IBN HALDUN UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF AIR TRANSPORT MANAGEMENT

MASTER THESIS

TECHNOSTRESS AND WELL-BEING OF REMOTE WORKING EMPLOYEES DURING COVID-19 PANDEMIC: MEDIATING EFFECTS OF WORK-FAMILY CONFLICT AND SUCCESS ENABLERS

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THESIS SUPERVISOR

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by

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APPROVAL PAGE

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science in Air Transport Management.

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ACADEMIC HONESTY ATTESTATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ÖZ

COVID-19 PANDEMİSİ SIRASINDA TEKNOSTRES VE UZAKTAN ÇALIŞANLARIN REFAHI: İŞ-AİLE ÇATIŞMASI VE BAŞARI SAĞLAYACILARIN ARACILIK ETKİSİ

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Şirketler, Covid-19 pandemisinin patlak vermesiyle birlikte çalışma şekillerini değiştirmek zorunda kaldığından, teknostres olgusu bu yeni dünya düzeninde daha da önemli hale geldi. Bu çalışmada, teknostresin uzaktan çalışan refahı, başarı sağlayıcılar ve iş-aile çatışması üzerindeki doğrudan etkisi araştırılmıştır. Ayrıca başarı sağlayıcılar ve iş-aile çatışmasının çalışanların refahı üzerindeki doğrudan etkisi ve her ikisinin de teknostres ve çalışan refahı ilişkisine aracılık etkisi araştırılmıştır. Mart 2020 başından itibaren uzaktan çalışma koşulları yaşayan Türk Hava Yolları çalışanlarından 266 katılımcının yer aldığı örnek veriler toplanmıştır. Hipotezleri test etmek için kısmi en küçük kareler yapısal eşitlik modellemesi (PLS-SEM) kullanılmıştır. Teknostresin başarı sağlayıcılarla negatif, iş-aile çatışması ile pozitif ilişkili olduğu bulunmuştur. Teknostresin uzaktan çalışan refahı ile doğrudan ilişkili olmadığı bulunsa da başarı sağlayıcılar ve iş-aile çatışmasının, teknostres ve uzaktan çalışan refahı arasındaki ilişkide tam aracılık etkisine sahip olduğu bulunmuştur. Ayrıca, uzaktan çalışan refahı üzerinde başarı sağlayıcıların doğrudan olumlu etkisi ve iş-aile çatışmasının doğrudan olumsuz etkisi bulunmuştur. Bu çalışma, literatüre katkısının yanı sıra, Covid-19 pandemisi sırasında zorunlu uzaktan çalışma çağındaki teknostres olgusuna ışık tutması ve organizasyonlardaki karar vericilerin uzaktan çalışan refahını iyileştirmelerine yardımcı olması açısından da önem arz etmektedir.

Anahtar Kelimeler: Başarı Sağlayıcılar, Çalışan Refahı, İş-Aile Çatışması, Covid-19 Pandemisi, Teknostres, Uzaktan Çalışma

ABSTRACT

TECHNOSTRESS AND WELL-BEING OF REMOTE WORKING EMPLOYEES DURING COVID-19: MEDIATING EFFECTS OF WORK-FAMILY CONFLICT AND SUCCESS ENABLERS

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Since organizations had to change and adapt their way of working with the outbreak of the Covid-19 pandemic, the phenomenon of technostress became even more crucial in this new world order. In the present study, we investigated the direct effect of technostress on the well-being of remote working employees, success enablers and work-family conflict. In addition, the direct effect of success enablers and work-family conflict on the well-being of employees, as well as the mediating impact of both on the relationship of technostress and well-being are investigated. Sample data for 266 participants was collected from Turkish Airlines employees which have been experiencing remote working conditions since the beginning of March 2020. Partial least squares structural equation modeling (PLS-SEM) method is used to test hypotheses. Technostress was found to be negatively related to success enablers and positively related to work-family conflict. Although technostress was not found to be directly related to well-being of remote working employees, success enablers and work-family conflict were found to have a full mediation effect on the relationship of technostress and well-being of remote working employees. Additionally, success enablers' direct positive effect and work-family conflict's direct negative effect on the well-being of remote working employees were found. This study is important not only for its contribution to the literature, but also for shedding light on the phenomenon of technostress in the forced remote-working era during the Covid-19 pandemic, and for

assisting decision-makers in organizations in improving the well-being of remote working employees.

Keywords: Covid-19 Pandemic, Remote Working, Success Enablers, Technostress, Well-being of Employees, Work-Family Conflict

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Burçin Tekin

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LIST OF SYMBOLS AND ABBREVIATIONS

AVE	Average variance extracted
FWC	Family work conflict
ICTs	Information and communication technologies
nCOV	Novel coronavirus
P-E	Person environment
PLS-SEM	Partial least squares structural equation modeling
SE	Success enablers
SEC	Success enablers collaboration
SEHE	Success enablers home environment
SET	Success enablers technology
SPSS	Statistical package for the social sciences
TS	Technostress
TS_TC	Techno-complexity
TS_TI	Techno-invasion
TS_TO	Techno-overload
VAF	Variance accounted for
VIF	Variance inflation factor
WBE	Well-being of employees
WFC	Work family conflict
WFC_RO	Work family conflict role overload
WFC_SIWF	Spillover of role interference from the work to the family domain
WFC_SIFW	Spillover of role interference from the family to the work domain
WHO	World health organization

CHAPTER I

INTRODUCTION

1.1 Introduction to the Problem

China reported instances of pneumonia with an unknown origin in Wuhan City to the World Health Organization (WHO) on December 31, 2019. Then WHO announced that a novel coronavirus (nCoV) was identified on 7 January 2020, and this was temporarily named *'2019-nCoV'*, and subsequently it was named as the*'COVID-19 virus'* (Lu et al., 2020). As rapid increase was seen in the number of cases outside China, WHO announced the Covid-19 outbreak as pandemic on 11 March 2020. Beginning from the first cases that were reported, WHO started to give advice for the public to encourage individuals to take care of their own health and protect others. With the outbreak most of the employees started working from home and unfortunately, some even ended up partially or totally unemployed (Ting et al., 2020).

On 11 March 2020, the first case was announced in Turkey and by 16 March primary, middle and high schools were intermitted for 2 weeks. At that time, case numbers were up to 47 (Republic of Turkey Ministry of Health, 2020). In accord with the WHO's advice to fight the pandemic conditions, Turkish Airlines introduced remote working methods as a precaution, and employees had to change their ordinary working conditions overnight, which laid the groundwork for technostress, work-family conflict (WFC) and family-work conflict (FWC). As a result of the rise of remote working options around the world, in the literature it happened to become more interesting to investigate whether the technostress has increased or not since the Covid-19 outbreak and to study its repercussions on employees' well-being and working lives (Andrulli, 2020).

The studies on people's experiences who work from home during Covid-19 outbreak started to reveal both advantages and disadvantages. A study carried out in Italy shows that remote workers tend to perceive benefits of remote working conditions more than

its negative factors which are related to technostress and social relations related issues (Bolisani et al., 2020). Although advantages of remote working are tempting, the disadvantages are also worth studying. In order to maintain the well-being of both employees and organizations, the studies that examine disadvantages of remote working are important to be able to show how to cope with its negative effects. In that sense, studies which reveal the negative effects of work and family environment on the well-being of employees are also important to highlight the ways to maintain well-being and efficiency. Apart from outbreak conditions like Covid-19, studies show the importance of employer-provided work- family support and prove that by supporting work-family needs employers can help their employees cope with work-family roles effectively and so organizations can benefit from better employee attitudes and behaviors (Vaziri et al., 2020).

The rapid change in working conditions affected employees all around the world. The home environment of employees became the new working environment during the Covid-19 outbreak. Every remote working home environment can be different in terms of suitability to work effectively, and this can lead to an important differentiating factor. As well, the perceived collaboration between remote workers and the quality of technology provided at home are other issues that can impact on the difference and effectiveness of working remotely. In this study, the relationship between remote-working employees, home environment conditions of employees and available technology and technological skills are studied and called success enablers.

Based on the aforementioned context, in the present research, in the light of person-fit environment theory, we seek to investigate for a better understanding of remote working conditions during Covid-19 pandemic through focusing on the following set of questions:

"*What is the impact of technostress on success enablers and work- family conflict?"*

"What is the impact of technostress on well-being of remote-working employees during Covid-19 outbreak?"

"Do success enablers and work-family conflict help understanding the relationship between technostress and well-being of employees?"

By formulating these questions, we seek to examine the impact caused by technostress on the well-being of remote working employees with the mediating effect of work-family conflict and success enablers at home environment during Covid-19 outbreak.

1.2 Purpose of the Research

Before the Covid-19 pandemic, remote working was optional for organizations and employees with a chance to adopt technological and environmental background. However, with the outbreak of Covid-19, overnight, most of the organizations had to change their traditional ways of working without any precautions. Employees as well had to adapt to this new way of working and to integrate remote-working conditions with their home environment without any self-preparation, emotionally or professionally.

An organizations' ability to adapt to this new way of working was important to maintain high job performance, productivity, job satisfaction of the employees and their commitment to corporate culture. Understanding the impacts of this new way of working on the well-being of employees is essential to manage the difficulties.

The goal of this study, at one level, is to shed light on the outcomes of the remote working conditions such as technostress and its impact on well-being of employees. On another level, it will focus on the importance of work-family conflict and success enablers on the relationship of technostress and well-being.

1.3 Significance of the Research

After Covid-19 outbreak, remote working employees were exposed to intense technology use. Moreover, they had to experience a sudden change in their home environment and their ways of communication with colleagues changed as well.

The current study applies to Turkish Airlines' employees, who suddenly had to start working remotely. With the current technological infrastructure of the company, employees have done their best to adapt to this new way of working. In addition, challenges of different home environments and remote communication with

colleagues impacted on the effect of technostress on the well-being of employees. Performing the study on employees who are exposed to remote working conditions is important in terms of shedding light on the literature. The importance of the study comes from the fact that it provides knowledge regarding important outcomes of remote working conditions during Covid-19.

In addition, this research is noteworthy because it was conducted to examine the mediating effects of work-family conflict and success enablers on the relationship of technostress and well-being of remote-working employees. The outcome of this research could help organizations to better understand their employees and to manage the negative effects of remote-working conditions.

1.4 Organization of the Study

The dissertation includes five chapters. Chapter 1 introduces the background, purpose and significance of the study. Chapter 2 reviews the theoretical background, the pertinent literature and presents the hypotheses of the research model. Chapter 3 explains the data collection and the research methodologies used. Chapter 4 consists of statistical results of the analysis, gathered data of study, as well as a discussion of the findings. Finally, Chapter 5 presents the conclusion and recommendations.

CHAPTER II

LITERATURE REVIEW

Most of the pertinent literature have been reviewed and summarized according to subjects that are mainly related to this study. The literature review consists of a brief review of the theoretical background and explains in detail the study's constructs, including well-being of employees, remote working and information and communication technologies (ICTs), technostress and work-family conflict. Finally, in this chapter, hypotheses and a research model will be provided.

2.1 Theoretical Background

In the present study, the conceptual framework was based on the Person-environment fit (P-E fit) theory. It is widely acknowledged for comprehending stress and the role of both the individual and the environment in comprehending the nature and repercussions of stress (Edwards et al., 1998).

There are various research in the literature that use the P-E fit theory to investigate the links between well-being, stress, and work-family balance (Ayyagari et al., 2011; Edwards & Rothbard, 1999; Wang & Li, 2019).

According to the P-E fit theory, stress is caused not by the person or the environment, but by the misfit of the person and the environment with one another. It predicts that a perceived mismatch between a person and their surroundings would cause stress and harm to their well-being. We investigated the impact of a sudden transition to remote-working settings on the well-being of remote-working personnel in terms of technostress, success enablers, and work-family conflict using the P-E fit theory.

2.2 Well-Being of Remote Working Employees

Defining well-being of an employee can be difficult since it consists of life/non-work, work/job related satisfactions and mental/psychological, physical/physiological aspects (Danna & Griffin, 1999). Well-being is assumed to be affected by a number of "antecedent factors such as work settings, personality traits and occupational stress" (Danna & Griffin, 1999). Personality factors are important in the sense that it influences the subjective well- being and health of the employees. Occupational stress is also accepted to cause behavioral, medical and psychological problems such as greater alcohol and drug abuse, family problems, sleep disturbances and depression (Quick et al., 2014).

The environment of workplace is also important for the well-being of employees. Design and basic ergonomics of the workplace can have great consequences for employees (Hoke, 1997). Ergonomic conditions can increase workers efficiency and productivity by decreasing the number of physical movements such as bending, stretching, etc. (Larson, 1998). As it is important for individuals to boost their motivation and keep their physical and mental health, well-being of employees is of great importance in the literature (Chambel & Carvalho, 2018).

Working from home was found to be positively connected to positive affect and job satisfaction, but adversely related to emotional tiredness in some studies (Redman et al., 2009; vander Elst et al., 2017). In comparison to office workers, remote workers have been found to suffer a higher range of unpleasant emotions such as loneliness, irritability and guilt (Mann & Holdsworth, 2003). Furthermore, data reveal that when employees work from home, communication between managers and employees becomes more difficult (Dambrin, 2004) and managers exhibit little faith in home-based employees by closely monitoring them (Tietze & Nadin, 2011). According to certain studies, remote working has a negative impact on employees' professional goals and future career perceptions (Baruch, 2000).

The expense of health insurance (Cooper, 1985), the cost of missed productivity, and absenteeism (Elkin & Rosch, 1990) are all consequences of poor health and well-being. In order to manage health and well-being of employees, there are initiatives and interventions that contain health education, screening and stress management. These

precautions are reported to be advantageous. In addition to improving health and decreasing medical costs, these precautions are reported to reduce absenteeism and turnover and increase the production and job satisfaction (Conrad, 1988).

2.3 Remote Working (Telecommuting) and ICTs

The adoption of information and communication technologies (ICTs) has become inevitable in order to foster productivity (Davey, 2012). And thanks to ICTs, employees are largely freed from the restrictions of a fixed, central workplace and remote working pattern encourages professionals to work beyond the conventional office settings. Remote working, also known as telecommuting, recently along with the pandemic obligations, has become a more preferred way of working as it allows employees to protect themselves from the Covid-19 virus, and as the employee can choose to work in a way that makes work-life balance perfect (Prasad et al., 2020).

On one hand, some studies lauded ICTs and remote working as because the flexibility in scheduling individual tasks led to increased productivity, improved job satisfaction, and work-family balance (Hill et al., 1998; Tremblay, 2003), on the other hand there are studies that argue that ICTs and its advantages blurred the boundaries between the work domain and home domain, causing work-family conflict and negative cognitive responses such as stress which is termed ‘technostress’ (Cost, 1986; Mirchandani, 2000).

On a societal level; less traffic congestion, less pollution, greater community involvement can be counted as advantages whereas loss of ability to interact with others is one of the challenges of telecommuting (Kurland & Bailey, 2000). It is a known fact that organizations and employees can benefit from remote working conditions as well as society. While organizations can benefit from higher productivity, lower absenteeism, better morale, lower turnover, wider talent pool, fewer interruptions at the office, increased cost savings as the decrease in office rent, maintenance costs, etc., employees can also increase their well-being by enjoying less time commuting, cost savings, more autonomy, absence of office politics, etc. (Kurland & Bailey, 2000). Between March 30 and April 24, 3,000 employees took part in the Work-From-Home-Experience Survey, with the results revealing that 77% are happy with the flexibility they have working from home, and 69% are happy with their

well-being (IOMETRICS & Analytics, 2020). Contrary to these results, some studies show that even though remote working provides higher organizational commitment, job satisfaction and job-related well-being, the cost of these benefits can be the work intensification and a greater inability to switch off (Felstead & Henseke, 2017). Developing appropriate strategies to fit the needs of remote workers and ensuring measures to disconnect from work is suggested to corporate leaders in order to avoid their employees suffering from having to work in their free time to meet work demands (Curzi et al., 2020). Otherwise, some of the individual level advantages of telecommuting as work-family balance, more job satisfaction and less stress issues can easily become disadvantages. In addition, research suggests that teleworkers endure much greater mental health symptoms of stress than office workers in terms of emotions like loneliness, irritation, concern, and guilt (Mann & Holdsworth, 2003). On an organizational level, performance monitoring, performance measurement, managerial control, organization loyalty, work coordination, interpersonal skills and technology are other challenges to deal with (Kurland & Bailey, 2000). While designation of methods for mentoring and evaluating remote employees are suggested for managers; for teleworkers, seeking ways to ensure their employment is suggested while allowing themselves to benefit from remote working conditions. Within this regard, in this research, we studied success enablers' direct relation with the well-being of employees and technostress and its mediating effect on the relationship of technostress and well-being.

2.4 Technostress

In 1984, technostress was first used as a term by Brod and defined as "modern disease of adaption caused by an inability to cope with the new computer technologies in a healthy manner" (Cost, 1986). In the literature it is widely accepted that technology creates technostress that leads to other stressors that results as an increase in work-family conflict, workload, role ambiguity, and role overload. To understand why and how technology creates stress, it is important to define and study the technostress creators and techno-stressors. Several stressors associated with the use of ICTs for work have been identified in the literature, including information overload (Derks et al., 2014), constant availability (Ghislieri et al., 2017), the intensity of teleworking (Suh & Lee, 2017), the frequent interruptions during work (Ninaus et al., 2015), high e-mail volume and poor e-mail quality (Brown et al., 2014). Tarafdar's five-

technostress creator classification is widely acknowledged in the literature that includes: **techno-overload** (force by technology to work faster), **techno-invasion** (blurred boundaries of work and personal life), **techno-complexity** (complexity that makes users feel inadequate), **techno-insecurity** (fear of individuals losing their jobs replacement with the technology), and **techno-uncertainty** (continuous changes in ICTs that disturb users) (Tarafdar et al., 2007). Technostress creators are linked to behavioral and psychological strain results, according to the transaction-based model and the person-environment fit model, and stress is caused by a phenomenological process in which environmental demands exceeds a persons' resources (Molino et al., 2020). Multitasking and interruptions may rise over time as a result of high levels of technology use, workload, and working pace, resulting in stress in the long run (Chesley, 2014). In addition to these negative consequences, invasion of privacy and role uncertainty are elements that contribute to technostress, lowering job satisfaction (Suh & Lee, 2017). Other viewpoints claim that there is a strong positive relationship between techno-overload and techno-uncertainty and organizational commitment, excluding that a certain level of stress is required to improve employee commitment to the organization (Ahmad et al., 2014). It is accepted to be important to counterbalance the outcomes of technostress since technostress creating conditions weakens innovation and task performance while reducing overall work performance of the individuals (Tarafdar et al., 2015). The inevitable impact of technostress on productivity and work performance makes it an interesting subject to be studied extensively in the literature. Recent studies show the role of communication is important to manage this reorganization in terms of reducing the negative effect of technostress and psycho-physical disorders (Zito et al., 2021). In this regard, managerial methods can be revealing to manage the outcomes of technostress in this new era of remote working as the negative outcomes of authoritarian leadership is considered to be harmful and boost the technostress with a compulsive work ethic (Spagnoli et al., 2020). According to a study that investigated the phenomenon of technostress among university teachers, the results showed that although technostress is associated with technologies in the first place, technostress is more likely to be caused by organizational management related to technological use; including organizational demands of ICT use and supplies that are provided to university teachers to meet the demands that largely determine the emergence of technostress (Wang & Li, 2019). If ICTs do not function as expected employees experience

feelings of shame that leads to a form of obligation which results as technostress (Stana & Nicolajsen, 2020).

Other research has looked into the impact of personality characteristics on perceptions of technology acceptance, technostress makers and their possible effects on job outcomes (Devaraj et al., 2008; Junglas et al., 2008; Srivastava et al., 2015). Higher agreeableness positively moderates the relationship between technostress creators and job burnout, resulting in a stronger effect of technostress creators on job burnout; however, higher extraversion (social, active, and outgoing personality) negatively moderates this relationship, implying that technostress makers have a weaker influence on job burnout (Srivastava et al., 2015). Gender is also important as other studies demonstrated that men are prone to experience more technostress than women (Riedl et al., 2012; Tarafdar et al., 2011).

During pandemic days, the use of remote working increased markedly and the need to study technostress among workers has become more important to maintain productivity as well as maintaining the well-being of the employees. According to a research survey of 2,673 Flemish teleworking employees in 2020, the majority of participants believe teleworking improves their work-life balance, and half agree that teleworking reduces work-related stress and the risk of burnout; however, participants with resident children are less satisfied with the increased teleworking (Baert et al., 2020). Organizations and workers were exposed to a widespread and rising use of technology as a result of the abrupt shift brought on by pandemic circumstances, and they needed to be mindful of the hazards as well as the benefits. Weil and Rosen proposed a "Independent Worker's Technology Bill of Rights" in 1997, which includes ten stress-reduction strategies aimed at balancing technology's role in life (Levinson, 1999). Besides these self-motivational approaches, it is suggested that the higher the degree of technostress inhibitors (enabling literacy, providing technical assistance, and facilitating engagement), the lower the negative impact of technostress producers on employee detachment and well-being (Pfaffinger et al., 2020).

After the Covid-19 outbreak, business life is not the only one that seeks to eliminate the side effects of technostress. The disappearance of face-to-face classrooms in higher education has resulted in mandatory technology use, with its effects on professors and students becoming a research topic (González-López et al., 2021; Panisoara et al.,

2020; Penado Abilleira et al., 2021). A study carried out among undergraduate students in Spain showed that higher levels of technostress are related to absenteeism, missed deadlines, and not achieving objectives (González-López et al., 2021). In addition to students and teachers, for employees as well the impacts of technostress seemed similar. The positive direct influence of technostress on the need for recovery was investigated in a study and according to the results technostress was revealed to have negative impacts on work engagement and well-being of employees (Andrulli, 2020). Because ICTs may blur the lines between work and home, the sensation of being constantly tied to work makes it difficult to disconnect from work and recuperate. According to studies, high levels of perceived telepressure are linked to lower levels of detachment, which leads to greater stress and slowed recovery (Pfaffinger et al., 2020). The link and connections between workaholism and technostress can be exacerbated by poor managing abilities. A research conducted during the Covid-19 crisis recommends avoiding authoritarian leadership and educating leaders to recognize its negative consequences (Spagnoli et al., 2020). Furthermore, a study conducted in Qatar found that technostress makers reduce employee work happiness. Meanwhile, because technostress inhibitors have been discovered to be significant predictors of job satisfaction, it is recommended that managers increase technological awareness by providing more training, knowledge sharing, and teamwork in order to reduce the negative outcomes caused by technostress (Al-Ansari & Alshare, 2019).

In this present study, effect of technostress creators is taken into consideration in order to measure the direct impact on the well-being of employees, work-family conflict and success enablers. The researchers utilized a condensed version of the technostress producers scale, which includes 11 elements (techno-overload, techno-invasion, and techno-complexity). The relevance of techno-overload as the key contributing factor for teleworker tiredness, and techno-invasion as one of the leading causes of techno stress among knowledge workers, was underlined in research conducted during the pandemic (Molino et al., 2020).

2.5 Work-Family Conflict

When the origins of conflict between work and family roles are investigated, the literature shows that conflict occurs when time devoted to the requirements of one role makes it difficult to fulfill requirements of another, or strain from participation in one role makes it difficult to fulfill requirements of another, and specific behaviors required by one role make it difficult to fulfill the requirements of another (Greenhaus & Beutell, 1985). In summary, work-family conflict arises when one domain's involvement (work or family) interferes with the other domain's participation (work or family).

One of the well-accepted theoretical frameworks for studying the social implications of remote working is the work/family border theory (Clark, 2000). This theory emphasizes the significance of how individuals traverse the work and family domains and manage the boundaries between them in order to maintain a sense of balance, and the theory claims that when the boundaries are flexible and permeable, they blend, resulting in the integration of work and family life (Clark, 2000). Another hypothesis that is utilized to analyze the link between work and family stress and well-being is the person-environment (P-E) fit theory. The findings of a research study using the P-E fit theory indicated that well-being was not merely connected to perceptions of job and family situations, but rather to the match between the person's perceptions and values (Edwards & Rothbard, 1999).

Remote working employees, also known as telecommuters, are most concerned about work-family conflict arising from work-related ICTs use at home (Leung & Zhang, 2017). The increment in use of ICTs has largely increased the flexibility and permeability of work-family boundaries (Lewis & Cooper, 1999). Many studies found a positive correlation between technostress and role stress, including role overload and role conflict, and identified workload and role ambiguity as the dominant causes of technostress (Ayyagari et al., 2011; Tarafdar et al., 2007). In their study, (Molino et al., 2020) considered the consequences of technostress as work-family conflict and behavioral stress and concluded that using ICTs to perform work tasks increases flexibility and makes work-family borders more permeable and a greater invasion of technology into personal life is positively associated with inter-role conflict between work and family. On the other hand, a case study conducted long before the pandemic

among older teleworkers, with children past the crucial years, indicates that having more flexible schedules and minimizing office travel can help with work-family balance (Tremblay, 2003). However, according to another study, employees who work from home while caring for their children during the Covid-19 crisis are less happy with the extended telework (Baert et al., 2020). With these compelled working circumstances, new concerns in the literature arise, such as how work-from-home arrangements could affect organizational views about which occupational groups and people are better suited to work from home (Kramer & Kramer, 2020). Another important issue is the attitudes of organizations and managers. A study found, for example, that when systems are too complex for the tasks assigned, technology end-users are more likely to have work-family conflict, whereas a high-quality leader-member exchange relationship can mitigate the negative impact of overload on work-family conflict (Harris et al., 2015). Another study that looked at how the work-family interface changed during the Covid-19 epidemic recommended that businesses provide emotional and instrumental assistance to help employees adapt smoothly and benefit from improved employee attitudes and behaviors (Vaziri et al., 2020).

2.6 Hypotheses Development and the Research Model

Using the lens of P-E fit theory, the hypotheses development was constructed as evidenced by the aforementioned literature review. This sub-section provides the logic of the present study's hypotheses.

2.6.1 Technostress and Well-Being of Remote Working Employees

According to the P-E fit hypothesis, extensive use of ICTs appears to exacerbate the mismatch between the person and the environment, resulting in a loss of well-being. As a result, it is proposed that;

H1: Technostress is negatively directly related to well-being of remote-working employees.

2.6.2 Technostress, Success Enablers, and Work-Family Conflict

Based on the assumptions and outcomes presented in the literature, we hypothesize that technostress has a negative relationship with success enablers and a positive relationship with work-family conflict.

H2: Technostress is negatively related to success enablers.

H3: Technostress is positively related to work-family conflict.

2.6.3 Effects of Success Enablers and Work-Family Conflict on Well-Being of Remote Working

Using the lens of P-E fit environment theory, we hypothesize that success enablers have a positive relationship with well-being of remote-working employees, whereas work-family conflict has a negative relationship.

H4: Success enablers are positively related to well-being of remote-working employees.

H5: Work-family conflict is negatively related to well-being of remote-working employees.

2.6.4 Mediating Effects of Success Enablers and Work-Family Conflict

We also believe that both success enablers and work-family conflict mediate the relationship between remote-working employees' technostress and well-being.

H6: Success enablers mediate the relationship between technostress and well-being of remote- working employees.

H7: Work-family conflict mediates the relationship between technostress and well-being remote-working of employees.

These hypothesized relationships are delineated in our research model, as shown in Figure 2.1. Research Model.

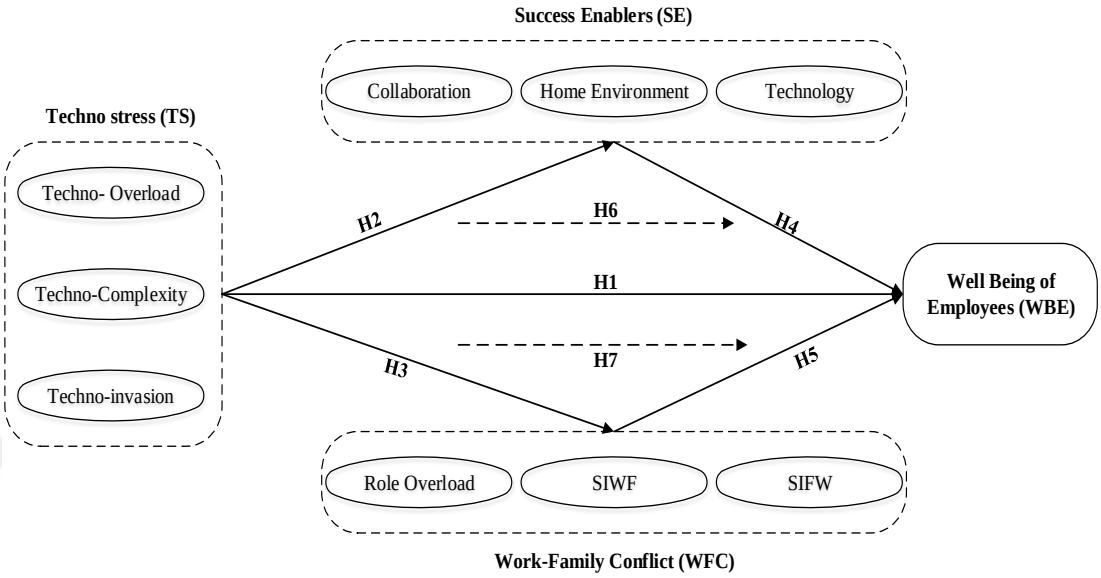

Figure 2.1. Research Model

CHAPTER III

METHODOLOGY

In this chapter, procedures and methods that are used in the study are described. Firstly, the rationale for selecting the survey technique and sample design details are provided. Secondly, measurement of variables which are consisted of well-being, technostress, success enablers and work-family conflict are explained in detail.

3.1 Sample and Data Collection

Since it is the most widely used methodology for stress studies, in this present study, the survey methodology is used to explain the variance and to develop causal relationships. Survey methodology is chosen to generalize from a sample to a population in order to have inferences made to the population (Creswell & Creswell, 2017). Having a representative sample is also important since the aim of the research is to make inferences to the population and to have valid references made from the sample to the population (Ayyagari et al., 2011).

In this study, sample data has been collected from Turkish Airlines employees which have been experiencing remote working conditions since the beginning of March 2020. An online created questionnaire link was sent to remote-working employees from various departments of Turkish Airlines via e-mail, WhatsApp, and other social media starting from 23rd of October 2020. In ten days, a total of 266 participants were achieved. The data is collected from the representative sample at one point in time using a cross-sectional design, and an explanatory approach was used to explain the causal relationships among variables. The variables in the present study were measured on 5-point Likert scales (*5= Strongly Agree, 1= Strongly Disagree)*

3.2 Demographics

In the study there are 7 demographic questions. Demographic questions consist of gender, age, level of education, occupation type, marital status, household status and the presence of children at home.

3.3 Measurement of Variables

The following subsections provide the measurement of the study's constructs.

3.3.1 Well-being of Employees (WBE)

A 5-point Likert scale is an adaptation of shortened version of a work from home experience survey that was held in the U.S. between March 30 and April 24, 2020, (IOMETRICS & Analytics, 2020).

3.3.2 Technostress (TS)

In this study, we used the brief version of technostress creators scale of (Molino et al., 2020). In total 11 items were used to measure the techno stress of remote workers during pandemic. The scale consists of techno-overload (TS_TO), techno-invasion (TS_TI) and techno-complexity (TS_TC).

3.3.3 Success Enablers (SE)

Every remote working home environment can be different in terms of suitability to work effectively at home, and this can lead to an important differentiating factor. As well as the perceived collaboration between remote workers and technology availability are other issues that can be different and effective. To this end, in this study, we used 11 question-scale of 3 parts that include success enablers collaboration (SEC), success enablers home environment (SEHE) and, success enablers technology (SET) to measure the remote working conditions of participants. The scale is the adaptation from a shortened version of a work from home experience survey that was

held in the U.S. between March 30 and April 24, 2020, (IOMETRICS & Analytics, 2020).

3.3.4 Work-Family Conflict (WFC)

Role overload (WFC_RO), spillover of role interference from the work to the family domain (WFC_SIWF) and spillover of role interference from the family to the work domain (WFC_SIFW) were all assessed in this study. The questions were taken from the adapted version used in the study of (Duxbury et al., 1992) that includes two scales: (1) the job role strain instrument and (2) measures of work-family interference.

CHAPTER IV

RESULTS

4.1 Data Cleaning and Checking

Descriptive statistics and frequencies of all measurement items including demographic measurement and the independent variable items were controlled via Statistical Package for the Social Sciences (SPSS) 2020 to confirm there are no missing respondents.

4.2 Data Analysis

Via SPSS, the compute variables option was used to calculate the total scores of each independent variable (TS, WBE) and each mediator (SE, WFC). For each demographic measurement item, frequencies tables were studied to explain the data. Later, Independent-sample t-tests were used to assess the differences in mean scores for independent and mediator variables for each demographic component. With the same aim, for demographic items that include more than 2 categories, One Way Anova was run. Reliability analysis for variables was conducted to confirm the data reliability and validity. Finally, Partial least squares structural equation modeling (PLS-SEM) method is used to test hypotheses. The next sections go through all of the aforementioned analyses in great depth.

4.3 Characteristics of the Sample

An analysis of descriptive statistics for demographic measurement of the participants was done to obtain general information for the data. Among 266 respondents; 169 respondents are females and 97 are males representing respectively exactly 63.5% and 36.5% of the respondents. The majority of the respondents' age is between 25 and 49 representing respectively exactly 84.2% of the respondents. In terms of education, 67.3% of the respondents have completed higher education or obtained a bachelor's

degree as the highest completed education and 32.7% have a master's or doctorate, which means that most of the respondents obtained at least a bachelor's degree, 61.3%. The majority of the respondents are full-time employees, representing respectively exactly 86.8% of the respondents. Also, again a majority of the respondents are married, representing respectively exactly 63.5% of the respondents. Only 30 respondents are living alone. The rest, 236 respondents, are sharing their working home environment with others, representing respectively exactly 88.8% of the respondents. Among 266 respondents, 141 respondents have children at home that they are responsible for care of, representing respectively exactly 53% of the respondents. Frequency table of demographics can be seen in Table 4.1.

Table 4.1. Characteristics of the Sample

		Frequency	Percent	Cum. Percent
Sex	Woman	169	63.5	63.5
	Man	97	36.5	100.0
Age	less than 25	10	3.8	3.8
	25-34	96	36.1	39.8
	25-49	128	48.1	88.00
	50 or over	32	12.0	100.0
Education	High School	16	6.0	6.0
	Bachelor's	163	61.3	67.3
	Postgraduate	87	32.7	100.0
Occupation type	Full-time	231	86.8	86.8
	Part-time	35	13.2	100.0
Marital status	Single	97	36.5	36.5
	Married	169	63.5	100.0
Household status	Alone	30	11.3	11.3
	With my spouse	172	64.7	75.9
	With parents/relatives	58	21.8	97.7
	With my friends	6	2.3	100.0
Children at home	Yes	141	53.0	53.0
	No	125	47.0	100.0

4.4 Reliability and Validity

A Cronbach's Alpha analysis on the variables and mediators was conducted to confirm the data reliability and validity. As shown in Table 4.2, the variables are all internally consistent since the reliability coefficient is above $\alpha = 0.7$ for each variable, which is considered as the acceptability threshold (Bland & Altman, 1997).

Table 4.2. Internal Consistencies of Variables and Mediators

	Success Enablers	Work-Family Conflict	Well-Being	Technostress
Number of items	11	11	5	11
α (Scale reliability coefficient)	**.832***	**.907***	**.828***	**.880***

Notes: Considered acceptable (*) if f α > .7 (Bland & Altman, 1997)

4.5 Compared Means of Demographics for Variables

Independent sample t-tests were run via SPSS for gender, occupation type, marital status, and children factor to compare mean scores of computed variables (WBE, TS, SE, WFC). Outputs of the t-tests can be seen in Appendix A.

According to the results, in terms of gender; the mean values for all variables are not significantly different for males and females (Sig.(2-tailed) $p > .05$). In terms of occupation type, the results show that part-time employees experience slightly more techno stress than full-time employees (Sig.(2-tailed) $p < .05$, *eta square*= .016) while the means for other variables are not significantly different within both groups (Sig.(2-tailed) $p > .05$). In terms of marital status, results confirm that the mean values for all variables are not significantly different for single and married respondents (Sig.(2-tailed) $p > .05$). Results also reveal that the respondents without children are experiencing technostress and work-family conflict as much as the respondents with children (Sig.(2-tailed) $p > .05$). On the other hand, the mean values for success enablers home environment measure show that the respondents without children experience better remote working conditions in the sense of a suitable place to work and isolation from domestic activities and distractions (Sig.(2-tailed) $p < .05$, *eta*

squared= .017). On the contrary, the means for well-being are not significantly different for both respondents with and without children (Sig.(2-tailed) $p > .05$).

Oneway Anova was run via SPSS for age, education level and household status to compare mean scores of variables; well-being, success enablers, techno stress, and work-family conflict. Outputs of the test can be seen in Appendix B. According to the results, for age, education level and household status the means of variables are not significantly different within categorical groups ($p > .05$).

4.6 Measurement Model Assessment

Individual factor loadings of every item used in the scale are checked. The measurement item of work-family role overload 1 is deleted because of a low factor score (0.368). All other factor loadings are larger than the suggested threshold of 0.50, as seen in Table 3 (Bagozzi & Yi, 1988; Wetzels et al., 2009) and significant ($p<0.01$), confirming the model validity (Joe F. Hair et al., 2011). An acceptable Average Variance Extracted (AVE) must be higher than the threshold value of 0.5; as shown in Table 3 all AVE values were higher than the threshold meaning that convergent validity is provided. Cronbach Alpha and composite reliability were employed to assess internal consistency reliability, and the findings demonstrate that the reliability is verified because both values were over the threshold value of 0.7.(J. Hair et al., 2017).

Table 4.3. Measurement Model Results

Construct	Items	Loading ***	*t*-value	Cronbach Alpha	Composite Reliability	Average Variance Extracted (AVE)
TS_TO	TS_TO1	0.822	15.382	0.812	0.878	0.645
	TS_TO2	0.864	16.283			
	TS_TO3	0.858	16.140			
	TS_TO4	0.649	11.798			
TS_TI	TS_TI1	0.825	15.442	0.819	0.893	0.735
	TS_TI2	0.851	15.984			
	TS_TI3	0.895	16.937			
TS_TC	TS_TC1	0.694	12.708	0.832	0.889	0.670
	TS_TC2	0.881	16.644			
	TS_TC3	0.807	15.047			
	TS_TC4	0.878	16.566			
WBE	WBE1	0.702	12.869	0.831	0.881	0.598
	WBE2	0.762	14.109			
	WBE3	0.830	15.541			
	WBE4	0.820	15.330			
	WBE5	0.747	13.789			
WFC_RO	WFC_RO2	0.853	16.041	0.889	0.919	0.694
	WFC_RO3	0.874	16.489			
	WFC_RO4	0.749	13.841			
	WFC_RO5	0.867	16.344			
	WFC_RO6	0.815	15.216			
SEC	SEC1	0.860	16.195	0.740	0.853	0.663
	SEC2	0.880	16.615			
	SEC3	0.688	12.584			
SEHE	SEHE1	0.775	14.375	0.794	0.867	0.622
	SEHE2	0.884	16.698			
	SEHE3	0.810	15.113			
	SEHE4	0.673	12.271			
SET	SET1	0.748	13.817	0.749	0.842	0.572
	SET2	0.776	14.403			
	SET3	0.678	12.383			
	SET4	0.817	15.261			
WFC_SIW	WFC_SIW	0.813	15.182	0.830	0.898	0.747
	WFC_SIW	0.894	16.924			
	WFC_SIW	0.883	16.690			
WFC_SIF	WFC_SIF	0.839	15.741	0.580	0.826	0.704
	WFC_SIF	0.839	15.741			

Notes: WFC_RO1 is deleted because of low (0.368) factor score.

***p<0.001

To evaluate discriminant validity Fornel and Larcker method was used which indicates that discriminant validity is provided only if the square roots of average variances extracted (AVEs) of each value should be higher than the highest square correlation (Fornell & Larcker, 1981). As seen in Table 4.4, AVE of each value is higher than the correlations with other variables which shows that structure shares more variance with its indicators than other structures and discriminant validity was provided.

Table 4.4. Discriminant Validity

	1	2	3	4	5	6	7	8	9	10
TSTO	***0.803***									
TSTI	0.646	***0.857***								
TSTC	0.428	0.443	***0.818***							
WBE	-0.354	-0.424	-0.301	***0.773***						
WFCRO	0.592	0.612	0.398	-0.571	***0.833***					
SEC	-0.272	-0.245	-0.291	0.404	-0.279	***0.814***				
SEHE	-0.340	-0.510	-0.312	0.574	-0.457	0.456	***0.789***			
SET	-0.241	-0.276	-0.499	0.470	-0.320	0.372	0.413	***0.756***		
WFCSIWF	0.547	0.670	0.327	-0.527	0.763	-0.271	-0.491	-0.300	***0.864***	
WFCSIF	0.471	0.545	0.296	-0.503	0.613	-0.290	-0.518	-0.289	0.701	***0.839***

Note: Square roots of average variances extracted (AVEs) shown on diagonal as bold.

4.7 Structural Model Assessment

In the present study, Partial Least Squares- Structural Equation Modeling (PLS-SEM) was used via SmartPLS. Multicollinearity between variables was checked. As seen in Table 4.7, there is no multicollinearity problem since all VIF values are less than 5 (J. Hair et al., 2017). Table 4.5 shows the results of hypotheses with direct relationship and Table 4.6 shows analysis of mediating effects. To obtain the importance of predictions bootstrapping analysis was done. Since t-value for the direct relationship between technostress and well-being is less than 1.96 (-1.271), *H1 (technostress is negatively directly related to well-being of employees)* is not supported. When β coefficients are analyzed, all other direct effects are significant. The results show that technostress has a negative direct significant effect on success enablers (β= -0.546, p<0,001) and a positive direct significant effect on work-family conflict (β= -0.692, p<0,001); success enablers have a positive direct significant effect (β= 0.430, p<0,001) on well-being of remote-working employees, whereas work-family conflict has a

negative direct effect (β= -0.430, p<0,001), providing support for H2, H3, H4 and H5, respectively.

Table 4.5. Structural Model for Direct Relationship

	Path	β coefficient	Std err	t-value	Total Effect	Decision
H1	TS → WBE	-0.077	0.061	-1.271	-0.610***	Not supported
H2	TS → SE	-0.546	0.056	-9.761	-0.546***	Supported
H3	TS → WFC	0.692	0.055	12.673	0.692***	Supported
H4	SE → WBE	0.430	0.057	7.540	0.430***	Supported
H5	WFC → WBE	-0.430	0.057	-7.540	-0.430***	Supported

*p<0.10; **p<0.05; ***p<0.001

Success enablers are found to have a significant mediating effect on well-being of remote working employees (β= -0.235, p <0,001) and work-family conflict is found to have a significant mediating effect on well-being of remote working employees (β= -0.298, p <0,001). In other words, 38.5% of the effect of technostress on the well-being of remote working employees is fully mediated by success enablers and 48.8% of the effect of technostress on the well-being of employees is fully mediated by work-family conflict, providing support for H6 and H7. Model results of PLS-SEM analysis can be seen in Figure 4.2.

Table 4.6. Analysis of Mediating Effect

	Mediation Path	Total Effect	Indirect Effect	Std err	VAF	Decision
H6	TS → SE → WBE	-0.610***	-0.235***	0.042	% 38.52	Full Mediation
H7	TS → WFC→WBE	-0.610***	-0.298***	0.041	% 48.85	Full Mediation

***p<0.01 VAF = variance accounted for.

By examining the coefficient of determination (R^2), cross-validated redundancy (Q^2), and the effect size of predictor variables (f^2), the predictive power of the structural model is shown in Table 7. R^2 values show that the model explains 30% of variance for success enablers (R^2=0.296), 48% for work-family conflict (R^2=0.477) and 56% (R^2=0.559) for well-being of remote working employees. All R^2 values show moderate to high predictive power (Henseler et al., 2009).

The Q^2 coefficients are important to understand how well independent variable(s) can predict the dependent variable in the model, and The Q^2 values must be greater than

zero (Peng & Lai, 2012). Q^2 values of the success enablers, work-family conflict, and well-being are 0.291, 0.474, and 0.491, respectively, confirming adequate predictive relevance of the model.

Since Cohen's f^2 value is important to measure the effect size of the predictor variables (Joseph F. Hair et al., 2019), Cohen's f^2 value of technostress, success enablers and work-family conflict are examined. The effect size of technostress on success enablers and work-family conflict is 0.299 and 0.479. the effect size of success enablers on well-being is 0.267, while the effect size of work-family conflict on well-being is 0.261, confirming that these effect size of predictor variables (TS, SE, and WFC) on endogenous variables is greater than the threshold value of zero.

Table 4.7. Predictive Performance of the Model

Endogenous Variables	R^2	Q^2	Exogenous Variables	Block VIF	f^2
SE	0.296	0.291	TS	---	0.299
WFC	0.477	0.474	TS	---	0.479
WBE	0.559	0.491	TS	2.177	0.036
			SE	1.524	0.267
			WFC	2.149	0.261

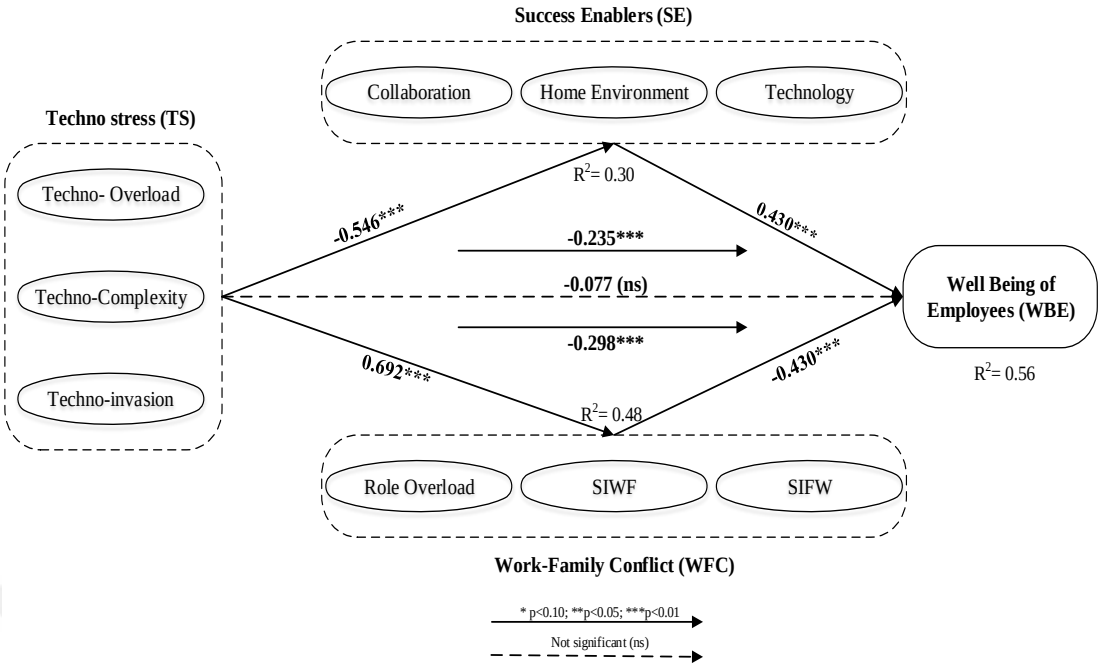

Figure 4.2. Model Results of PLS-SEM Analysis

CHAPTER V

DISCUSSIONS AND CONCLUSION

5.1 Summary of Findings

We looked at the direct impact of technostress on remote workers' well-being, success enablers, and work-family conflict in our study. In addition, the direct effect of success enablers and work-family conflict on the well-being of employees, as well as mediating effect of both on the relationship of technostress and well-being are investigated.

Success enablers were found to be positively related to well-being of remote-working employees. This result is important to show that the well-being of employees increases when employees benefit from the advantages of success enablers such as high-quality collaboration with colleagues, manager trust, self-discipline at home and technology provided by the organization. On the other hand, technostress was found to be negatively related to success enablers, showing that when employees are exposed to technostress, they benefit less from the advantages of success enablers. In the study, it is concluded that technostress has no direct effect on the well-being of remote-working employees, but success enablers are fully mediating the relationship with technostress and the well-being. This is important as it reveals the fact that the negative effect of technostress on success enablers leads to a negative effect on the well-being.

Results also show technostress is positively related to work-family conflict, confirming that when employees are exposed to technostress, they have difficulties to balance work and family. In addition, the result suggest that work-family conflict is negatively related to well-being of remote-working and is fully mediating the relationship between technostress and well-being of employees. This is important as it indicates that the negative effect of technostress on the balance of work and family causes work-family conflict which leads to an indirect negative effect of technostress on the well-being of employees.

5.2 Managerial Implications

With the emergence of the Covid-19 pandemic, companies were forced to alter and adapt their working methods, making the issue of technostress even more important in this new global order. The present study is an important contribution, and with its theoretical framework, it can also help decision-makers in organizations in the sense of employee satisfaction management.

In that sense, the present study shows that it is important to take into consideration the success enablers, while studying the effect of technostress on the well-being of employees. Within the condition of the remote working era, the collaboration between colleagues, the home environment of employees, and technological abilities of both employees and organizations are worth being considered by decision-makers of organizations. The results showed that well-being increases when employees benefit from the advantages of success enablers, but unfortunately, technostress has a negative effect on success enablers which leads to an indirect negative effect on well-being. In this vein, managers should take cognizance of the quality between colleagues, the home-environment of employees, and technological abilities to cope with the negative effects of ICTs during the pandemic times. Regular motivational meetings and feedback taken by managers can be important to maintain the quality of collaboration between colleagues. Since the home environment of every employee can be different, managerial awareness and support can be important in that sense to help employees overcome the difficulties while remote working. In addition, organizations can provide a suitable environment for employees to improve their technological abilities via online courses or technical support to decrease the negative effects of technostress on well-being.

In addition to the negative effects of technostress, another important challenge of remote-working employees is to balance work and family. The present study's results suggested that work-family conflict is negatively related to well-being. In addition, technostress has a negative effect on work-family conflict, which makes it more difficult for employees to balance work and family. Work-family conflict is also shown to have a negative mediation effect on the relationship of technostress and well-being. These results are vital for companies that prioritize the well-being of their remote working employees during pandemic times. Alongside the measures taken to

avoid the negative effects of ICTs, managers should also consider providing their employees appropriate solutions to balance work and family. These solutions can only be obtained with mutual strong communication skills between employees and managers. While managers keep the balance between employees and work tasks, they should also strive to touch and understand the family concerns of their employees. Once mutual communication is made, managers can take advantage of ICTs and consider scheduling flexible working hours for employees in need.

5.3 Limitations and Future Research

First of all, the sample of this study is consisted of employees working in only one airline company in Turkey. Therefore, the results are not generalizable and transferrable to every population or other country and results should be interpreted in the context of Turkish Airlines.

Secondly, compared means of demographics showed that part-time employers experience slightly more technostress than full-time employees and the mean values for success enablers home environment measure revealed the fact that the respondents without children experience better remote working conditions in the sense of a suitable place to work and isolation from domestic activities and distractions. In future research, demographics can be used as a control variable to measure the effect of technostress on success enablers, work-family conflict.

Thirdly, the impact of employees' personal characteristics on the link between technostress and well-being can be investigated in order to determine whether or not the employee's personality makes a difference. Results could help decision-makers in the organizations to determine more personal solutions for different type of remote working employees in the sense of amelioration of well-being.

Finally, basic ergonomics and design of employees' home environment can be studied in future research since these are other important issues that is accepted in the literature in the sense of mental/psychological and physical/physiological aspects of well-being of employees.

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APPENDIXES

APPEDIX A

Group Statistics (Sex)					
	sex	N	Mean	Std. Deviation	Std. Error Mean
WBE_ORT	female	169	3,62	,923	,071
	male	97	3,60	,836	,085
SE_ORT	female	169	3,74	,583	,045
	male	97	3,75	,615	,062
TS_ORT	female	169	2,85	,737	,057
	male	97	2,71	,716	,073
WFC_ORT	female	169	2,71	,826	,064
	male	97	2,67	,758	,077

Group Statistics (Occupation Type)					
	occupation type	N	Mean	Std. Deviation	Std. Error Mean
WBE_ORT	full time	231	3,62	,916	,060
	part time	35	3,57	,716	,121
SE_ORT	full time	231	3,75	,601	,040
	part time	35	3,73	,553	,093
TS_ORT	full time	231	2,76	,729	,048
	part time	35	3,04	,713	,121
WFC_ORT	full time	231	2,69	,824	,054
	part time	35	2,77	,630	,107

Group Statistics (Marital Status)					
	marital status	N	Mean	Std. Deviation	Std. Error Mean
WBE_ORT	single	97	3,67	,885	,090
	married	169	3,58	,895	,069
SE_ORT	single	97	3,81	,574	,058
	married	169	3,71	,603	,046
TS_ORT	single	97	2,76	,784	,080
	married	169	2,82	,701	,054
WFC_ORT	single	97	2,66	,832	,084
	married	169	2,72	,784	,060

Group Statistics (Children)					
	children	N	Mean	Std. Deviation	Std. Error Mean
WBE_ORT	yes	141	3,59	,940	,079
	no	125	3,64	,836	,075
SE_ORT	yes	141	3,67	,610	,051
	no	125	3,83	,566	,051
TS_ORT	yes	141	2,86	,673	,057
	no	125	2,74	,791	,071
WFC_ORT	yes	141	2,74	,786	,066
	no	125	2,65	,817	,073

APPENDIX B

Descriptive Statistics (Age)

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
WBE_ORT	less than 25	10	3,70	,886	,280	3,07	4,33	2	5
	25-34	96	3,73	,891	,091	3,55	3,91	2	5
	35-49	128	3,49	,905	,080	3,33	3,65	1	5
	50 and over	32	3,71	,810	,143	3,41	4,00	2	5
	Total	266	3,61	,891	,055	3,50	3,72	1	5
SE_ORT	less than 25	10	4,10	,568	,180	3,69	4,51	3	5
	25-34	96	3,81	,583	,059	3,69	3,93	2	5
	35-49	128	3,68	,583	,052	3,58	3,79	2	5
	50 and over	32	3,67	,642	,113	3,44	3,90	2	5
	Total	266	3,74	,594	,036	3,67	3,82	2	5
TS_ORT	less than 25	10	2,54	1,047	,331	1,79	3,29	1	4
	25-34	96	2,72	,759	,077	2,57	2,88	1	5
	35-49	128	2,82	,707	,062	2,69	2,94	1	4
	50 and over	32	3,04	,587	,104	2,83	3,25	2	4
	Total	266	2,80	,732	,045	2,71	2,89	1	5
WFC_ORT	less than 25	10	2,80	,665	,210	2,32	3,28	2	4
	25-34	96	2,62	,892	,091	2,44	2,80	1	5
	35-49	128	2,76	,765	,068	2,62	2,89	1	5
	50 and over	32	2,65	,690	,122	2,40	2,90	1	4
	Total	266	2,70	,801	,049	2,60	2,79	1	5

ANOVA (Age)

		Sum of Squares	df	Mean Square	F	Sig.
WBE_ORT	Between Groups	3,612	3	1,204	1,526	,208
	Within Groups	206,794	262	,789		
	Total	210,406	265			
SE_ORT	Between Groups	2,304	3	,768	2,209	,087
	Within Groups	91,073	262	,348		
	Total	93,377	265			
TS_ORT	Between Groups	3,130	3	1,043	1,970	,119
	Within Groups	138,740	262	,530		
	Total	141,870	265			
WFC_ORT	Between Groups	1,179	3	,393	,610	,609
	Within Groups	168,671	262	,644		
	Total	169,850	265			

Descriptive Statistics (Education Level)

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
WBE_ORT	High school	16	3,91	,653	,163	3,56	4,26	3	5
	bachelors	163	3,58	,932	,073	3,44	3,72	1	5
	postgraduate	87	3,61	,846	,091	3,43	3,79	2	5
	Total	266	3,61	,891	,055	3,50	3,72	1	5
SE_ORT	High school	16	3,95	,634	,159	3,62	4,29	3	5
	bachelors	163	3,70	,620	,049	3,60	3,79	2	5
	postgraduate	87	3,79	,526	,056	3,68	3,90	2	5
	Total	266	3,74	,594	,036	3,67	3,82	2	5
TS_ORT	High school	16	2,77	,476	,119	2,51	3,02	2	4
	bachelors	163	2,86	,773	,061	2,74	2,98	1	5
	postgraduate	87	2,70	,683	,073	2,55	2,84	1	4
	Total	266	2,80	,732	,045	2,71	2,89	1	5
WFC_ORT	High school	16	2,63	,566	,141	2,33	2,93	2	3
	bachelors	163	2,72	,802	,063	2,59	2,84	1	5
	postgraduate	87	2,68	,840	,090	2,50	2,86	1	5
	Total	266	2,70	,801	,049	2,60	2,79	1	5

ANOVA (Education Level)						
		Sum of Squares	df	Mean Square	F	Sig.
WBE_ORT	Between Groups	1,608	2	,804	1,013	,365
	Within Groups	208,798	263	,794		
	Total	210,406	265			
SE_ORT	Between Groups	1,234	2	,617	1,761	,174
	Within Groups	92,143	263	,350		
	Total	93,377	265			
TS_ORT	Between Groups	1,493	2	,747	1,399	,249
	Within Groups	140,376	263	,534		
	Total	141,870	265			
WFC_ORT	Between Groups	,171	2	,086	,133	,876
	Within Groups	169,679	263	,645		
	Total	169,850	265			

Descriptive statistics (Household Status)

						95% Confidence Interval for Mean			
		N	Mean	Std.Deviation	Std.Error	Lower Bound	Upper Bound	Minimum	Maximum
WBE_ORT	alone	30	3,75	,866	,158	3,43	4,08	2	5
	with my spouse/children	172	3,58	,901	,069	3,44	3,71	1	5
	with my family/relatives	58	3,63	,851	,112	3,41	3,86	2	5
	with my friends	6	3,70	1,244	,508	2,39	5,01	2	5
	Total	266	3,61	,891	,055	3,50	3,72	1	5
SE_ORT	alone	30	3,85	,560	,102	3,64	4,06	3	5
	with my spouse/children	172	3,70	,604	,046	3,61	3,79	2	5
	with my family/relatives	58	3,83	,574	,075	3,68	3,98	3	5
	with my friends	6	3,56	,623	,254	2,91	4,21	3	4
	Total	266	3,74	,594	,036	3,67	3,82	2	5
TS_ORT	alone	30	2,81	,855	,156	2,49	3,13	1	5
	with my spouse/children	172	2,82	,706	,054	2,71	2,93	1	4
	with my family/relatives	58	2,73	,758	,100	2,53	2,93	1	4
	with my friends	6	2,82	,695	,284	2,09	3,55	2	4
	Total	266	2,80	,732	,045	2,71	2,89	1	5
WFC_ORT	alone	30	2,61	,841	,154	2,29	2,92	1	4
	spouse/children	172	2,72	,782	,060	2,60	2,83	1	5
	family/relatives	58	2,71	,840	,110	2,49	2,93	1	5
	with my friends	6	2,52	,877	,358	1,59	3,44	2	4
	Total	266	2,70	,801	,049	2,60	2,79	1	5

ANOVA (Household Status)

		Sum of Squares	df	Mean Square	F	Sig.
WBE_ORT	Between Groups	,903	3	,301	,376	,770
	Within Groups	209,503	262	,800		
	Total	210,406	265			
SE_ORT	Between Groups	1,225	3	,408	1,161	,325
	Within Groups	92,152	262	,352		
	Total	93,377	265			
TS_ORT	Between Groups	,352	3	,117	,217	,884
	Within Groups	141,517	262	,540		
	Total	141,870	265			
WFC_ORT	Between Groups	,521	3	,174	,269	,848
	Within Groups	169,329	262	,646		
	Total	169,850	265			

APPENDIX C

Part I. Demographic Questions

1. What is your gender?
1= Female 2= Male
2. How old are you?
1= Less than 25 2= 25-34 3= 35-49 4= 50 or over
3. What is your level of education?
1= High school 2= Bachelor's 3= Postgraduate (masters/Ph.D.)
4. What is your occupation type?
1= Full-time 2= Part-time
5. What is your marital status?
1= Single 2= Married
6. Please identify your household status?
1= Alone 2= With my spouse/children 3= With my parents/relatives 4= With my friends
7. Do you have any children at home that you are responsible of care?
1= Yes 2= No

Part II. Remote Working Questions

Listed below are some statements about working from home. Please identify your level of agreement/disagreement to the following statements by marking the appropriate number.	
(SEC1)	8. I have high quality collaboration with remote colleagues.
(SEC2)	9. I feel closely connected to my teammates.
(SEC3)	10. My manager trusts me to work remotely.
(SEHE1)	11. I have a suitable, quite place to work at my home.
(SEHE2)	12. I can isolate myself from domestic activities & distractions.
(SEHE3)	13. I have the self-discipline to work productively at home.
(SEHE4)	14. I do not get lonely when I work at home.
(WBE1)	15. I save money as a result of working from home (e.g., transportation costs, lunches, etc.)
(WBE2)	16. I have flexibility when I work at home.
(WBE3)	17. My overall well-being is better when I work at home (stress, sleep, etc.).
(WBE4)	18. I eat healthier when I work at home.
(WBE5)	19. I exercise more when I work at home.
(WFCRO1)	20. I feel I have more to do than I can comfortably handle.
(WFCRO2)	21. I feel *physically* drained when I finish working at home.

Part II. Remote working questions continued

(WFCRO3)	22. I feel *emotionally* drained when I finished working at home.
(WFCRO4)	23. I feel I have to rush to get everything done each day.
(WFCRO5)	24. Remote working makes me too tired or irritable to participate in or enjoy family life.
(WFCRO6)	25. I feel I do not have enough time for myself.
(WFCSIWF1)	26. I wish I had more time to things for the family.
(WFCSIWF2)	27. My job keeps me away from my family too much.
(WFCSIWF3)	28. My preoccupation with my job affects my family life.
(WFCSIFW1)	29. I worry about my family when I am working at home.
(WFCSIFW2)	30. My family life interferes with work.

Likert scale: 5= Strongly agree, 1= Strongly disagree

Part III. Technology-Related Questions

Listed below are some technology-related statements about working from home. Please identify your level of agreement/disagreement to the following statements by marking the appropriate number.	
(SET1)	31. I have the technology I need to work effectively at home.
(SET2)	32. I have the technology knowledge and skills I need.
(TSTC1)	33. I do not know enough about technology to handle my job satisfactorily.
(SET3)	34. I have easy and reliable access to the company network.
(SET4)	35. Remote meeting & collaboration tools (Skype, e-mail, etc.) are easy to use.
(TSTO1)	36. I am forced by technology to work much faster.
(TSTO2)	37. I am forced by technology to do more work than I can handle.
(TSTO3)	38. I am forced by technology to work with very tight time schedules.
(TSTO4)	39. I am forced to change my work habits to adapt to new technologies.
(TSTI1)	40. I spend less time with my family due to technology.
(TSTI2)	41. I have to be in touch with my work even during my vacation due to technology.
(TSTI3)	42. I feel my personal life is being invaded by this technology.
(TSTC2)	43. I need a long time to understand and use new technologies.
(TSTC3)	44. I do not find enough time to study and upgrade my technology skills.
(TSTC4)	45. I often find it too complex for me to understand and use new technologies.

Likert scale: 5= Strongly agree, 1= Strongly disagree

CURRICULUM VITAE

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2005-2009 International Relations, Ege Üniversitesi, Turkey

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