

Short Paper

Work-From-Home Setup in an Autonomous University and Work Engagement of Non-teaching Personnel

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Abstract

This descriptive quantitative research assessed the work-from-home setup of an autonomous university in terms of autonomy, convenience, and safety, and work engagement in terms of physical, cognitive, and emotional engagement of the non-teaching personnel. A survey questionnaire was the main instrument in gathering the data used in answering the research problems and in testing the hypothesis. A total of 81 employees were the respondents of the study. They were chosen using a total enumeration-sampling method. Thereafter, the raw data were encoded and statistically treated for analysis and interpretation. The assessment of the employee-respondents was computed and quantified using the mean. Significant relationships between variables of work-from-home setup and work-engagement were determined using Pearson r . Based on the findings, the following conclusions are derived: Work-from-home setup provides the non-teaching personnel the opportunity to carry out their daily jobs correctly/effectively and efficiently, therefore this option of working may work well for some employees but not for others dependent on their home environment; Employees feel more engaged with their work because working from home affords them autonomy, safety, and convenience during the COVID-19 pandemic, and that this work engagement



leads to happiness; There is a significant relationship between the variables of work-from-home setup and work engagement of employee-respondents of the university.

Keywords – work-from-home, non-teaching personnel, work engagement

INTRODUCTION

Working from home can be defined as a form of flexible working that allows an employee to work from home for some or all of the working week which may also be used alongside other flexible working arrangements such as part-time working hours (ACAS, n.d.) Working from the Home-system should have characteristics to fulfill its objectives to provide all the required services and to solve all problems of the stakeholders.

Both public and private organizations offer working from home as an alternative way of working for their employees. Working from home (WFH) has both benefits and drawbacks for the employees when it is compared to office work. While some researchers, such as Shafizadeh et al. (2000) claim that working from home increases the productivity of employees, other researchers, such as Monteiro et al. (2019) claim the opposite. The results of the study by Thorstensson (2020) indicate that working from home influences the productivity of employees. While the influences of some of the factors are either positive or negative, the influence of some of the factors depends on the characteristics and attitude of the employees and the circumstances.

Companies are increasingly allowing workers to work from home for a variety of benefits, including lower office leasing costs, employee work-life balance, and reduced commute times. In response to the government's request for assistance in containing and preventing the spread of COVID-19 in the workplace, an autonomous institution has established a temporary work arrangement with approved staff known as the Work-From-Home Policy. This policy is being created to: set the proper expectations and duties for employees who will be permitted to work remotely from the office; develop the channels and infrastructure that support working from home and mitigate its accompanying issues; provide the proper preparation and communication to make the employees concerned just as connected and productive at home as they are in the office; and ensure that employees concerned are set up for success.

This topic of study has been chosen as there is currently a gap in research that focuses on HEIs concerning working from home. Employees working from home has increased over the years and it is still a question as to whether this way of working should be an option for non-teaching personnel of a University in the coming school years. Currently, employees who are on the WFH scheme encounter challenges that affect their work engagement and productivity.

Statement of the Problem

The study was conducted to determine the assessment of the non-teaching personnel on their work-from-home setup and their self-assessment of their work engagement.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 number of years in service; and
 - 1.5 Number of people living with the respondent?
2. What is the assessment of the respondents on their work-from-home setup in terms of the following:
 - 2.1 autonomy;
 - 2.2 convenience; and
 - 2.3 safety?
3. Is there a significant difference in the assessment of the respondents on their work-from-home setup when their profile is taken as a test factor?
4. What is the self-assessment of the respondents on their work engagement in terms of the following:
 - 4.1 physical engagement;
 - 4.2 cognitive engagement; and
 - 4.3 emotional engagement?
5. Is there a significant difference in the self-assessment of the respondents on their work engagement when their profile is taken as a test factor?
6. Is there a significant relationship between the work-from-home setup and work engagement of employees?
7. Based on the findings of the study, what recommendations can be offered?

Hypotheses

1. There is no significant difference in the assessment of the respondents on their work-from-home setup when their profile is taken as a test factor.
2. There is no significant difference in the self-assessment of the respondents on their work engagement when their profile is taken as a test factor.
3. There is no significant relationship between the work-from-home setup and work engagement of employees.

LITERATURE REVIEW

Work Autonomy

As cited in the study of Schall (2019), autonomy is defined as “the extent to which employees have control and discretion for how to conduct their tasks” (p. 250) and is under self-determination theory – a general theory based on human motivation and personality (Ryan & Deci, 2000). More specifically, perceived autonomy is defined as “the degree to which an individual perceives his or her actions as a result of his or her own free will, without external interference in a certain situation.

Increased job autonomy is made possible by working from home and is linked to higher productivity. A key disadvantage of working from home is the diminished control that coworkers or bosses have over the employees. Both the company and the employee can attest to this. When someone’s work is not properly monitored, work avoidance occurs. When there are matters to attend to and work needs to be done, working from home will be helpful (Shareena & Shahid, 2020).

Work-From-Home Convenience

Results in the study by Abdullah (2020) found that most respondents believed that working from home has more benefits than drawbacks, demonstrating that doing so is more convenient for the employee. As previously indicated, the WFH format’s convenience has certain clear benefits, including shorter commutes, fewer frequent breaks, fewer claimed sick days, and a more peaceful workplace. Each of these helps to increase staff output (Bloom et. al., 2015). Studies focused on employee engagement emphasize the significance of considering events in an employee’s life outside of work in addition to employee productivity (Lamotte, 2015).

As cited by Sinclair (2020): Kahn (1990) identified three principle dimensions of employee engagement - physical, cognitive, and emotional. These are defined as follows:

- **Physical engagement** – This has to do with how much energy employees use both physically and mentally to do their duties. Kahn gave examples of workers who said they were “flying around” while at work and had high levels of personal engagement. He made the connection between the capacity to exert both physical and mental energy at work and elevated feelings of confidence.
- **Cognitive engagement** – Employees must be aware of the goals and objectives of their company, as was as the level of performance required to make the greatest possible contribution to those goals, to be engaged at this level. Kahn also brought attention to the significance that individuals ascribed to their profession, positing that increased knowledge prompted greater inventiveness and self-assurance in judgment.

- **Emotional engagement** – This is based upon the emotional relationship that employees feel with their employer. To foster trust and buy-in among employees and foster a positive relationship, the organization must understand how to foster a sense of belonging at work. Positive interpersonal relationships, group dynamics, and management styles are a few examples of techniques that Kahn listed as helping people feel safe and trustworthy.

What Khan did within his work was relate three psychological conditions (feeling safe, meaningfulness, and having the right energy and resources) to the three dimensions of engagement (physical, cognitive, and emotional). In summary, he thought that involving people in all three aspects would give them a sense of security in their jobs; a sense that the efforts they were making were worthwhile, and a sense that their physical and mental efforts would be supported.

Work-From-Home Autonomy and Employee Work Engagement

A survey of the literature revealed that there much research that has linked work engagement and autonomy. However, the strength of the relationship between autonomy and work engagement is found to vary across studies. While some research shows a tenuous connection between the two entities, others indicate that there is none at all. This difference in how they relate to one another could be the result of how each of them perceives autonomy or how much significance they place on it (Carnevale & Hatak, 2020). One of the many reasons that entrepreneurs thrive is the value they place on autonomy (Van Gelderen & Bik, 2016). Organizational psychologists and managers are interested in employee engagement because it is a significant correlate of employee health and performance (Engelbrecht et al., 2017).

Autonomy and Work Engagement

As Mehta (2021) posits: Work engagement—a state of positive, affective-motivational, and well-being associated with one's work—can be viewed as being influenced by an employee's level of autonomy in the workplace, or their degree of discretion in deciding how and when to perform a job and what procedures to use. However, different researchers have discovered varying degrees of strength between work engagement and autonomy. Although other research claim there is little connection between the two constructs. This difference in how they relate to one another could be the result of how each of them perceives autonomy or how much significance they place on it (Carnevale & Hatak, 2020).

METHODOLOGY

Research Design

In this study, the researcher employed the descriptive-correlational research.

Population, Sample and Sampling Techniques

The respondents are the 81 non-teaching personnel of the university. They were chosen using a total enumeration sampling method. Total enumeration sampling is a type of purposive sampling technique that involves examining the entire population (i.e., the total population) that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.).

Research Instrument

A survey questionnaire based on the variables of work from home and work engagement culled from related literature and studies was the main instrument in the gathering of data necessary for the study. In the validation of the questionnaire's content, expert judgment was undertaken. The instrument was tested through statistical validation using the alpha-coefficient (frequently called the Cronbach Alpha, after the man who developed it).

The research instrument consists of three (3) parts. First part pertains to the profile of the respondents, while the second part is the assessment on the work-from-home setup in an autonomous university in terms of autonomy, convenience, and safety; and part three is the assessment on work engagement dimensions relative to physical, cognitive, and emotional engagement.

Data Gathering Procedure

The researcher wrote a letter to be approved by the adviser, and endorsed by the Dean of Graduate School, to the head of the department requesting permission to allow her to distribute survey questionnaires on line through google form. As the request was approved, the survey questionnaires with instructions were distributed to the respondents.

The respondents were given enough time to answer and fill-up the survey questionnaires. After each respondent accomplished the instrument, the researcher retrieved the survey questionnaire and consolidated the same for encoding of the data gathered.

Statistical Treatment of Data

The assessment of the employee-respondents was computed and quantified using the mean. The computed means were interpreted using the following scales: 4- 3.26-4.00- Strongly Agree/Very Good; 3- 3.25-2.51- Agree/Good; 2- 1.76-2.50 – Disagree/Poor; 1- 1.0-1.75. Further, T-test was employed to determine the significant difference when a profile in terms of sex was taken as a test factor (Problem # 3 and 5), and ANOVA was used for a profile in terms of age, civil status, number of years in service and number of people living with the respondent. Significant relationships between variables of work-from-home setup and work engagement were determined using Pearson *r*.

RESULTS

Table 1 presents the frequency and percentage distribution of the profile of the respondents. The above table shows the demographic profile of the respondents. The majority of the employee-respondents are aged 35 years old and above, mostly female, single, have stayed with the university for -5 years; and with 3-10 persons living with them.

Table 1. Profile of the Respondents

Age	Frequency	Percentage (%)
below 25 years old	13	16.0
26 – 30 years old	12	14.8
31 – 35 years old	16	19.8
Above 35 years old	40	49.4
Sex	Frequency	Percentage (%)
Male	29	35.8
Female	52	64.2
Marital Status	Frequency	Percentage (%)
Single	29	35.8
Married	38	46.9
Separated	11	13.6
Other	3	3.7
Number of Years in Service	Frequency	Percentage (%)
1- 5 years	30	37.0
6 -10 years	25	30.9
More than 11 years	26	32.1
Number of People Living with the Respondent	Frequency	Percentage (%)
Below 3	15	18.5
3 – 10 people	55	67.9
11 – 15 people	10	12.3
More than 16 people	1	1.2

Assessment of Work-From-Home Setup

The respondents assessed their work-from-home setup in terms of autonomy as good based on the overall mean rating of 3.21, interpreted as *agree*. The respondents are in strong agreement that *WFH allows them to schedule their work* which reflects the highest mean core of 3.28 interpreted as strongly agree. On the other hand, employee-respondents agreed on the lowest indicator, *WFH allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others* with a mean score of 3.11 interpreted as *agree*.

Table 2. Summary of Values Showing the Mean and Verbal Interpretation in the Assessment of the Respondents on their Work-From-Home Setup in Terms of Autonomy

Indicators	Mean	Verbal Interpretation
1. WFH allows me to schedule my work	3.28	Strongly Agree
2. Working from home gives me the flexibility to make changes in the ways work is carried out	3.25	Agree
3. With WFH, I have control over the scheduling of my work	3.22	Agree
4. WFH allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down other	3.11	Agree
5. With WFH, I am allowed to decide how to go about getting my job done (the methods to us.	3.17	Agree
Overall Mean	3.21	Agree

The researchers infer that employee-respondents are in strong agreement that the WFH setup gives them the freedom to do their job without micromanagement. Table 3 presents the summary of values showing the mean and verbal interpretation in the assessment of the respondents on their work-from-home setup in terms of convenience.

Table 3. Summary of Values Showing the Mean and Verbal Interpretation in the Assessment of the Respondents on their Work-From-Home Setup in Terms of Convenience

Indicators	Mean	Verbal Interpretation
1. Working from home is convenient as technical support is always available	2.57	Agree
2. Working from home is convenient as it saves on commuting time	3.84	Strongly Agree
3. With WFH, I can take breaks at any moment	3.52	Strongly Agree
4. With WFH, I can do away with crowds and traffic	3.88	Strongly Agree
5. With WFH, I can easily make calls	3.20	Agree
Overall Mean	3.45	Strongly Agree

The respondents' assessment of the work-from-home setup in terms of convenience is very good based on the overall mean rating of 3.45 interpreted as *strongly agree*. It is worth noting that the majority of indicators were assessed as very good of which indicator, *With WFH, I can do away with crowds and traffic* obtained the highest mean score of 3.88. Also, the employee-respondents strongly agreed that WFH saves their time on commuting, can take breaks at any moment, and can easily make calls with mean calls of 3.84, 3.52, and 3.20 all interpreted as strongly agree. Table 4 presents the summary of values showing the mean and verbal interpretation in the assessment of the respondents on their work-from-home setup in terms of safety.

Table 4. Summary of Values Showing the Mean and Verbal Interpretation in the Assessment of the Respondents on their Work-From-Home Setup in Terms of Safety

Indicators	Mean	Verbal Interpretation
1. Working from home makes me feel safe about myself	3.84	Strongly Agree
2. Working from home makes my family feel safe about me	3.86	Strongly Agree
3. Working from home reduces the risk of unnecessary exposure to strangers	3.85	Strongly Agree
4. Work from home assures the safety of loved ones (family)	3.90	Strongly Agree
5. WFH contributes to lowering the risk of spreading COVID-19	3.90	Strongly Agree
Overall Mean	3.87	Strongly Agree

The respondents' assessment of the work-from-home setup in terms of safety is very good based on the overall mean rating of 3.87 interpreted as *strongly agree*. It is worth noting that all indicators were assessed as very good of which indicators, *Work*

from home assures the safety of loved ones family and WFH contributes to lowering the risk of spreading all interpreted as strongly agree which both obtained a mean score of 3.90 interpreted as strongly agree.

On the other hand, respondents are also in agreement with the lowest mean score of 3.84 to the indicator: *Working from home makes me feel safe about myself*. The researchers infer that employee respondents strongly agreed that work-from-home setup contributes to lowering the risk of spreading COVID-19 and it makes them feel safe as indicated in the ratings given in each of the indicators as presented in Table 8.

A Significant Difference in the Assessment of the Respondents on their Work-From-Home Setup when Their Profile is Taken as a Test Factor

Table 5 presents the Summary of ANOVA Values on the significant difference in the assessment of the respondents on their work-from-home setup when their profile is taken as a test factor.

Table 5. Summary of ANOVA Values on the Significant Difference in the Assessment of the Respondents on their Work-From-Home Setup when Their Profile is Taken As Test Factor

Profile Variables	Variables of Work from Home					
	Autonomy		Convenience		Safety	
	P Value	Conclusion	P Value	Conclusion	P Value	Conclusion
1. Age	.299	With no significant difference	.413	With no significant difference	.699	With no significant difference
2. Sex	.216	With no significant difference	.929	With no significant difference	.150	With no significant difference
3. Civil Status	.032	With significant difference	.946	With no significant difference	.846	With no significant difference
4. Number of Years in Service	.591	With no significant difference	.973	With no significant difference	.587	With no significant difference
5. Number of People Living with the Respondent	.064	With no significant difference	.093	With no significant difference	.021	With significant difference

Table 5 shows that there were no significant differences in the assessment of the employee-respondents of the variables of work from home in terms of autonomy, convenience, and safety when their demographic profile was taken as test factors as their P values were all higher than 0.05 level of significance.

However, in terms of *autonomy*, there was a significant difference in their assessment when civil status was taken as a test factor; also in terms of *safety*, there was a significant difference in their assessment when the number of people living with the

respondent was taken as test factor which called for rejection of the null hypotheses in the said variables.

Assessment of Work Engagement

Table 6 presents the summary of values showing the mean and verbal interpretation in the self-assessment of the respondents on their work engagement in terms of *physical engagement*.

Table 6. Summary of Values Showing the Mean and Verbal Interpretation in the Assessment of the Respondents on their Work Engagement in Terms of Physical Engagement

Indicator	Mean	Verbal Interpretation
1. I exert my full effort in my job from working at home because of the good environment.	3.17	Agree
2. I perform well on my job because there are no distractions at home	2.78	Agree
3. Working from allows me to set the pace of my work	2.91	Agree
4. Working at home gives me the flexibility to make changes in the ways work is carried out.	3.12	Agree
5. Working from home enables me to provide the full range of services for which I am trained.	3.11	Agree
Overall Mean	2.95	Agree

The respondents' self-assessment of their work engagement in terms of *physical engagement* is good based on the overall mean rating of 2.95 interpreted as *agreement*. It is worth noting that all indicators were assessed as good which indicates, *I exert my full effort to my job from working at home because of a good environment* interpreted as *agree* which obtained a mean score of 3.17 interpreted as *agree*. On the other hand, respondents are also in agreement with the lowest mean score of 2.78 to the indicator: *I perform well on my job because there are no distractions at home*.

Table 7 presents the summary of values showing the mean and verbal interpretation in the self-assessment of the respondents on their work engagement in terms of cognitive engagement.

Table 7. Summary of Values Showing the Mean and Verbal Interpretation in the Assessment of the Respondents on their Work Engagement in Terms of Cognitive Engagement

Indicators	Mean	Verbal Interpretation
1. I can come up with creative solutions to novel, difficult problems while at home	3.15	Agree
2. I can concentrate on my job because there are no distractions.	2.96	Agree
3. When I am working at home, I forget everything else around me.	2.62	Agree
4. I can think better about how to do my job when at home	3.02	Agree
5. I devote a lot of attention to my job while working at home	3.00	Agree
Overall Mean	2.95	Agree

The respondents' self-assessment of their work engagement in terms of *cognitive engagement* is good based on the overall mean rating of 2.95 interpreted as *agreement*. It is worth noting that all indicators were assessed as *good*, of which indicator. *I can come up with creative solutions to novel, difficult problems while at home* obtained the highest mean score of 3.15 interpreted as *agree*. On the other hand, respondents are also in agreement with the lowest mean score of 2.62 to the indicator: *When I am working at home, I forget everything else around me*.

Table 8 presents the summary of values showing the mean and verbal interpretation in the self-assessment of the respondents on their work engagement in terms of *emotional engagement*. The respondents' self-assessment of their work engagement in terms of *emotional engagement* is good based on the overall mean rating of 2.99 interpreted as *agreement*. It is worth noting that all indicators were assessed as *good*, of which indicator. *I feel very happy when I carry out my work at home* yielded the highest mean score of 3.15 interpreted as *agree*. On the other hand, respondents are also in agreement with the lowest mean score of 2.62 to the indicator: *I feel energetic about my work from home*.

Table 8. Summary of Values Showing the Mean and Verbal Interpretation in the Assessment of the Respondents on their Work Engagement in Terms of Emotional Engagement

Indicators	Mean	Verbal Interpretation
1. I am enthusiastic about working from home	2.99	Agree
2. I feel energetic about my work from home job	2.95	Agree
3. My place sets me to good working mood	2.96	Agree
4. I am excited about my work from home job	3.00	Agree
5. I feel very happy when I carry out my work at home.	3.02	Agree
Overall Mean	2.99	Agree

The Significant Relationship Between the Work-From-Home Setup and Work Engagement of Employees

The P values for all the variables as mentioned in the preceding tables are individually more than the level of significance at 0.01, hence, there is an individual significant correlation between the variables of work-from-home setup and the variables of work engagement which resulted in the rejection of the null hypothesis, which means that there is a significant relationship between the variables of work-from-home setup and work engagement of employee-respondents of the university.

Table 9. Summary of Correlational Analysis Results on Significant Between the Work-From-Home Setup and Work Engagement of Employees

Variables	r_b Correlation Coefficient	Degree of Relationship	p Value	Decision
Work-From-Home Setup VS Work Engagement	.553**	moderate positive correlation	.000	with significant correlation

** . Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

This study determines the assessment of the non-teaching personnel on their work-from home setup and their self-assessment of their work engagement.

The results indicate that the majority of the employee- respondents were in strong agreement with the current work-from-home arrangement set up gives them freedom to do their job without micromanagement. As cited in the study of Schall (2019), autonomy is defined as “the extent to which employees have control and discretion for how to conduct their tasks” (p. 250) and following self-determination theory – a general theory based on human motivation and personality (Ryan & Deci, 2000). More specifically, perceived autonomy is defined as “the degree to which an individual perceives his or her actions as a result of his or her own free will, without external interference in a certain situation”. The findings are also relevant to the research of Shareena and Shahid (2020), who contend that working from home allows for greater autonomy in the workplace, which is likely to be connected with higher productivity.

The researcher infer that employee respondents strongly agreed that the work-from-home setup is convenient for them as indicated in the rating given in each of the indicators. This justifies the findings in the study of Abdullah (2020) which revealed that a majority of the respondents agreed that working from home has more advantages than disadvantages and this showed that working from home brings more convenience for the employee

The respondents’ assessment of the work-from-home setup in terms of *safety* is very good because *work from home assures the safety of loved ones and family and WFH contributes to lowering the risk of spreading COVID-19*. Studies also indicate a spillover between employees’ work experiences on safety behavior during their commute. Employees are more likely to exhibit unsafe commuting behaviors as a result of work stress, as well as commuting stress (Burch & Barnes-Farrell, 2020).

No significant differences were noted in the assessment of the employee respondents on the WFH setup when their profile variables were taken as test factors which called for the acceptance of the hypotheses. However, the profile in terms of the *number of people living with the respondent* showed significant difference which called for the rejection of the null hypothesis on the said variable. This implies that more people living with the respondents would have a bigger chance of getting infected with the virus.

The study establishes that WFH set-up during COVID-19 has a significant impact on the employee's work engagement. Employee respondents agreed that working from home allows them to exert their full effort because of the good environment. as indicated in the ratings given in each of the indicators.

The results from the study of Mehta (2021) point toward the role of autonomy, convenience, and safety in influencing WFH work engagement. Employees feel more engaged with their work because working from home affords them autonomy, safety, and convenience during the COVID-19 pandemic, and this work engagement leads to

happiness. The findings from the present study suggest a significant relationship between WFH set-up and employee work engagement thus Hypothesis 3 was rejected.

CONCLUSIONS AND RECOMMENDATIONS

The work-from-home setup provides the non-teaching personnel the opportunity to carry out their daily jobs correctly/effectively and efficiently, therefore this option of working may work well for some employees but not for others depending on their home environment. Employees feel more engaged with their work because working from home affords them autonomy, safety, and convenience during the COVID-19 pandemic, and this work engagement leads to happiness which signifies that there is a significant relationship between the variables of work-from-home setup and work engagement of employee-respondents of the university.

To further enhance the WFH arrangement, a webinar be given to employees regarding guidelines and policies of the WFH program and Cyber security threats; virtual meetings from time to time be conducted to take updates and ensure that things are on track. Recognition for a job well done is given to employees. A seminar on WFH job enrichment be conducted and the involvement of non-teaching personnel in the strategic planning of the university.

IMPLICATIONS

The study aims to get some understanding of the modern workplace's changing environment. The conclusions of this study have applications for corporations and academics alike. The findings of this study suggest that working from home during the COVID-19 epidemic gives employees more autonomy, safety, and convenience, and that this increased job engagement results in satisfaction.

Organizations may be able to come up with more effective solutions to ensure that WFH employees feel more autonomous as a result of these findings. Additionally, a component of the construct WFH convenience examined how convenient employees felt they could receive technical support while working from home. If organizations do decide to switch some of their future work to the WFH format, they may want to carefully examine their technical support division. The findings of this study may be helpful to organizations and individuals who have reorganized their workplaces and experienced the benefits and drawbacks of the WFH format in choosing the environment of their future workplaces.

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DECLARATIONS

All authors declared that they have no conflict of interest.

Informed Consent

All authors declare that this study is covered by the exceptions in the need for informed consent as no personal details were obtained.

Ethics Approval

The research did not involve human participants and did not utilize any personal data.

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Author's Biography

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AL Jannah A. Tamano, MBA, was born in Santa Maria, Bulacan, on August 10 of 1998. She is currently an Administrative Secretary of Trinity University of Asia - St. Luke's College of Nursing in Quezon City and has a part-time job at AXA Philippines Makati. Ms. Tamano holds a bachelor's Degree in Business Administration majoring in Public Administration. She also received her Master's degree in Business Administration last June of 2022. At the age of 16, Ms. Tamano started her career as a student assistant at Trinity University of Asia – Finance Unit.