

## Chapter #19

### IS TELECOMMUTING FOR EVERYONE?

#### Telecommuting Attitudes and Personality: The Moderating Role of Education

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#### ABSTRACT

This study seeks to understand the impact of personality on attitudes towards telework, analyzing the moderating role of education in this relationship. The proposed hypotheses were tested by a linear regression model using data collected from 253 individuals of both sexes, aged between 18 and 75 years. It is concluded that there are personality traits that seem to make it easier to adapt to telework. The importance of applying the perspective of career construction in the processes of selection and management of individuals in the context of telework is discussed.

*Keywords:* telecommuting, attitudes towards telecommuting, personality, big five, education.

#### 1. INTRODUCTION

The crisis caused by the pandemic of the new coronavirus SARS-Cov-2 (COVID-19) required that workers had to restrict themselves to their homes, demanding adaptations to a new reality of work, which privilege, or even oblige, telecommuting (Brynjolfsson et al., 2020).

Working from home then became the norm for millions of workers in the European Union (EU) and across the world. If, before the outbreak, only 15% of workers in the EU had ever teleworked, early assessments by the Joint Research Center (Fana, Tolan, Torrejón, Urzi Brancati, & Fernández-Macías, 2020) provide an estimate of around 25% of employment sectors, around 40% of people currently working in the EU have started telecommuting full time.

With the easing of restrictive measures, in several countries, some companies have stopped all or part of the remote activities of workers, while others have implemented digital solutions that allow their employees to continue telecommuting, either full time or in a hybrid regime. For some, the joy of being able to continue working from home, for others, the tragedy, because although today it is easier to adapt to telecommuting, this is not a guarantee that everyone will have working conditions and functions suitable for it. Each individual has their own preference regarding the organization of work and it is noticeable that their personality plays a clear role in the way they react to the change (Marhadi & Hendarman, 2020). It becomes, therefore, even more relevant to explore the theoretical foundations combined with an empirical analysis of telecommuting to provide insights for the future development of telecommuting.

Studies show that telecommuting is strongly influenced by job characteristics, which can deprive employees of telecommuting options, especially for manual workers and factory workers (Asgari & Jin, 2015; Kawakub & Arata 2022). Furthermore, telecommuting is shaped by location-dependent factors such as place of residence/work and distance/duration of travel, suggesting that individuals with long commutes tend to be more likely to choose telecommuting (Asgari & Jin, 2015; Iscan & Naktiyok, 2005).

With the exception of the study by Clark et al., (2012) and by Marhadi and Hendarman (2020), little attention has been paid to the association between personality and choice/frequency of telecommuting. Although the literature emphasizes the importance of selecting teleworkers, there is only speculation, from the broader field of personality research, about which types of individuals may be receptive to telecommuting: self-motivated, self-disciplined, flexible, innovative, organized, communicative, oriented task-oriented, reliable and with limited personal contact needs (Marhadi & Hendarman, 2020). Regarding personality and telecommuting results, it is believed that workers' personalities can influence flexibility, autonomy and social interaction (Zhang, Moeckel, Moreno, Shuai, & Gao, 2020).

There appears to be a theoretical and empirical research gap regarding the associations between teleworking behavior and personality, so the aims of this study are to explore the associations between personality and attitudes towards teleworking, and the moderating role of education in the relationship between the two.

## **2. BACKGROUND**

### **2.1. Telecommuting and Attitudes Towards Telecommuting**

For several decades, telecommuting has been promoted as one of the job search management systems, due to its potential to ease retention during peak periods and, also, to mitigate travel associated with work, simultaneously. with other benefits, such as autonomy, a better work-life balance, among others (Zhang et al., 2020).

Telecommuting, also known in the literature as work from home, remote work, remote workers or virtual work (Golden, 2007) is a type of work, in a context of legal subordination (with a bond or provision of services), in which the/ the employee is not, at least for most of the time, performing functions on the organization's premises and uses the Internet, computer equipment and other technologies to perform their tasks and functions and communicate with the organization, customers and suppliers. It can take place at the employee's home, in satellite centers, in shared centers or offices, in a mobile or cross-border modality and take place on a full or part-time basis (Lee & Sirgy, 2019; Marhadi & Hendarman, 2020).

According to Goulart (2009), the implementation of telecommuting requires a change in the organizational structure and culture, since the relationship of trust between people becomes fundamental. With telecommuting, the need to grant autonomy and domain of decision increases, both on the part of the organization and on the part of the teleworker, who must assume a greater commitment so that a new form of management emerges. The 2002 European Framework Agreement on Telework (European Trade Union Confederation, 2002) states that, under telecommuting, it is the teleworker who is responsible for managing their working time. However, the workload and performance of the teleworker must be equivalent to that of workers who are in the organization's accommodation.

Gainey and Clenney (2006) suggested that flextime programs might be perceived as allowing workers to organize time off work to allow for frequent interaction, while telecommuting programs might not be perceived as offering the same flexibility as work, person and organization needed for a successful telecommuting experience. Iscan and Naktiyok (2005) measured demographic, household, perceived advantages and disadvantages and found that women, married employees, employees with children under five, employees whose home is large enough, employees whose home is relatively far away, and those who perceived more advantages for themselves, for the organization, and for society have more favorable attitudes towards telecommuting. Abdel-Wahab (2007) measured the attitude towards telecommuting in general and concluded that 50% of information workers, agreed that they were in favor of telecommuting, 25.9% were neutral and 24.1% were not in favor. In the study by Brynjolfsson, et al. (2020) it was possible to observe that younger people turned out to be more likely than older people to switch to telecommuting mode. A study by Tavares, Santos, Diogo, and Ratten (2020) on the characterization of telecommuting carried out in Portuguese communities in the context of the state of emergency caused by the COVID-19 pandemic, shows that adapting to telecommuting was easy or very easy and that it happened very quickly. However, reconciling telecommuting with family life/household/dedication to children and time management/programming were aspects considered among the main difficulties felt.

## **2.2. Personality**

Each individual's interaction with the world is, in part, guided and shaped by his personality, a dynamic organization of psychophysical systems within the person, which determine his relationships with the environment. The Big Five model characterizes the personality of individuals in terms of five traits (conscientiousness, agreeableness, extraversion, emotional stability and openness to experience) that is, relatively enduring patterns of thoughts, feelings and behaviors, showing some degree of consistency in exposure to different situations (McCrae & John, 1992). To understand them, we briefly describe each of the Big Five traits and findings about their relationship with work and telecommuting.

Conscientiousness – Trait associated with organization, responsibility, care and rigor (McCrae & John, 1992). Considered a predictor of workplace performance (Barrick, Mount, & Judge, 2001), because it provides the organization and direction needed to produce targeted behaviors. Researchers speculate that teleworkers need to establish a work routine and be able to work independently, be self-disciplined and conscientious (Marhadi & Hendarman, 2020).

Extraversion - Trait associated with experiences of positive emotional states and a positive view of the individual in relation to his surroundings (Costa & McCrae, 2012). Individuals with high extraversion are described as active, enthusiastic, and outgoing (McCrae & John, 1992), tending to be highly social, talkative, affectionate, and possessing numerous friendships and good social skills (Schultz & Schultz, 1994). Extraversion is positively related to job performance in occupations that require social interactions (Barrick & Mount, 1991) and negatively related to the need for affiliation (Marhadi & Hendarman, 2020).

Agreeableness - Trait associated with characteristics such as altruism, affection and emotional support. Individuals with high agreeableness are kind, sympathetic, and deal with conflict cooperatively or collaboratively (McCrae & John, 1992). Research shows that agreeableness predicts performance in several interpersonal relationship-oriented jobs (Barrick et al., 2001). Pratt (2000) found that being able to trust others was very important

for working in virtual teams, reasoning that teleworkers must trust each other and collaborate to get the job done without the benefit of too much face-to-face communication.

Emotional stability - Trait associated with calm, joy, adjustment and stability. Often defined in terms of the lower pole of the trait and referred to as neuroticism. Individuals with a high level of neuroticism are described as anxious, self-pitying, tense, insecure, sensitive, unstable, and worried (Schultz & Schultz, 1994). Neuroticism is negatively related to attraction to innovative reward-based cultures (Barrick et al., 2001).

Openness to Experience - A trait associated with artistic, insightful and creative tendencies as well as aesthetic sensitivity, need for variety and broad intellectual interests (McCrae & John, 1992). Individuals open to experiences value novelty and diversity, are curious, imaginative and capture new ideas well (Costa & McCrae, 2012). Studies show a positive relationship between openness to experience and creative behaviors in the workplace (George & Zhou, 2001) with perceptions of flextime programs and telecommuting (Gainey & Clenney, 2006).

### **2.3. The Moderating Role of Education**

The Human Capital Theory (Becker, 1994) postulates that humans are a form of capital that can be developed, and that investing in human development, through education, for example, increases the productivity of the workforce. However, evidence supporting a direct relationship between education and company performance remains inconclusive (Hallak, Lindsay, & Brown, 2011).

In a knowledge-based economy, individuals with more advanced levels of educational qualification will be better at obtaining, evaluating and absorbing new information, enabling them to implement new ideas at a faster pace. Highly skilled employees are mainly those who are acquiring jobs within the organization that require them to make decisions and contribute strategically to the organization (Hallak et al., 2011).

Highly educated participants may be concerned about subjective norms because their job requires them to comply with knowledge sharing norms. In contrast, individuals with low levels of education may be more likely to take on jobs that do not require or meet any of the knowledge sharing norms (Al Mehairi & Binning, 2014).

### **2.4. Hypotheses**

Taken together, the previous findings suggest the following hypothesis:

Hypothesis 1. Conscientiousness is positively related to attitudes towards telecommuting.

Hypothesis 2. Extroversion is negatively related to attitudes towards telecommuting.

Hypothesis 3. Agreeableness is positively related to attitudes towards telecommuting.

Hypothesis 4. Neuroticism is negatively related to attitudes towards telecommuting.

Hypothesis 5. Openness to experience is positively related to attitudes towards telecommuting.

Hypothesis 6. Education moderates the relationship between personality and attitudes towards telecommuting.

## **3. METHODOLOGY**

This research adopted a quantitative approach to answer the research questions. Data were collected from a convenient sample.

### 3.1. Sample

A total of hundred and fifty-three subjects participated in this study (58.3% women and 41.7% men), aged between 18 and 65 years ( $M=39.90$ ;  $SD=13.98$ ). 52.6% of the participants had a Bachelor's degree, 23.3% a Master's degree, 21.7% a Secondary education, and finally, 1.2% a PhD and 1.2% a Basic education. 81% were workers (27.7% work in Management, 22.9% in Consultancy, 10.3% in Human Resources, 9.1% in Communication, and the remaining 20% in other areas (IT, Law, Engineering, Architecture, among others), 7.9% students, 7.9% student workers and 3.2% were unemployed. All participants reported having had telework experiences (in the case of students, distance learning). 31.6% of the participants were currently teleworking, 30.4% had teleworking experience for 1 to 3 months, 20.9% for 3 to 6 months, 11.1% for 6 to 12 months and the remaining 5.9% had teleworking experience for more than 1 year.

### 3.2. Measures

In order to meet the objectives of this study, two self-report questionnaires were used:

(i) Portuguese version of the Ten-Item Personality Inventory, by Nunes, Limpo, Lima and Castro (2018), originally developed by Gosling, Rentfrow, and Swann (2003). It consists of ten self-report seven-point Likert-type response items (1=strongly disagree and 7=strongly agree), grouped into 5 dimensions, according to the five personality traits assumed in the Big Five model: Extraversion, Stability Emotional, Conscientiousness, Agreeableness and Openness to Experience. The Cronbach's  $\alpha$  of the Portuguese scale are: Agreeableness =.40; Conscientiousness =.50; Emotional Stability =.73; Extraversion =.68; Opening Experience =.45 (Nunes et al., 2018).

(ii) Telecommuting Attitudes Scale, by Clark et al., (2012). It consists of thirty-eight self-report seven-point Likert-type response items (1=strongly disagree and 7=strongly agree), grouped into four telecommuting dimensions: Work Preferences, Flexibility, Challenges and Benefits. The original scale in English was translated and validated for use in the Portuguese context. The translation technique that was used in this study followed the forward and then backward translation approach. The scale was translated and later presented to two specialist researchers fluent in Portuguese and English, having been analyzed at the conceptual, linguistic and contextual levels, having reached a consensus on its translation. Subsequently, the elaborated version was compared with the original version, to ensure that it kept the same meaning. When analyzing and interpreting the items related to each subscale, we felt the need to update the names of the subscales Work Preferences and Flexibility. Thus, the set of items that make up the subscale Work Preferences, for being related to the preferences for the face-to-face modality, Face-to-Face Work, were named Preference for Face-to-Face Work (7 items). In turn, the items of the subscale Flexibility, as they are related to the flexibility of being able to perform domestic tasks, besides work, i.e. flexibility with life in general, were renamed Work-life Balance (10 items). The remaining subscales kept their original names: Challenges (9 items) and Benefits (12 items), since their items were related to the defiance and advantages of telecommuting, respectively. The scale showed good levels of internal consistency (Preference for Face-to-Face Work=.89; Work-life Balance=.83; Challenges=.78; Benefits=.83).

### 3.3. Data Collection Procedures

The data collection process involved the construction of a questionnaire consisting of a general introduction about the purpose of the study and the conditions for participating in it, the set of two aforementioned instruments and a group of sociodemographic questions

for the purpose of characterizing the sample. In the introduction, all ethical issues related to the research were guaranteed (scope of the study, guarantee that participation is voluntary, confidential and that it can be terminated at any time, without prejudice, clarification regarding the fact that the data collected are exclusively for research purposes, informed consent, availability to share overall study results).

Before the global questionnaire was made publicly available, a pilot was carried out to test its validity. To this end, the questionnaire was administered in face-to-face modality to ten individuals to whom it was explained that they should give their feedback about it, exposing all doubts/suggestions that arose during their response. Minor terminological adjustments were made based on the feedback obtained and the questionnaire was finalized. In the next phase, the questionnaire was made available online, using the Google Forms platform, on social networks (LinkedIn, Facebook) and shared with the researchers' network of contacts via email and the WhatsApp social network. The link to the questionnaire was available online for 1 month. All the responses collected, two hundred and fifty-three, were considered valid responses.

### **3.4. Data Analysis Techniques**

Before testing our hypotheses, the scales were validated for our sample. An exploratory factor analysis was performed and we obtained KMO (Kaiser-Meyer-Olkin) values of .619 and Bartlett's test of sphericity of  $<.001$ . The choice of the number of factors in the Factor Analysis, was performed using varimax rotation method with Kaiser normalization, being the same selected when it comes to eigenvalues greater than one, where five and four principal component factors were used, for the Ten-Item Personality Inventory and the Telecommuting Attitudes Scale, respectively. In order to test the hypotheses, regression models it was employed (Baron & Kenny, 1986). The moderation effect was analyzed through the interaction between one or more independent variables and the respective effect on the dependent variable, which should have consequences on the magnitude and/or direction of the effect of the independent variable on the dependent variable, making this relationship more or less intense and more or less significant in the presence of the moderator variable (Baron & Kenny, 1986). A type I error probability of .05 was considered for all analyses.

## **4. RESULTS**

Reading Table 1 allows us to verify that the Conscientiousness dimension significantly predicts the Challenges dimension ( $\beta = -.247$ ;  $p < .01$ ). This relationship is negative, which indicates that higher Challenges levels are related to a lower Conscientiousness of the subjects. In turn, Extraversion ( $\beta = -.216$ ,  $p < .05$ ) and Conscientiousness ( $\beta = -.221$ ,  $p < .05$ ) significantly predict the Benefits dimension. This relationship is also negative, which indicates that higher levels of Benefits are related to lower levels of Extraversion and Conscientiousness.

The results of the analyses performed on the moderator effect of the academic education variable, in the relationship between the variables personality and attitudes towards telecommuting (Table 2) indicated, on the one hand, a significant interaction between the Extraversion personality traits ( $\beta = .176$ ;  $p < .01$ ) and Emotional Stability ( $\beta = .014$ ;  $p < .05$ ) and the Challenges dimension and, on the other hand, the existence of a significant interaction between personality traits Extraversion ( $\beta = .138$ ;  $p < .05$ ), Conscientiousness ( $\beta = .145$ ;  $p < .05$ ) and Openness to Experience ( $\beta = .174$ ;  $p < .05$ ), and the Benefits dimension.

*Table 1.*  
*Linear regressions between personality and attitudes towards telecommuting.*

Attitudes towards Telecommuting	Personality	R <sup>2</sup>	Sig.	Beta	Sig.
Preference for Face-to-Face Work	Extraversion			.158	.127
	Emotional Stability			-.120	.092
	Conscientiousness	.042	.117	-.148	.041
	Agreeableness			.128	.204
	Openness to Experience			-.060	.405
Work-life Balance	Extraversion			-.105	.319
	Emotional Stability			.061	.397
	Conscientiousness	.011	.809	-.308	.601
	Agreeableness			-.119	.247
	Openness to Experience			.045	.541
Challenges	Extraversion			-.05	.616
	Emotional Stability			-.121	.081
	Conscientiousness	.102	<001*	-.242	<001*
	Agreeableness			-.048	.622
	Openness to Experience			-.071	.306
Benefits	Extraversion			-.216	.034*
	Emotional Stability			-.042	.545
	Conscientiousness	.085	.002*	-.221	.002*
	Agreeableness			-.176	.076
	Openness to Experience			.029	.676

Based on these results, the moderation effect graph was drawn (Figures 1 to 5). The analysis of Figures 1 and 2 indicated that, on the one hand, the perception of Challenges is low, in a situation of low Extraversion and with lower education. Simultaneously, individuals with high Education, but lower extroversions tend to feel more Challenges and individuals with low Education and little extroverts feel less Challenges when compared to Telecommuting. On the other hand, individuals with low Education, being less or more emotionally stable, end up feeling less Challenges in the face of telecommuting compared to individuals with high Education. In turn, individuals with high Education tend to feel more Challenges when they have a low level of emotional stability. The opposite is also true, individuals with high Education and high emotional stability feel much less Challenges when telecommuting.

Table 2.  
 Linear regressions between personality and attitudes towards telecommuting, with a moderating effect of the variable Education.

Personality	Attitudes towards Telecommuting	R <sup>2</sup>	Sig	Coefficients	Beta	Sig.
Extraversion	Challenges	.041	.032*	Extraversion	-.079	.249
				Education	.058	.397
				Ext._x_Educ	-.176	.010*
	Benefits	.042	.032*	Extraversion	-.144	.036
				Education	.070	.306
				Ext._x_Educ.	.138	.044*
Emotional Stability	Challenges	.050	.014*	Emotional Stability	-.160	.019
				Education	.055	.415
				Emo.Stab_x_Educ	.140	.041*
Conscientiousness	Benefits	.086	.000*	Conscientiousness	-.230	.001
				Education	-.036	.587
				Cons._x_Educ	.145	.032*
Openness to Experience	Benefits	.035	.060	Openness to Experience	-.014	.843
				Education	-.082	.238
				Open.Exp_Educ.	.174	.013*

Regarding Extraversion (Figure 3), it can be said that individuals with higher education and less extroverted end up considering that they have fewer benefits in relation to telecommuting. The opposite is also true, individuals who have less education and who are more extroverted end up considering that they also have fewer Benefits. Regarding Conscientiousness (Figure 4), it can be said that the more conscientious and highly educated individuals tend to feel that telecommuting brings them less benefits. In contrast, less conscientious and poorly educated individuals end up feeling that they have more benefits from telecommuting. Finally, concerning to Openness to Experience (Figure 5), it appears that the participants who consider that there are fewer Benefits when telecommuting are those with low education and with a high level of Openness to Experience and those with the opposite, participants with a high education and a low level of Openness to Experience.



Figure 1.  
Moderation Effect between Extraversion and Challenges.

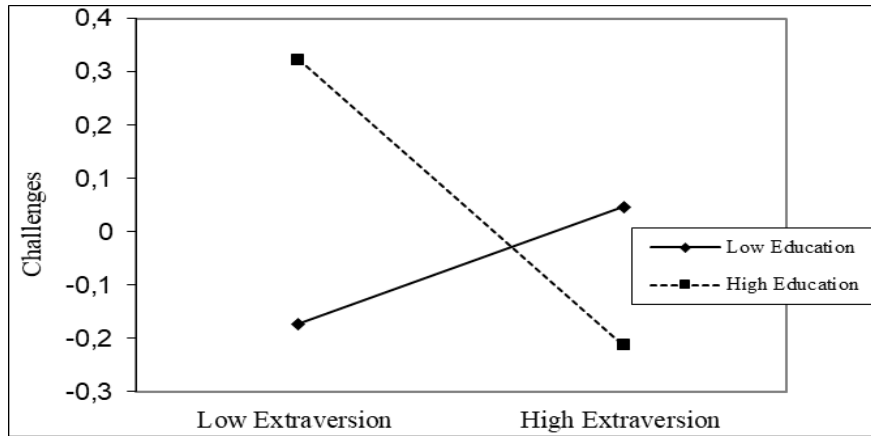


Figure 2.  
Moderation Effect between Emotional Stability and Challenges.

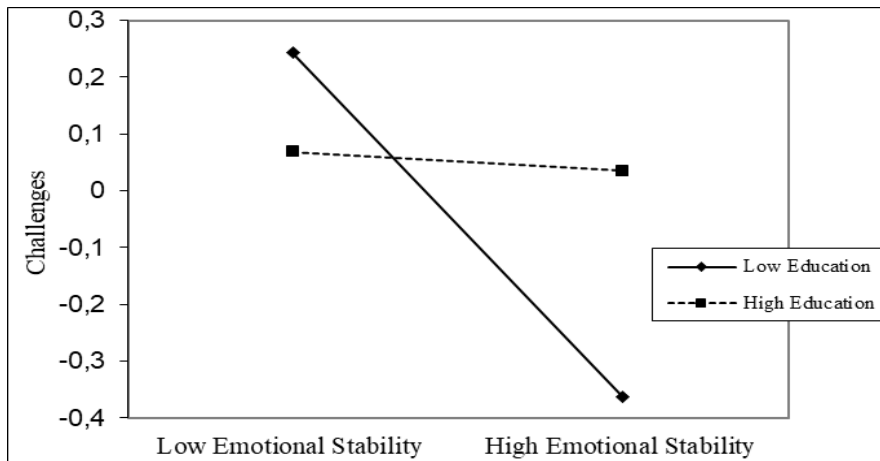


Figure 3.  
Moderation Effect between Extraversion and Benefits.

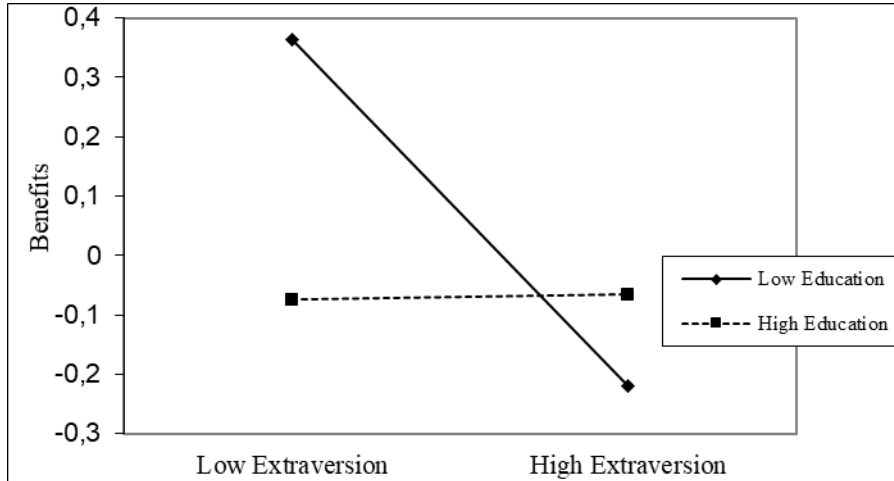


Figure 4.  
Moderation Effect between Conscientiousness and Benefits.

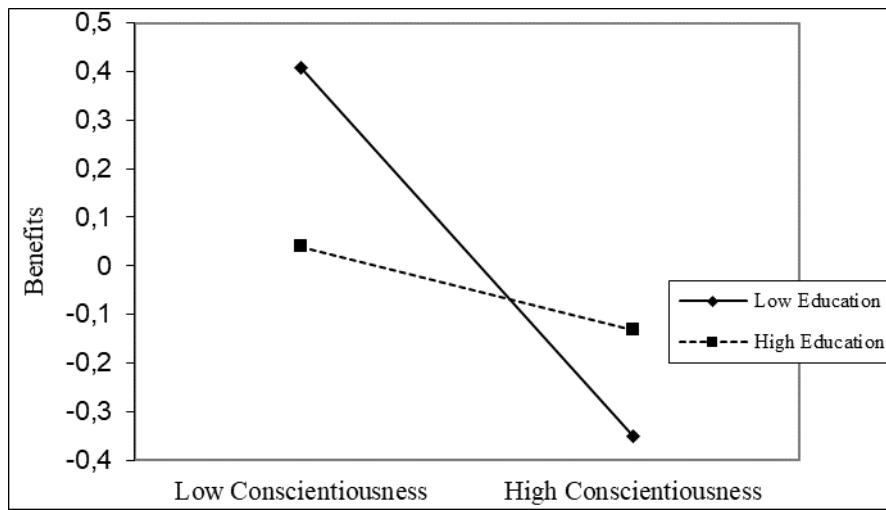
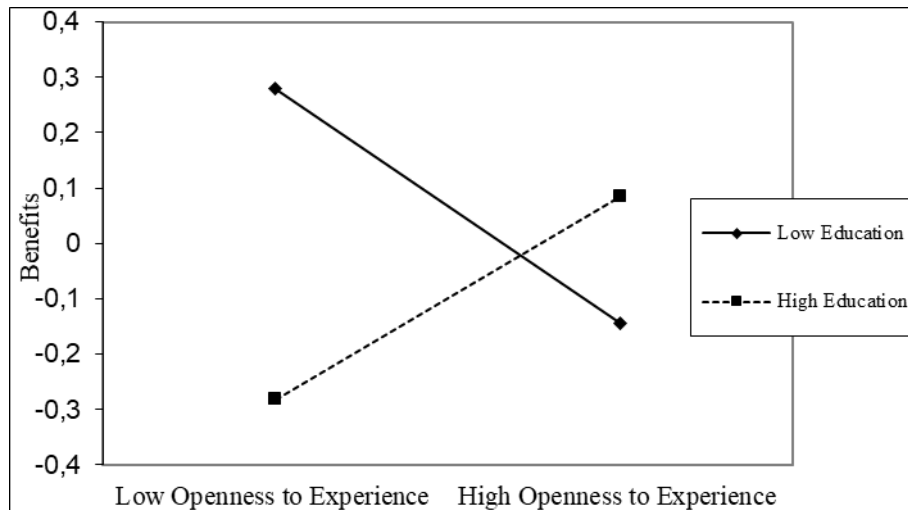


Figure 5.  
Moderation Effect between Openness to Experience and Benefits.



## 5. DISCUSSION

The objective of the study was to understand the impact of personality on attitudes towards telecommuting, investigating the moderating role of Education in this relationship.

The results of the analyses carried out indicate that the Personality variable only has an impact on two dimensions of attitudes towards telecommuting: Challenges and Benefits.

Specifically, the Conscientiousness was found to have a negative effect on participants' perceptions of the Challenges and Benefits of telecommuting. These data allow us to speculate, on the one hand, that when individuals are conscientious, they believe less both in the Challenges and in the Benefits of telecommuting. On the other hand, because these individuals are by nature organized, responsible, self-disciplined, able to establish a work routine and work independently (Marhadi & Hendarman, 2020), the distance working modality is perceived by them as bringing neither benefits or challenges. It was also found that the most extroverted individuals consider that there are fewer Benefits in Telecommuting. These results can be explained by the need that extroverted people have to socialize, to create friendships (Schultz & Schultz, 1994), which telecommuting can prevent them from. Individuals with a high level of extroversion like to be around people and realize that telecommuting reduces opportunities for interaction (Clark et al., 2012), leading them to identifying no benefits of this type of work.

The results indicate the existence of a moderating effect of Education in the relationship between Personality and Attitudes towards Telecommuting, exclusively in the Challenges and Benefits dimensions. Regarding the Challenges dimension, it was found that the perception of Challenges is low, in a situation of low Extraversion and with lower education. Assuming that an individual with a low level of Extraversion is a reserved and less sociable person, it can be concluded that as these individuals prefer a more reserved work environment (Clark et al., 2012), more closed at a social level, they do not feel that telecommuting brings them so many challenges because they even end up feeling more

comfortable being in a less collective environment. Similar to the previous dimension, the Emotional Stability dimension shows us that individuals with less education always end up feeling less Challenges compared to those with a higher level of them. On the other hand, those with high education and with a higher level of emotional stability feel that telecommuting does not have so many Challenges either, as they are optimistic, calm, stress-free, controlled, safe people, among others.

As previously mentioned, the Benefits dimension also showed significant differences under the effect of the moderating variable, specifically with three Personality dimensions: Extraversion, Conscientiousness and Openness to Experience. Regarding the Extraversion dimension, only individuals who have low education and who have a lower level of Extraversion consider that telecommuting brings them more benefits, the rest of the combinations (high education with high Extraversion; high education with low Extraversion; low education with high Extraversion) considers that telecommuting has fewer benefits compared to face-to-face work. These results were expected since if individuals with a low level of Extraversion and education feel that there are fewer Challenges, it is estimated that these same individuals feel that telecommuting, then, has more Benefits (Clark et al., 2012). Concerning the Conscientiousness dimension, it can be concluded that the only combinations that show us interesting results are those of individuals with higher education and more conscientious, who consider that teleworking brings them less benefits than face-to-face work. On the other hand, less educated and less conscientious individuals tend to feel that they have more benefits from teleworking than working face-to-face. Therefore, those who value more the benefits of teleworking are the individuals with low conscientiousness and low education. Finally, on the dimension of Openness to Experience, we conclude that the greater the openness to experience and, at the same time, the higher the level of education, the more the benefits of teleworking are perceived. That is, the personality allows the person to be open to new experiences, among which is the experience of working in telework because it is a new situation, which gives novelty and flexibility and as such, it is perceived as being beneficial (Clark et al., 2012; Gainey & Clenney, 2006).

In sum, our work reinforces evidence from previous studies attesting to the role of personality in the relationship with telecommuting Attitudes (e.g., Clark et al., 2012; Kawakub & Arata 2022). Furthermore, it confirms the moderating role of education in this relationship, offering additional insights for understanding the selection processes.

It is important to reinforce here the idea of several authors (e.g., Lent & Brown, 2013; Savickas, 2005; Tang, Li, Miesing, Mei, & Xu, 2022) that careers are built to express the self-concept of an individual reinforcing their goals in the reality of work roles and that career development is driven by adaptation to the environment. Thus, and because teleworking is often a negotiated decision between the worker and the employer, it is of great importance to continue to study the antecedent factors that influence workers' intention to work from home from a career-building perspective (Savickas, 2005).

## **6. LIMITATIONS, FUTURE DIRECTIONS AND PRACTICAL IMPLICATIONS**

Some relevant limitations of this study that may lead to future studies are mentioned. First, the convenience sample was composed of working people, students, working-students and unemployed people and there is a large discrepancy in the number of different occupations of the participants, therefore, this sample is not representative of the population, and as such, the interpretation of results should be limited to the study sample.

Second, given the non-experimental and cross-sectional nature of the study design, it is not possible to establish causal relationships between the variables. Thirdly, the measures used were self-report measures, which are likely to be socially desirable, and to influence the results of the study. For the reasons presented, it is suggested that future studies be developed with representative and significant samples, in order to be able to generalize for the Portuguese population. In addition, longitudinal studies should also be developed in order to assess the adaptation to telecommuting, namely, the duration of previous telecommuting experience. Another suggestion refers to the inclusion of other or more variables in a similar study, namely job satisfaction and leadership, as well as studies related to the antecedents and consequences of career adaptability in predicting positive outcomes related to teleworking.

The results of the study allow us to trace some implications for the practice, at an organizational level. It is advisable that the human resources services of the companies carry out a brief psychological assessment before adopting any work method, whether it is a hybrid regime, a split-time regime, among others. But also, develop support mechanisms underlying teleworking. For example, telecommuting training programs designed to improve teleworkers' belief, guiding them to have rational expectations of results, set goals appropriately and improve their careers, cultivating career adaptability (Tang et al., 2022).

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