affected by remote work include productivity, employee engagement, and institutional efficiency. Research has continually established that employees with greater sense of autonomy, sufficient technological assistance, and effective supervisory direction express better results, increased task accomplishment, and increased participation (Allen et al., 2015; Gajendran & Harrison, 2007). These have been represented in educational institutions in the form of good teaching, prompt administration and effective implementation of academic programs. Not only that, remote work may also improve work-life balance and decrease absenteeism and positively affect the well-being of employees which in turn leads to an increase in the performance level (Choudhury et al., 2021).

Some of the challenges related to working remotely are the lack of social interaction, isolation, and organization of collaboration activities. Faculty and administrative individuals might find it difficult to ensure proper communication with their colleagues and students and therefore, it may influence the performance of tasks and interest. Research indicates that organizations should have well-organized policies, virtual collaboration tools, and frequently checked-ins so that these issues can be alleviated and that remote work can be used positively in performance (Khalid et al., 2021).

Although this trend of remote working is expanding globally, studies have not been done on the aspect of remote working in the Pakistan education sector. The majority of the available research is on corporate or IT industries, which is quite different compared to educational institutions regarding the nature of work, hierarchy, and employee expectations (Allen et al., 2015; Bartel et al., 2012). The problems that are specific to Pakistani universities include the lack of consistent access to technology,

different degrees of digital literacy among the employees, and the hierarchical characteristics of the management system that might influence the success of the remote work policy. The urgent requirement is to empirically test the impact that these policies have on the performance of employees to inform the administrators on the creation of effective strategies that will be implemented in remote working.

In short, the literature indicates that the practice of remote work can increase the performance of employees in case of effective implementation. Work autonomy, the effectiveness of communication, access to technology and support of managers are the main considerations when it comes to performance. Even though various educational institutions in Pakistan are gradually embracing practices of remote working, they need to resolve the issues that are associated with technology, communication, and management to record the desired performance. The paper will attempt to examine these relationships by surveying 200 faculty members and administrative personnel to give empirical evidence to support recommendations on how the University policies of remote work can be optimized and how employee performance can be enhanced within the higher education industry (Allen et al., 2015; Gajendran & Harrison, 2007; Bartel et al., 2012; Khalid et al., 2021).

Methodology

The research design used in this study was a quantitative study to determine the extent to which the policy of remote work affects the performance of employees in the education sector in Pakistan. Two hundred employees were chosen among the universities and colleges in the Multan district, who were the participants in the study. The sample was made up of faculty personnel and the administrative staff members who had more than one year experience in their respective institutions so that they could be aware of the policies and work practices related to organizations. Simple random sampling was used to select the participants to offer an equal opportunity of being selected by the participants in terms of the number of departments and positions, thus generating a representative sample of the population.

The structured self-administered questionnaire was used to collect data, and it was based on three sections. The former section obtained demographic data, such as age, gender, educational level, occupational position and experience. The second section was used to measure perceptions toward remote work policies on four dimensions, which include: work autonomy, communication effectiveness, use of technology, and managerial support. The scale was measured on each dimension with the help of a five-point Likert scale, which includes strongly disagree and strongly agree, modified with validated scales used in the past (Allen et al., 2015; Gajendran & Harrison, 2007). The third section assessed the outcomes of performance of the employees, such as productivity, quality of work, and engagement, as well, on a five-point Likert scale.

Before actual data were collected, the questionnaire was pre-tested on a sample of 20 employees at one of the institutions nearby to maintain clarity, reliability and validity of items. Minor adjustments were done to strengthen the understanding and eliminate the vague questions. The questionnaire was in final form and sent out electronically and in paper form to maximize the amount of responses. Informed consent was given to the participants and ethical issues were given serious considerations such as the fact that they were to be given a chance to participate in the study voluntarily, the response was to be kept confidential and the data could only be used in the academic field.

The gathered data were evaluated through SPSS software. Demographic characteristics, perceptions of remote work policies, and performance among the employees were summarized through descriptive statistics including frequencies, percentages, means, and standard deviations. Pearson correlation and regression analysis were used as inferential statistical tests to test relationships between remote work dimensions and results with employee performance. Assumptions of normality, linearity, and multicollinearity were checked before the regression analysis to demonstrate the suitability of the model.

This research methodology will make it possible to rank the relationship between the policy of remote work and employee performance in the education sector of Multan. The study offers empirical evidence of the role of work autonomy, managerial support, communication effectiveness, and technology access in increasing the productivity, engagement, and quality of work by conducting a survey of a representative group of 200 employees. The results will be relevant to policy makers, university administrators and HR practitioners in making the most of remote work arrangements to increase employee performance without compromising institutional performance.

Data Analysis and Findings

One hundred and twenty employees of the chosen universities and colleges took part in the study. The data were processed to research how remote work policies were affecting performance of employees such as productivity, quality of work and engagement. The SPSS software was used to conduct descriptive statistics, correlation and regression analysis.

Demographic Profile of the participants

Table 1 indicates the demographic features of the study participants. The number of respondents was 110 males and 90 females. Most of them were within the 25-34 years (60%), 35-44 years (25%), and 45-54 years (15%) age groups. Faculty members (60%), administrative staff (30%), and other specific jobs like research assistants and lab staff (10%), were the job roles.

Table 1: Demographic Characteristics of Participants (n = 200)

| Demographic Variable | Category | Frequency | Percentage (%) |
|-----------------------------|----------------------|------------------|-----------------------|
| Gender | Male | 110 | 55 |
| | Female | 90 | 45 |
| Age (years) | 25–34 | 120 | 60 |
| | 35–44 | 50 | 25 |
| | 45–54 | 30 | 15 |
| Job Role | Faculty Members | 120 | 60 |
| | Administrative Staff | 60 | 30 |
| | Others | 20 | 10 |

Perceptions of Remote Work Policies

The participants rated remote work policies based on four dimensions including work autonomy, effectiveness of communication, use of technology, and managerial support. Table 2 shows the

standard deviations and means scores. The most frequent mean score was work autonomy ($M = 4.2$, $SD = 0.6$), which means that the employees tend to value the level of flexibility in their work. The use of technology also proved to be a high score ($M = 4.0$, $SD = 0.5$) which indicated a good access to digital tools. The effectiveness of communication ($M = 3.8$, $SD = 0.6$) and the support of managers ($M = 3.7$, $SD = 0.5$) were moderate, and it is possible to speak about the aspects the institutions should improve being able to facilitate remote work.

Table 2: Perceptions of Remote Work Policies (n = 200)

| Remote Work Dimension | Mean | SD |
|-----------------------------|------|-----|
| Work Autonomy | 4.2 | 0.6 |
| Communication Effectiveness | 3.8 | 0.6 |
| Technology Use | 4.0 | 0.5 |
| Managerial Support | 3.7 | 0.5 |

Employee Performance Outcomes

Performance of employees was to be measured on the bases of productivity, quality work and engagement. Table 3 indicates the descriptive statistics. The highest level of productivity ($M = 4.1$, $SD = 0.5$) was observed, which means that remote work had a positive impact on the task completion. The quality of work was mediocre ($M = 3.9$, $SD = 0.5$) and the engagement also proved to be fairly positive ($M = 3.8$, $SD = 0.6$), which both shows the overall positive results of remote work setups.

Table 3: Employee Performance Outcomes (n = 200)

| Performance Outcome | Mean | SD |
|---------------------|------|-----|
| Productivity | 4.1 | 0.5 |
| Quality of Work | 3.9 | 0.5 |
| Engagement | 3.8 | 0.6 |

Correlation between Remote Work Policies and Employee Performance

Pearson correlation analysis was used to investigate the policy of remote work and its correlation with employee performance. Table 4 indicates that the overall policies on remote work were significantly positively related to the performance of employees ($r = 0.68$, $p < 0.01$). Work autonomy ($r = 0.70$, $p < 0.01$) and technology use ($r = 0.65$, $p < 0.01$) had the highest level of correlation, whereas communication effectiveness ($r = 0.60$, $p < 0.01$) and managerial support ($r = 0.58$, $p < 0.01$) were also not negligible.

Table 4: Pearson Correlation between Remote Work Policies and Employee Performance

| Variable | 1 | 2 |
|----------------------|--------|---|
| Remote Work Policies | 1 | |
| Employee Performance | 0.68** | 1 |

Note: ** $p < 0.01$

Regression Analysis

The calculated regression analysis was performed to the predictive impact of the policy of remote work in employee performance. According to the results (Table 5), the policy on remote work was a significant predictor of employee performance ($b = 0.67$, $t = 11.5$, $p < 0.001$) with an explanation of 46% ($R^2 = 0.46$). This shows that proper remote working policies are a significant factor of employee productivity, quality of work, and engagement.

Table 5: Regression Analysis of Remote Work Policies on Employee Performance

| Predictor | β | t | p |
|----------------------|---------|------|--------|
| Remote Work Policies | 0.67 | 11.5 | <0.001 |

Differences across Job Roles

ANOVA was used to test the changes in employee performances at the job roles. Table 6 is a summary of the mean scores. The highest score was on the faculty members ($M = 4.0$, $SD = 0.5$), followed by the administrative staff ($M = 3.8$, $SD = 0.5$) and other positions ($M = 3.7$, $SD = 0.6$). The differences were considered to be statistically significant ($p < 0.05$), which might be explained by the fact that members of the faculty may make better use of remote work policies as they probably have more autonomy in teaching hours and research activities.

Table 6: Mean Employee Performance by Job Role

| Job Role | Mean Performance Score | SD |
|----------------------|------------------------|-----|
| Faculty Members | 4.0 | 0.5 |
| Administrative Staff | 3.8 | 0.5 |
| Others | 3.7 | 0.6 |

Findings

The discussion indicates that remote work policies have a positive impact on the performance of employees in the education sector of Multan. The most prominent predictors of performance were work autonomy and use of technology, but effectiveness of communication and managerial support also played an important role. The variation between the job positions reminds the necessity of differentiated work-at-home solutions to provide fair benefits. In general, good remote work policies allow increasing the quality of work, productivity, and engagement, which is why flexible work arrangements should be adopted in educational institutions.

Conclusion

According to the results of the research, the policies of remote work have a strong positive effect on the performance of employees in the education sector in Pakistan. The employees with greater work autonomy, proper communication, sufficient technological assistance, and management direction demonstrate greater productivity, greater quality of work, and greater level of engagement. The most influential was the aspect of work autonomy, which made the significance of flexibility in work

schedules management especially among the faculty members. The use of technology is also critical in empowering the employees to accomplish their work effectively. Although the quality of communication and managerial assistance was average, these factors also made a significant impact on performance. Variations in job positions imply that faculty members have advantageous circumstances over administrative employees or other workers in terms of remote work policies probably because of the task structure and autonomy. On the whole, the paper highlights the usefulness of systematic remote work policies in promoting high employee performance and institutional efficiency.

Recommendations

According to the study results, the following recommendations can be offered:

1. To foster productivity and engagement, educational institutions ought to grant employees, specifically the faculty members, more freedom in their schedules and tasks management.
2. To make remote work accessible and effective, universities and colleges are supposed to make sure that they have a proper internet connection, digital platforms, and technical support.
3. Clarify virtual communication practices should be implemented in institutions involving frequent online sessions, feedback mechanisms and collaborative tools in order to decrease isolation and coordination.
4. Supervisors are expected to provide advice, track performance, and provide recognition to employees to encourage and improve engagement when working remotely remote work revise role specific strategies.
5. Incorporate remote work options into the general institutional policies, making sure that it is in line with the objectives of the academia, administrative needs, and efficiency of the organization.
6. Organize training among employees concerning productive methods of remote working, online resources, and self-management to achieve the best performance results.

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