

Teleworking and work-family balance in public educational institutions

ABSTRACT

Purpose

This article aims to investigate teleworking in public institutions, specifically focusing on the perspectives of technical-administrative employees at a Brazilian federal educational institution.

Study design/methodology/approach

The research methodology involved the use of guided semi-structured interviews with public servants. The analysis applied a prior set of categories derived from the advantages and disadvantages of teleworking, as well as the favourable and unfavourable aspects of the interaction between teleworking and family relationships.

Findings

The findings reveal a range of benefits associated with teleworking, primarily an improved quality of life for workers. However, the study also identified significant challenges, including excessive workload, social isolation, and difficulties in separating personal and professional life, corroborating with previous studies.

Originality/value

The insights from this study provide valuable guidance for the development of evidence-based teleworking policies and practices in public educational institutions.

Research limitations

It is crucial to note that the majority of participants in the study have children or dependents, which could potentially influence their teleworking strategies and experiences. This demographic factor may play a significant role in how participants navigate their work-from-home routines and manage their responsibilities, especially during the COVID-19 pandemic.

Practical implications

Working from home presents two sides of the same coin according to the vision of those involved in this type of work. Public organisations should know in depth the challenges faced by their workers to prioritize planning that monitors their workforce and achieve success with teleworking.

Keywords: performance; management; work-life balance; flexibility; public sector; telecommuting

Paper type: Research paper

1. Introduction

Teleworking has emerged as a focal point of discussion in recent years, particularly in light of the COVID-19 pandemic, which compelled numerous organisations—public educational institutions included—to pivot towards remote work models. To grasp the ramifications of teleworking on the work-family balance (WFB) in these settings, it is essential to embed this inquiry within the wider academic conversation surrounding work-life balance (WLB) (Metselaar *et al.*, 2023; Palumbo *et al.*, 2022; Dandalt, 2021; Parent-Lamarche *et al.*, 2021;

1
2
3 Palumbo, 2020; Charbonneau and Doberstein, 2020), especially as it pertains to the public
4
5 sector.
6

7
8 With the convergence of information technology and the internet, as well as related
9
10 communication technologies such as video conferencing, the concept of Information and
11
12 Communication Technologies (ICTs) has emerged (Eurofound and ILO, 2017). The adoption
13
14 of ICTs in the public sector is a reality in many areas, yet we focus on the realm of human
15
16 resources. Electronic recruitment, as studied by AbdulKareem *et al.* (2024), has revealed
17
18 positive impacts on public value outcomes and the utilization of social networks. Marler and
19
20 Parry (2016) assert that the use of ICTs has facilitated other essential functions of human
21
22 resource management, such as virtual online training platforms, automated management of
23
24 compensation and benefits, computerized performance assessments based on outcomes, and
25
26 self-service options for employees. In the same vein, Tong *et al.* (2022) explore the use of
27
28 organisational websites to attract human talent. Pernici *et al.* (2024) emphasize that the use of
29
30 data mining techniques can enhance the management of performance within the Italian
31
32 judiciary, providing precise feedback to judicial leaders and promoting organisational learning.
33
34 Besides all these functionalities, ICTs and the internet have intensified the practice of
35
36 teleworking; resources have been invested in its modernization, and it has become more and
37
38 more popular worldwide, making it increasingly feasible to work anytime and anywhere
39
40 (Metselaar *et al.*, 2023; Konradt *et al.*, 2000).
41
42
43
44
45

46
47 The phenomenon of teleworking is not recent, but its utilization was catalysed by the
48
49 COVID-19 pandemic, which enforced social isolation (Mourão *et al.*, 2021) as one of the main
50
51 means to prevent the spread of the virus (SARS-CoV-2). The global shift towards teleworking
52
53 in response to the pandemic has brought with it a series of challenges and opportunities for both
54
55 public and private enterprises. Firstly, the urgent need for rapid and effective adaptation to new
56
57 forms of remote work has tested the ability of many organisations to maintain productivity and
58
59
60

1
2
3 efficiency (Medarević, 2022). In this context, Mourão *et al.* (2021) highlight the managerial
4 challenges identified in their study on e-leadership. Teleworking has brought to light issues
5 related to mental health and the well-being of workers (de Sousa *et al.*, 2022), who now face
6 the challenge of balancing professional demands with family and household responsibilities
7 (Parent-Lamarche *et al.*, 2021). On the other hand, teleworking has also brought benefits such
8 as schedule flexibility, reduced commuting time, and the ability to work from anywhere in the
9 world (Metselaar *et al.*, 2023). Sandall and Mourão (2020) emphasise that this work modality
10 offers greater flexibility, while simultaneously requiring a more robust trust in each
11 collaborator's capacity for self-management.
12
13
14
15
16
17
18
19
20
21
22

23
24 Furthermore, teleworking offers individuals the advantage of temporary and partial
25 flexibility as evidenced by De Menezes and Kelliher (2011). However, it is crucial to
26 acknowledge that there is currently no evidence supporting a direct correlation between this
27 flexibility and performance or other related outcomes (Metselaar *et al.*, 2023).
28
29
30
31
32

33
34 Nevertheless, further investigation has highlighted the correlation between teleworking, e-
35 management competence, job satisfaction, and the impact of working from home on the balance
36 between professional and personal life (Mourão *et al.*, 2021). Palumbo (2020) observed that
37 teleworking from home had an adverse effect on the work-life harmony of public sector
38 employees. Those who worked remotely from home experienced exacerbated conflicts between
39 their personal and professional responsibilities, increased work-related fatigue, and a
40 deterioration in their perception of the balance between their personal and professional lives. In
41 the same vein, Wesemann's (2023) findings indicate that a high level of quality in both the
42 direct supervisor and the supervisor's manager strengthens and improves the relationship
43 between job satisfaction and the frequency of teleworking.
44
45
46
47
48
49
50
51
52
53
54

55
56 Given this scenario of change and uncertainty, it is essential to disseminate studies on the
57 impacts of teleworking to develop policies and practices that ensure a healthy and sustainable
58
59
60

work environment for all, especially for Technical-Administrative Employees (TAE), who are a diverse category encompassing numerous positions and have specific qualifications, requirements, and competencies, along with general responsibilities such as planning, organising, executing, and evaluating activities supporting teaching, research, and knowledge dissemination. They manage functions and resources to ensure efficiency, with many holding managerial roles overseeing the institution to provide quality public service. TAE are pivotal in the operational success of Brazil's federal institutions, contributing significantly to achieving institutional goals of promoting high-quality education.

Our research aims to explore the perspectives of TAE in the education sector of one of Brazil's largest government institutions, the Federal Institute of Education, Science and Technology of Rio Grande do Norte (IFRN), regarding teleworking due to the COVID-19 pandemic. With its historical trajectory and extensive presence in various regions of the state, IFRN acknowledges the potential benefits of teleworking and seeks to leverage technology to enhance its educational practices (Brasil, 2008). IFRN is among the public educational institutions that have implemented teleworking in almost all sectors. This is done as a means to improve operations and provide a flexible work environment for public servants. Teleworking is becoming increasingly popular due to visible results in terms of improved employee performance and cost savings for the institution. This paper, echoing Mourão *et al.* (2021), emphasizes the 'two-dimensional' nature of remote work, highlighting its advantages like flexibility and cost savings alongside challenges such as team cohesion and professional isolation. The preference for hybrid models among public sector employees aligns with the e-Leadership study, suggesting that a balanced approach to remote work can help mitigate negative effects while preserving its benefits. Additionally, studies have indicated an improvement in the quality of work life (Todisco *et al.*, 2023; Chow *et al.*, 2022; Fischer *et al.*, 2022; Williamson *et al.*, 2023, Boulet and Parent-Lamarche, 2022).

1
2
3 This study contributes in two key ways. Firstly, it explores the perspectives of technical-
4 administrative employees in the education sector regarding teleworking. This group of public
5 servants, crucial to the quality of education at IFRN, experiences diverse geographical realities
6 that influence their views on teleworking, shaped by factors like access to technology, urban
7 infrastructure, and socio-economic conditions. Secondly, the study analyses the advantages and
8 disadvantages of teleworking, emphasizing spatial and temporal flexibility. It identifies specific
9 aspects of teleworking that TAE find beneficial or problematic. By addressing these elements,
10 the research helps fill the knowledge gap in existing literature on teleworking and its impacts
11 on public sector workers dedicated to educational support (Palumbo, 2020; Palumbo *et al.*,
12 2022; Wesemann, 2023). Additionally, the qualitative approach adopted in this research is
13 particularly effective for evaluating human perception and experiences (González, 2020).

14
15
16
17
18
19
20
21
22
23
24
25
26
27
28 Building on this exploration of teleworking from the perspective of technical-administrative
29 employees, the broader discourse on teleworking and flexible work practices, particularly
30 within the public sector, has garnered substantial attention in recent literature. This study not
31 only aligns with but also extends the findings of Palumbo *et al.* (2022), Mourão *et al.* (2021),
32 emphasizing the multifaceted implications of teleworking on WLB and job satisfaction. This
33 research contributes to the dialogue initiated by Metselaar *et al.* (2023) and Mele *et al.* (2023)
34 by examining the unique challenges public educational institutions face in implementing
35 telework, balancing public service and education commitments. It highlights the need for a
36 nuanced understanding of professional duties and personal responsibilities. Additionally, the
37 study addresses managerial complexities discussed by Kim and Lee (2020) and Williamson *et*
38 *al.* (2023), focusing on supervisory practices and employee autonomy in remote settings. By
39 situating this research within the broader context of public sector teleworking, it validates
40 existing theories while providing fresh insights to inform future policy development.

1
2
3 Following this introductory section, the study includes a review of relevant and recent
4 literature on teleworking. The subsequent section describes the research methodology,
5 emphasizing the qualitative approach. Next, we present and analyse the results, and finally, as
6 a concluding remark, the conclusions.
7
8
9
10
11
12
13

14 **2. Literature review**

15 *2.1 Teleworking in public institutions: impacts and determinants*

16
17 The effects of teleworking implementation in public institutions have been the subject of study
18 (Mele *et al.*, 2023), which we divide into three categories. On one hand, factors related to work:
19 'self-reported individual productivity' reflects public servants' perceptions of their own
20 performance and professional output in remote work environments (Chow *et al.*, 2022; Fischer
21 *et al.*, 2022; Williamson *et al.*, 2023); 'job satisfaction', which refers to workers' contentment
22 with their roles, responsibilities, and overall professional experience (Fischer *et al.*, 2022; Kim
23 and Lee, 2020; Lee and Kim, 2018); 'organisational commitment' is related to employees'
24 dedication and loyalty to their organisation, emphasised as a crucial factor in understanding the
25 impact of teleworking on public servants (de Vries *et al.*, 2019); 'management challenges' are
26 recognized as potential difficulties managers may face in supervising remote teams and
27 ensuring effective communication and coordination (Williamson *et al.*, 2023; Mourão *et al.*,
28 2021); and 'perceived fairness', which is workers' subjective assessment of the fairness of
29 organisational practices, including resource allocation and decision-making.
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48

49 On the other hand, studies linking teleworking with well-being and health factors, such as
50 'work-life balance', are critically considered, as teleworking can blur the boundaries between
51 work and personal life, potentially affecting public servants' ability to disconnect from work
52 and recharge (Palumbo, 2020; Morea *et al.*, 2023); 'stress and health' have potential implications
53 of teleworking on workers' mental health levels, underscoring the need to address these factors
54
55
56
57
58
59
60

1
2
3 to ensure a positive teleworking experience (Fischer *et al.*, 2022); 'affective well-being' refers
4
5 to the emotional and psychological aspects of public servants' overall well-being while working
6
7 from home (Boulet and Parent-Lamarche, 2022; Chow *et al.*, 2022); 'resilience' relates to the
8
9 ability to effectively deal with challenges and overcome the unique stressors and uncertainties
10
11 associated with remote work arrangements (Rivera-Macias and Casselden, 2022). Mourão *et*
12
13 *al.* (2021) also emphasize these factors, underscoring the importance of prioritizing the mental
14
15 and emotional well-being of employees in a teleworking environment.
16
17

18
19 Finally, those focusing on practical and logistical factors: 'travel costs' associated with
20
21 reduced travel expenses by avoiding commutes, emphasizing the practical benefits of this work
22
23 arrangement (Todisco *et al.*, 2023); 'professional isolation' and 'sociability' highlight the
24
25 importance of facing the potential challenges of remote work, such as limited opportunities for
26
27 face-to-face collaboration and networking (Jeyasingham, 2020; Rivera-Macias and Casselden,
28
29 2022) and other studies have corroborated the notion that when individuals face limited
30
31 opportunities to develop professional connections, they may experience a sense of isolation,
32
33 which can ultimately diminish their overall happiness and contentment at work (Jämsen *et al.*,
34
35 2022); 'autonomy' refers to the degree of independence and self-governance experienced by
36
37 workers while working remotely; 'communication' emphasizes the need for robust channels and
38
39 strategies to facilitate continuous interaction and collaboration among remote teams (Todisco
40
41 *et al.*, 2023).
42
43
44
45
46

47 We highlight some examples of studies conducted in different geographical settings
48
49 reporting positive and negative factors of teleworking. Adikaram and Naotunna (2023),
50
51 working with 26 human resources professionals from various industries in Sri Lanka who were
52
53 teleworking, identified a high level of engagement in carrying out job-related activities during
54
55 the emergency period of the pandemic. However, after this phase, the level of interest and the
56
57 number of interventions decreased, indicating the transitional nature of teleworking in this case.
58
59
60

1
2
3 In Brazil, Vilarinho *et al.* (2021) conducted a study at the Federal Data Processing Service, one
4 of the pioneering organisations to introduce teleworking in the country, identifying increased
5 productivity and improvements in the quality of life of telecommuters as positive aspects, and
6 technical and social interaction difficulties as negative aspects. In Canada, the government
7 implemented hybrid work regulations, combining remote and in-person work, as a way to
8 balance the benefits (less stress, reduced commuting times, more manageable work hours and
9 more family time) and challenges (cybersecurity, availability and quality of IT, digital
10 infrastructures, etc.) of teleworking (Champagne *et al.*, 2023, Mourão *et al.*, 2021).
11
12
13
14
15
16
17
18
19
20
21
22
23

24 *2.2 Teleworking and family dynamics in public institutions*

25
26 Studies on the relationship between teleworking and family dynamics, especially in the public
27 sector, have revealed diverse findings. Studies conducted by Allen *et al.* (2015), Gajendran and
28 Harrison (2007), Duxbury and Neufeld (1999), and Duxbury *et al.* (1992) focus attention on
29 the positive aspects of teleworking, such as greater flexibility and autonomy in time
30 management, improvement in performance and productivity, and higher levels of professional
31 and personal satisfaction (Kwon and Jeon, 2017). However, as emphasized by Kwon and Jeon
32 (2017), this sense of satisfaction may be diminished by lack of support from leaders, resulting
33 in telecommuters' attrition and compromising the effectiveness of teleworking programs.
34
35
36
37
38
39
40
41
42
43

44 Golden and Veiga (2005) shed light on an alternative viewpoint, emphasizing the adverse
45 consequences of teleworking. Specifically, they underlined challenges arising from blurred
46 boundaries between work and personal life (Gajendran and Harrison, 2007), which may lead
47 work to intrude on family time and decrease opportunities for family interaction. Prasad *et al.*
48 (2023) suggest that remote work has a substantial impact on anxiety and stress levels among
49 public servants. This is primarily attributed to conflicts arising from overlapping work and
50 family responsibilities, as well as distractions caused by interactions with family or other
51
52
53
54
55
56
57
58
59
60

1
2
3 individuals (Chakraborty and Bhattacharya, 2022). Additionally, limited interaction with
4
5 colleagues and absence of enjoyable activities during breaks, along with slower problem-
6
7 solving processes, further contribute to these adverse effects, which may intensify this conflict
8
9 and increase the permeability of work and family boundaries (Xu *et al.*, 2022).

10
11
12 The relationship between teleworking and family dynamics in the public sector presents
13
14 complexity. Johnson (2011) draws attention that while positive effects are demonstrated,
15
16 negative consequences cannot be ignored. The impact of teleworking on work-family conflict
17
18 and workplace well-being continues to be a topic of ongoing debate, particularly following its
19
20 widespread use in the context of the COVID-19 pandemic, further explaining its relevance to
21
22 the current labour world (Seinsche *et al.*, 2024). Thus, understanding the implications of
23
24 teleworking on family dynamics in the public sector, with particular emphasis on public
25
26 servants' perceptions regarding the advantageous and disadvantageous aspects of teleworking,
27
28 as well as the factors that facilitate or hinder their interaction with family, gains importance.
29
30
31
32
33
34

35 **3. Data and method**

36
37 To address the objectives of this study, a qualitative methodological approach was chosen,
38
39 utilizing in-depth semi-structured interviews with TAE distributed across 19 distinct campuses
40
41 in the state of Rio Grande do Norte, Brazil. This methodological choice provided the flexibility
42
43 to ask open-ended questions and adapt the inquiry based on participants' responses, enabling a
44
45 comprehensive and adaptable investigation. The qualitative approach facilitated an in-depth
46
47 exploration of the relationship between family dynamics and teleworking, ensuring a thorough
48
49 understanding based on detailed participant information (Anand and Vohra, 2020).
50
51
52
53

54 Moreover, the research adhered to the Consolidated Criteria for Reporting Qualitative
55
56 Research (COREQ) guidelines (Tong *et al.*, 2007), ensuring transparency and rigor throughout
57
58 the reporting process. This design not only offers a robust framework for exploring the
59
60

1
2
3 subjective experiences of public servants but is also highly replicable in other contexts,
4 particularly within different public sector organisations or private institutions with similar
5 dynamics. By adapting the interview questions to reflect specific organisational cultures and
6 job roles, future research can investigate the broader applicability of these findings across
7 various sectors. The use of theoretical saturation as a criterion for determining sample size
8 further enhances the methodological rigor, making this approach a valuable model for studies
9 exploring the intersection of teleworking, WLB, and organisational effectiveness.

10
11
12 To participate in the research, inclusion criteria were established, such as having performed
13 teleworking during the social isolation period of the COVID-19 pandemic, being stationed at
14 one of the 19 IFRN campuses, and, above all, demonstrating interest and availability to
15 collaborate. The invitation was sent via institutional email to all TAE, and after a waiting period
16 of 15 days, 20 professionals expressed interest in participating. Based on the theoretical
17 saturation criterion (Falqueto *et al.*, 2016), interviews were concluded upon observing
18 redundancy or repetition in the data obtained. This quantity of data was deemed adequate to
19 fulfil the study's objectives, thus precluding the need for further interviews. The interviews,
20 with an average duration of 30 minutes, were conducted virtually between December 31, 2022,
21 and February 6, 2023.

22
23
24 The interviews were recorded and transcribed in full. Thematic content analysis (Bardin,
25 1977/2011; Bauer, 2011; Turato, 2013) was carried out following some stages: floating reading;
26 coding of relevant aspects; frequency analysis of the identified codes (a total of 77); review and
27 refinement of the codes (resulting in 37); and their framing into four categories - advantageous
28 aspects of telework, disadvantageous aspects of telework, favourable interaction between
29 telework and family, and unfavourable interaction between telework and family - defined a
30 priori (Weber, 1990), based on the literature review on telework and in accordance with the
31 objectives of this study; interpretation of the results. It is important to note that these stages
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 were carried out by two judges. We used a spreadsheet to assist in the recording of coding,
4
5 categorisation and frequency analysis in the context of this study.
6

7
8 The study involved a sample profile composed mostly of male individuals (55% of the total),
9
10 primarily falling within the age range of 32 to 50 years old. Additionally, a significant
11
12 proportion (70%) of participants were married. The vast majority (85%) of the sample reported
13
14 having children and/or dependents. Notably, all participants held a minimum educational
15
16 qualification of post-graduation. The length of service at IFRN varied between 3 and 14 years.
17
18 It is worth noting the similarity of the sample profile when compared to the profile of the
19
20 population of TAE within the institution, thus reinforcing representativeness, although this
21
22 criterion is not a primary focus on qualitative research (Sampieri *et al.*, 2013). These authors
23
24 emphasize the importance of employing this approach to gain insights into the perspectives of
25
26 individuals or groups regarding the phenomena that affect them. Qualitative research facilitates
27
28 a deeper exploration of their experiences, opinions, viewpoints, and interpretations, thereby
29
30 elucidating their subjective realities.
31
32
33

34
35 Participants were invited to respond to the following questions: Q1. How do you perceive
36
37 teleworking based on your experience with this work modality? Q2. What are the advantages
38
39 you have experienced in teleworking? Q3. What disadvantages have you noticed regarding
40
41 teleworking? Q4. How has your teleworking experience impacted your family relationships?
42
43 These broad questions were designed to serve as triggers to provide interviewees with a
44
45 conceptualization of the interview trajectory.
46
47
48

49
50 The present investigation received the appropriate authorization and approval from the
51
52 Research Ethics Committee (CEP) of the Federal University of Rio Grande do Norte (UFRN),
53
54 with verification number CAAE: XXXXXX. All data collected were managed in accordance
55
56 with the guidelines established by Resolution No. 510/2016 – Ministry of Health, which
57
58 specifically addresses research involving human subjects in the field of Social Sciences.
59
60

1
2
3 Additionally, the study follows the determinations of Law 13.709 of 2018 – also known as the
4
5 General Data Protection Law (LGPD).
6
7

8 **4. Results**

9 *4.1 General findings*

10
11 The 37 codes were grouped into four categories, detailed in Figure 1, which will cover the
12
13 categories of advantageous and disadvantageous aspects of teleworking and the categories of
14
15 favourable and unfavourable teleworking-family interaction. In the interest of analytical rigor,
16
17 two quantitative indicators, namely the frequency of occurrence of the term in the interviews
18
19 and the cumulative frequency of the term in all interviews, will be affixed to each code for
20
21 explanation.
22
23
24

25
26 Insert Figure 1 about here
27

28 *4.2 Advantages and disadvantages of teleworking*

29
30 The expansion of IFRN campuses has led some employees to live far from their families or face
31
32 long commutes to fulfil their work obligations. This has led to challenges associated with
33
34 relocation policies that are incongruent with personal preferences, which can result in employee
35
36 turnover and absenteeism. In response to this, teleworking is seen as a potential solution to
37
38 retain professionals as it eliminates the need for physical presence in the workplace, thus
39
40 addressing challenges associated with geographical dispersion and personal circumstances.
41
42 This is aligned with the perspective of public institutions, which view teleworking as a valuable
43
44 strategic tool that supports organisational effectiveness and workforce attractiveness, offering
45
46 flexible work options and creating a conducive work environment (Kim *et al.*, 2021). In this
47
48 context, teleworking has been considered an effective mechanism to address the challenges that
49
50 IFRN and other public institutions face in talent retention and facilitating the execution of work
51
52 responsibilities.
53
54
55
56
57
58
59
60

1
2
3 According to the perspective of the employees presented in Figure 1, the term 'quality of life'
4 stands out as the greatest advantage of teleworking among TAE. This observation implies that
5 teleworking is generally perceived as exerting an influence that benefits their overall well-being
6 and the balance between personal and professional life. These observations were also pointed
7 out by Vilarinho *et al.* (2021); Todisco *et al.* (2023); Chow *et al.* (2022); Fischer *et al.* (2022);
8 Williamson *et al.* (2023); Boulet and Parent-Lamarche (2022) and Mourão *et al.* (2021). The
9 reduction in the need for daily commutes not only saves time, but also contributes to a greater
10 sense of personal satisfaction. This improvement in well-being directly enhances the
11 performance of TAE, as it allows individuals to experience lower levels of stress and better
12 focus in a more personalized work environment with flexible schedules, including the
13 possibility of better health care. This is evidenced in the following statement:
14
15
16
17
18
19
20
21
22
23
24
25
26
27

28 Overall, for those who are clients of the service and for those who provide the
29 service, such as us public servants, I believe that over time this will enable us to
30 have a better quality of life (...). There is a trend, and I believe that if we fulfil
31 and specialize in these services, we will be able to perform them more efficiently,
32 with less effort, and even have more time for ourselves (...). (P1).
33
34
35
36
37
38
39

40 Consequently, a more harmonious balance between personal and professional life was
41 attained, resulting in heightened individual contentment. Moreover, the increased sense of well-
42 being correlates strongly with improved productivity, as supported by findings from Bloom and
43 Van Reenen (2006). Teleworking fosters greater motivation and job satisfaction among
44 employees, as demonstrated by Palumbo *et al.* (2022) and Abendroth and Den Dulk (2011).
45
46
47
48
49
50

51 It is remarkable that shorter commutes and reduced physical and emotional exhaustion have
52 positively impacted the productivity of these employees. One participant expressed that
53 teleworking allowed for improved performance due to reduced fatigue, stating: "I was able to
54 perform a little better because I wasn't as tired" (P7).
55
56
57
58
59
60

1
2
3 Financially, teleworking has led to cost savings for employees, including reduced
4 transportation expenses and workplace attendance, thus alleviating financial pressure and
5 contributing to greater peace of mind. In some cases, teleworking has been reported as
6 facilitating higher levels of concentration, agreeing with the findings of Adnan Bataineh (2019),
7 productivity, and stress reduction (Johari *et al.*, 2018), all of which collectively contributed to
8 an improvement in quality of life.
9

10
11 Both perspectives emphasize the advantages of teleworking on employee well-being and the
12 balance between work and personal life, although businesses culminate in aspects more related
13 to human resource management, while employees give emphasis to the improvement in their
14 quality of life.
15

16
17 In contrast, as highlighted in previous studies by de Vries *et al.* (2019), Golden and
18 Gajendran (2019), and Allen *et al.* (2015), participants in our study identified significant
19 disadvantages associated with teleworking, particularly related to 'work overload' and 'social
20 isolation' (Figure 1). This is evident in the following statement:
21
22

23
24 During the pandemic, many employees experienced work overload as a result of
25 the institution's implementation of teleworking. The absence of a fixed schedule
26 meant that we were essentially available 24 hours a day, with urgent demands
27 potentially arising at any moment. Additionally, superiors would contact us
28 through text messages, regardless of our current activities. (P3)
29
30

31
32 It is observed that these recognized disadvantages have adverse impacts on the physical and
33 emotional well-being of employees, resulting in a state of stagnation that hinders the
34 development of innovative problem-solving strategies. Additionally, these disadvantages may
35 manifest as reduced team cohesion and a sense of isolation among employees. These and other
36 identified disadvantages are aligned with the conclusions of studies conducted by Eurofound
37 and the ILO (2017) and Eurofound *et al.* (2020) in public organisations, indicating that the main
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 risks of teleworking may include increased professional isolation, blurred boundaries between
4 work and personal life, and high levels of stress among telecommuters. Full-time teleworking
5 presents challenges that must be closely monitored to minimize health risks, such as depression,
6 which can arise due to the worker's total dependence on the home environment (Eurofound and
7 the ILO, 2017 and Eurofound *et al.*, 2020).
8
9
10
11
12
13

14 The findings of our study suggest that teleworking and the resulting physical distancing may
15 not be advantageous to the educational environment of the institution, as they impede informal
16 contact, considered important not only for socialization but also for addressing work-related
17 demands, in accordance with Xu *et al.* (2022). The statements of the interviewees reflect these
18 sentiments and highlight concerns about the impact of full-time teleworking on their well-being.
19 For example, P5 expressed a sense of loss in the absence of close and face-to-face contact and
20 emphasized the value of warmer interpersonal interactions. Similarly, P6 conveyed a preference
21 for in-person work, citing the importance of such personal interaction. P1 also articulated
22 concerns about personal well-being and the importance of social interaction in the workplace,
23 indicating a preference for a hybrid work model to balance personal and professional needs.
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

40 *4.3. Favourable and unfavourable interaction of teleworking and family relationships*

41
42 Teleworking has brought about changes in how employees balance work and family life. In
43 these next two categories, we intend to explore the favourable and unfavourable points
44 identified in the interviews regarding the interaction of teleworking and family relationships.
45
46
47
48

49 The predominant aspect observed in the study was the positive perception of teleworking,
50 as indicated in Figure 1. Analysis of the interviews unveiled interconnected aspects of
51 teleworking, highlighting its multifaceted influence on the WLB and family dynamics of TAE.
52 This suggests the initiation of a positive feedback loop, fostering a more harmonious and
53 supportive family environment. For instance, research by Duxbury *et al.* (1992) and Duxbury
54
55
56
57
58
59
60

1
2
3 and Neufeld (1999) underscore that the favourable perception of teleworking contributes to
4 enhanced well-being and job satisfaction, offering flexibility and autonomy, thereby cultivating
5 a more positive and enriching work experience. Consequently, teleworking can lead to
6 improved family interactions by reducing stress and increasing job satisfaction. Enhanced
7 proximity with family members and the ability to assist at home are intertwined, resulting in
8 greater availability for family responsibilities. Participants also expressed their appreciation for
9 the flexibility and autonomy associated with teleworking, which allowed them to effectively
10 reconcile their professional and family obligations. These favourable points were also
11 confirmed in studies by De Menezes and Kelliher, (2011) and Metselaar *et al.* (2023). Metselaar
12 *et al.* (2023) and Mourão *et al.* (2021) identified the autonomy factor as a mediator in achieving
13 a balance between work and family balance.

14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Notably, these aspects, although also recognized as potential sources of distraction in the family environment (see Figure 1), are observed as a favourable influence on the interaction between teleworking and family dynamics. This assertion is corroborated by some respondents, who reflect a preference for teleworking due to improved well-being and job satisfaction: "I believe that my family (...) really liked teleworking (...). "I had more availability for them." (P5), and "So family relationships improve a lot as you have more time to be with your family." (P4). The 'dress code' revealed psychological and organisational implications that, according to Bailey *et al.* (2022) are associated with the positive impact of teleworking on family dynamics due to the comfort and flexibility provided by informal attire that contribute to a more relaxed environment.

The results of the interviews sometimes reveal a paradox regarding the impact of teleworking on family interaction. While some respondents have expressed a positive perception of remote work, citing benefits such as increased assistance with household chores, greater family

1
2
3 closeness, and an overall favourable view, others point out unfavourable aspects of the
4 teleworking-family interaction.
5
6

7
8 The main unfavourable aspect identified in our study is the difficulty in effectively
9 establishing boundaries between work and family responsibilities, especially with regard to
10 time management. This imbalance, also found in the findings of Palumbo (2020), often
11 prioritizes professional tasks to the detriment of personal life, resulting in the neglect of
12 personal well-being due to heavy workloads. The following statement is as an example of that.
13
14
15
16
17

18
19 (...), it was a very stressful thing because, at least in my experience, I couldn't
20 separate work time from leisure time, (...) while also taking care of household
21 chores. Many times, I found myself eating in front of the computer while
22 participating in a meeting. (P3)
23
24
25
26
27

28
29 These adverse aspects include the blurring of boundaries between professional and family
30 life, challenges in balancing professional responsibilities and childcare duties, and a biased
31 perception of teleworking. Additionally, while some interviewees reported a positive impact on
32 their ability to help with household tasks, others noted contrary consequences, such as
33 procrastination and reduced effectiveness at home (see Figure 1). Studies by Allen *et al.* (2015)
34 and O'Neill *et al.* (2014) have already indicated that procrastination can have a significant
35 impact on productivity outcomes, particularly in the context of teleworking. In light of these
36 findings, organisations, including those in the public sector, should prioritize the development
37 of planning and time management skills among their workers to ensure the effectiveness of
38 teleworking and mitigate potential feelings of frustration or negativity.
39
40
41
42
43
44
45
46
47
48
49

50
51 In this section we analyse the main advantages and disadvantages of teleworking,
52 specifically in the context of TAE. As we explored the potential benefits of telecommuting, we
53 also identified significant drawbacks. Additionally, we investigated the interaction of
54
55
56
57
58
59
60

1
2
3 teleworking with family relationships, revealing favourable and unfavourable aspects,
4
5 reinforcing the findings of previous studies.
6

7 **5. Conclusions**

8
9
10 The conclusions of this paper align with previous research, emphasizing the multifaceted nature
11
12 of teleworking in public institutions. The positive aspects of teleworking, such as improved
13
14 work-life balance, reduced commute times, and greater flexibility, echo existing literature.
15
16 However, significant challenges also emerged, including excessive workloads, social isolation,
17
18 and difficulties in establishing boundaries between professional and personal domains. These
19
20 findings underscore the complex landscape of teleworking for technical-administrative
21
22 employees and their families.
23
24

25
26 Research on teleworking and family dynamics reveals mixed impacts. While it can enhance
27
28 availability for family obligations and foster closeness, it also challenges the balance between
29
30 work and household responsibilities, often resulting in blurred boundaries and procrastination.
31
32 Analysing these advantages and disadvantages highlights the need for a comprehensive
33
34 approach to telework in public educational institutions. Understanding both the benefits and
35
36 challenges is essential for developing effective policies and practices, emphasizing the
37
38 importance of navigating the complexities inherent in this mode of work.
39
40

41
42 This study focuses on public educational institutions, using a qualitative approach to provide
43
44 insights from TAE. Unlike broader telework studies, it highlights the unique challenges and
45
46 advantages faced by educational public servants regarding WFB and personal life. The research
47
48 underscores the importance of understanding teleworking's interaction with family dynamics,
49
50 especially post-COVID-19. Methodological rigor, including semi-structured interviews and
51
52 defined analysis categories, enables a nuanced exploration of public servants' subjective
53
54 experiences.
55
56
57
58
59
60

1
2
3 Public organisations should revise flexible telework policies to support work-life balance.
4
5 Training programs can help employees manage time effectively, while enhanced
6
7 communication and collaborative tools can reduce isolation. Additionally, prioritizing mental
8
9 health initiatives, including well-being programs and psychological support, is essential for
10
11 fostering a healthier work environment and ensuring employees' overall well-being.
12
13

14
15 Moreover, performance assessment methods should be re-evaluated to incorporate telework
16
17 flexibility, recognizing its positive impact on productivity. Fostering an organisational culture
18
19 that values work-life harmony and establishing channels for continuous feedback can contribute
20
21 to a sustainable and rewarding work environment. These actions aim to enhance organisational
22
23 efficiency while promoting the individual well-being of public employees, particularly TAE,
24
25 thereby creating a healthy and productive workplace.
26
27

28
29 We reinforce that the findings of this study offer significant contributions to both the
30
31 theoretical understanding and practical implementation of teleworking in the public sector. The
32
33 study makes a significant contribution to the existing literature by examining the differing
34
35 perceptions of remote work among public sector employees, which often differ from those
36
37 observed in the private sector. Furthermore, it emphasizes the increasing importance of
38
39 understanding the interaction between remote work and family dynamics and its impact on the
40
41 work-life balance. In this particular, theoretically, this research challenges and expands upon
42
43 the existing models of teleworking by highlighting the unique experiences of technical-
44
45 administrative employees in educational institutions. The study's qualitative approach provides
46
47 a deeper exploration of the subjective realities of these employees, revealing the dual impact of
48
49 teleworking on work-life balance and professional performance. Academics are encouraged to
50
51 critically engage with these findings, considering the implications for broader theories of
52
53 remote work and organisational behaviour.
54
55
56
57
58
59
60

1
2
3 The insights derived from this research offer significant and practical implications for human
4 resources managers and policymakers in the public sector. The identification of both the
5 benefits, such as enhanced quality of life, and challenges, such as increased workload and social
6 isolation, provides a balanced perspective that can inform the development of more effective
7 teleworking policies. Managers are advised to consider these findings when designing telework
8 arrangements, particularly in the areas of employee support and workload management.
9
10 Additionally, the study underscores the importance of promoting a hybrid work model, which
11 could mitigate the negative aspects of full-time teleworking while preserving its advantages.
12 By implementing these recommendations, public sector organisations can create a more
13 supportive and productive work environment, ultimately enhancing employee well-being and
14 organisational efficiency.
15
16

17
18 However, certain limitations should be acknowledged. A notable demographic characteristic
19 revealed that 85% of participants reported having children or dependents, which may influence
20 their perspectives and experiences, as family obligations significantly impact teleworking
21 strategies. Future research should explore how family dynamics shape teleworking behaviours,
22 efficiency, and overall well-being. Additionally, expanding the research sample and comparing
23 perceptions between civil servants who have experienced teleworking and those who have not
24 would provide a more comprehensive understanding of the topic.
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46

47 **References**

48
49 AbdulKareem, A.K., Oladimeji, K.A., Ishola, A.A., Bello, M.L., Umar, A.Y. and Adejumo,
50 A. (2024), "Investigating ICT adoption and public value of e-recruitment in the public
51 sector: the role of social media use", *International Journal of Public Sector Management*,
52 Vol. 37 No. 2, pp. 284-304, doi: 10.1108/IJPSM-10-2023-0307.
53
54
55
56
57
58
59
60

- 1
2
3 Abendroth, A. K. and Den Dulk, L. (2011), “Support for the work-life balance in Europe: The
4 impact of state, workplace and family support on work-life balance satisfaction”, *Work,*
5
6 *Employment and Society*, Vol. 25 No 2, pp. 234–256, doi: 10.1177/0950017011398892.
7
8
9
10 Adikaram, A.S. and Naotunna, N.P.G.S.I. (2023), “Remote working during COVID-19 in Sri
11 Lanka: Lessons learned and what the future holds”, *Employee Relations*, Vol 45 No 4, pp.
12 1035-1056, doi: 10.1108/ER-06-2022-0259.
13
14
15
16
17 Adnan Bataineh, K. (2019), “Impact of work-life balance, happiness at work, on employee
18 performance”, *International Business Research*, Vol 12 No 2, pp. 99–112, doi:
19 10.5539/ibr.v12n2p99.
20
21
22
23
24 Allen, T. D., Golden, T. D. and Shockley, K. M. (2015), “How effective is telecommuting?
25 Assessing the status of our scientific findings”, *Psychological Science in the Public*
26 *Interest*, Vol 16 No 2, pp. 40-68, doi: 10.1777/1529100615593273.
27
28
29
30
31 Anand, A., and Vohra, V. (2020), “Alleviating employee work-family conflict: Role of
32 organizations”, *International Journal of Organizational Analysis*, Vol 28 No 2, pp. 313-
33 332, doi: 10.1108/IJOA-06-2019-1792.
34
35
36
37
38 Bailey, E. R., Horton, C. B. and Galinsky, A. D. (2022), “Encloded harmony or encloded
39 dissonance? The effect of attire on the authenticity, power, and engagement of remote
40 workers”, *Academy of Management Discoveries*, Vol 8 No 3, pp. 341–356, doi:
41 10.5465/amd.2021.0081.
42
43
44
45
46
47 Bardin, L. (1977-2011). “Análise de conteúdo” (L. A. Rego, e A. Pinheiro, Trads.). Lisboa,
48 Edições 70.
49
50
51
52 Bauer, M. W. (2011). “Análise de conteúdo clássica: uma revisão”, In M. W. Bauer & G.
53 Gaskell (eds.), *Pesquisa qualitativa com texto, imagem e som: Um manual prático*, pp. 189-
54 217, P. A. Guareschi, Trad.). Petrópolis, Vozes
55
56
57
58
59
60

- 1
2
3 Bloom, N. and Van Reenen, J. (2006), “Management practices, work-life balance, and
4 productivity: A review of some recent evidence”, *Oxford Review of Economic Policy*, Vol
5 22 No 4, pp. 457–482, doi: 10.1093/oxrep/grj027.
6
7
8
9
- 10 Boulet, M. and Parent-Lamarche, A. (2022), “Paradoxical effects of teleworking on workers’
11 well-being in the COVID-19 context: A comparison between different public
12 administrations and the private sector”, *Public Personnel Management*, Vol 51 No 4, pp.
13 430–457, doi: 10.1177/00910260221102943.
14
15
16
17
18
- 19 Brasil (2008). *Lei n. 11.892, de 29 de dezembro de 2008 [Law no. 11,892, of December 29,*
20 *2008]*. Institui a Rede Federal de Educação Profissional, Científica e Tecnológica, cria dos
21 Institutos Federais de Educação, Ciência e Tecnologia, e dá outras providências
22 [Establishes the Federal Network of Professional, Scientific and Technological Education,
23 creates the Federal Institutes of Education, Science and Technology, and provides other
24 measures], available at: [http://www.planalto.gov.br/ccivil_03/_ato2007-](http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2008/lei/11892.htm)
25 [2010/2008/lei/11892.htm](http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2008/lei/11892.htm). (accessed 21 March 2022).
26
27
28
29
30
31
32
33
34
- 35 Brasil (2022). Decreto n. 11.072, de 17 de maio de 2022 [*Decree no. 11,072, of May 17, 2022*].
36 Dispõe sobre o Programa de Gestão e Desempenho - PGD da administração pública federal
37 direta, autárquica e fundacional [Provides for the Management and Performance Program
38 - PGD of direct, autonomous and foundational federal public administration], available at:
39 <https://legislacao.presidencia.gov.br/atos/?tipo=DEC&numero=11072&ano=2022&ato=e>
40 [b3IzZq1kMZpWTb9b](https://legislacao.presidencia.gov.br/atos/?tipo=DEC&numero=11072&ano=2022&ato=e). (accessed 21 June 2022).
41
42
43
44
45
46
47
48
- 49 Burnard, P. (1991), “A method of analysing interview transcripts in qualitative research”, *Nurse*
50 *Education Today*, Vol 11 No 6, pp. 461-466, doi: 10.1016/0260-6917(91)90009-Y.
51
52
53
- 54 Charbonneau, E. and Doberstein, C. (2020). An empirical assessment of the intrusiveness and
55 reasonableness of emerging work surveillance technologies in the public sector. *Public*
56 *Administration Review*, Vol. 80, No. 5, 780-791, doi: 10.1111/puar.13278.
57
58
59
60

- 1
2
3 Chakraborty, S. and Bhattacharya, S. (2022), “Remote working in India during the COVID-19
4 crisis”, *Cardiometry*, No 23, pp. 369-380, doi: 10.18137/cardiometry.2022.23.369380.
5
6
7
8 Champagne, E., Choinière, O. and Granja, A.D. (2023), “Government of Canada’s teleworking
9 and hybrid policies in the aftermath of the COVID-19 pandemic”, *Canadian Public
10 Administration*, Vol 66 No 2, pp. 158–175, doi: 10.1111/capa.12520.
11
12
13
14
15 Chow, J. S. F., Palamidis, D., Marshall, S., Loomes, W., Snook, S. and Leon, R. (2022),
16 “Teleworking from home experiences during the COVID-19 pandemic among public
17 health workers (TelEx COVID-19 Study)”, *BMC Public Health*, Vol 22 No 1, pp. 1-10,
18 doi: 10.1186/s12889-022-13031-0.
19
20
21
22
23
24 Dandalt E. (2021). Managers and telework in public sector organizations during a
25 crisis, *Journal of Management & Organization*, Vol 27, No 6, pp, 1169-1182,
26 doi:10.1017/jmo.2022.1.
27
28
29
30
31 De Menezes, L. and Kelliher, C. (2011), “Flexible working and performance: A systematic
32 review of the evidence for a business case”, *International Journal Management Review*,
33 Vol 13, pp. 452– 474, doi: 10.1111/j.1468-2370.2011.00301.x.
34
35
36
37
38 de Sousa, L.R.T., Sequeira, C., Ferré-Grau, C. and Araújo, O. (2022), "Impact of the COVID19
39 outbreak on the difficulties and burden experienced by family caregivers of older
40 dependent persons", *The Journal of Mental Health Training, Education and Practice*, Vol.
41 17 No. 4, pp. 355-365, doi: 10.1108/JMHTEP-04-2021-0036.
42
43
44
45
46
47 de Vries, H., Tummers, L. and Bekkers, V. (2019), “The benefits of teleworking in the public
48 sector: Reality or rhetoric?”, *Review of Public Personnel Administration*, Vol 39 No 4, pp.
49 570-593, doi: 10.1177/0734371X18760124.
50
51
52
53
54 Duxbury, L. and Neufeld, D. (1999), “An empirical evaluation of the impacts of telecommuting
55 on intra-organizational communication”, *Journal of Engineering and Technology
56 Management*, Vol 16 No 1, pp. 1-28, doi: 10.1016/S0923-4748(98)00026-5.
57
58
59
60

- 1
2
3 Duxbury, L., Higgins, C. A. and Mills, S. (1992), “After hours telecommuting and work-family
4 conflict: A comparative analysis”, *Information Systems Research*, Vol 3 No 2, 173-190,
5
6 doi: 10.1287/isre.3.2.173.
7
8
9
- 10 Elo, S. and Kyngas, H. (2007), “The qualitative content analysis process”, *Journal of Advanced*
11
12 *Nursing*, Vol 62 No 1, pp. 107-115, doi: 10.1111/j.1365-2648.2007.04569.x.
13
14
- 15 Eurofound, Mandl, I., Vargas-Llave, O., Weber, T., *et al.* (2020), *Telework and ICT-based*
16
17 *mobile work: flexible working in the digital age*, Publications Office, 2020, available at:
18
19 <https://data.europa.eu/doi/10.2806/337167> (accessed 10 Octubre 2022).
20
21
- 22 Eurofound and International Labour Office (ILO) (2017), *Working anytime, anywhere: The*
23
24 *effects on the world of work*. Publications Office of the European Union, Luxembourg, and
25
26 the International Labour Office, Geneva, available at: <http://eurofound.link/ef1658>
27
28 (accessed 10 Octubre 2022).
29
30
- 31 Falqueto, J.M.Z, Hoffmann, V. E., and Farias, J. S. (2018). Saturação Teórica em Pesquisas
32
33 Qualitativas: Relato de uma Experiência de Aplicação em Estudo na Área de
34
35 Administração. *Revista de Ciências da Administração*, 20(52), pp. 40–53, doi:
36
37 10.5007/2175-8077.2018V20n52p40.
38
39
- 40 Federal Institute of Education, Science and Technology of Rio Grande do Norte (IFRN). (2019),
41
42 *Plano de Desenvolvimento Institucional 2019-2026* [Institutional Development Plan 2019-
43
44 2026], available at: [https://portal.ifrn.edu.br/institucional/gestao-estrategica/planejamento-](https://portal.ifrn.edu.br/institucional/gestao-estrategica/planejamento-estrategico)
45
46 [estrategico](https://portal.ifrn.edu.br/institucional/gestao-estrategica/planejamento-estrategico) (accessed 04 April 2022)
47
48
- 49 Fischer, C., Siegel, J., Proeller, I. and, Drathschmidt, N. (2022), “Resilience through
50
51 digitalisation: How individual and organisational resources affect public employees
52
53 working from home during the COVID-19 pandemic”, *Public Management Review*, Vol
54
55 25 No 4, pp. 808–835, doi: 10.1080/14719037.2022.2037014.
56
57
58
59
60

- 1
2
3 Gajendran R. S. and Harrison, D. A. (2007), “The good, the bad, and the unknown about
4 telecommuting: Meta-analysis of psychological mediators and individual
5 consequences”, *Journal of Applied Psychology*, Vol 92 No 6, pp. 1524–1541, doi:
6 10.1037/0021-9010.92.6.1524.
7
8
9
10
11
12 Golden, T. D. and Gajendran, R. S. (2019), “Unpacking the role of a telecommuter’s job in
13 their performance: Examining job complexity, problem-solving demands, and personal
14 control”, *Journal of Business and Psychology*, Vol 34 No 5, pp. 579-593, doi:
15 10.1007/s10869-018-9530-4.
16
17
18
19
20
21 Golden, T. D. and Veiga, J. F. (2005), “The impact of extent of telecommuting on job
22 satisfaction: Resolving inconsistent findings”, *Journal of Management*, Vol 31 No 2, pp.
23 301-318, doi: 10.1177/0149206304271768.
24
25
26
27
28 González, F. H. (2020), “Reflexões sobre alguns conceitos da pesquisa qualitativa”, *Revista*
29 *Pesquisa Qualitativa.*, Vol 8 No 17, pp. 155-183, doi: 10.33361/RPQ.2020.v.8.n.17.322.
30
31
32
33 Hsieh, H.F. and Shannon, S.E. (2005), “Three approaches to qualitative content analysis”,
34 *Qualitative Health Research*, Vol 15 No 9, pp. 1277-1288, doi:
35 10.1177/1049732305276687.
36
37
38
39
40 Jämsen, R., Sivunen, A., and Blomqvist, K. (2022), “Employees’ perceptions of relational
41 communication in full-time remote work in the public sector”, *Computers in Human*
42 *Behavior*, Vol 132, 107240, doi: 10.1016/j.chb.2022.107240.
43
44
45
46
47 Jeyasingham, D. (2020), “Entanglements with offices, information systems, laptops and
48 phones: How agile working is influencing social workers’ interactions with each other and
49 with families”, *Qualitative Social Work*, Vol 19 No 3, pp. 337–358, doi:
50 10.1177/1473325020911697.
51
52
53
54
55
56
57
58
59
60

- 1
2
3 Johari, J., Tan, F. Y. and Zulkarnain, Z. I. T. (2018), “Autonomy, workload, work-life balance
4 and job performance among teachers”, *International Journal of Educational Management*,
5
6 Vol 32 No 1, pp. 107–120, doi: 10.1108/IJEM-10-2016-0226.
7
8
9
10 Johnson, M. (2011). *Teleworking: in brief*. Routledge, doi: 10.4324/9781315042718.
11
12
13 Kim, S. Y. and Lee, D. (2020), “Work–life program participation and employee work attitudes:
14 A quasi-experimental analysis using matching methods”, *Review of Public Personnel*
15
16 *Administration*, Vol 40 No 3, pp. 468–490, doi: 10.1177/0734371X18823250.
17
18
19 Kim, T., Mullins, L. B. and Yoon, T. (2021), “Supervision of telework: A key to organizational
20 performance”, *The American Review of Public Administration*, Vol 51 No 4, pp. 263-277,
21
22 doi: 10.1177/0275074021992058.
23
24
25
26 Konradt U., Schmook R. and Malecke M. (2000), “Impacts of telework on individuals,
27 organizations and families – A critical review”, *International Review of Industrial and*
28
29 *Organizational Psychology*, Vol 15, pp. 63–100.
30
31
32
33 Kwon, M. J., & Jeon, S. H. (2017), “Why permit telework? Determinants of California city
34 governments’ decisions to permit telework”, *Public Personnel Management*, Vol 46, pp.
35
36 239-262, doi:10.1177/0091026017717240.
37
38
39
40 Lee, D. and Kim, S. Y. (2018), “A quasi-experimental examination of telework eligibility and
41 participation in the US Federal Government”, *Review of Public Personnel Administration*,
42
43 Vol 38 No 4, pp. 451–471, doi: 10.1177/0734371X16680269.
44
45
46
47 Marler, J.H. and Parry, E. (2016), “Human resource management, strategic involvement and e-
48 HRM technology”, *The International Journal of Human Resource Management*, Vol. 27
49
50 No. 19, pp. 2233-2253, doi: 10.1080/09585192.2015.1091980.
51
52
53
54 Mele, V., Belardinelli, P. and Bellé, N. (2023), “Telework in Public Organizations: A
55 systematic review and research agenda”, *Public Administration Review*, Vol 83 No 6, pp.
56
57 1649–1666, doi: 10.1111/puar.13734.
58
59
60

- 1
2
3 Metselaar, S. A., den Dulk, L. and Vermeeren, B. (2023), “Teleworking at different locations
4 outside the office: Consequences for perceived performance and the mediating role of
5 autonomy and work-life balance satisfaction”, *Review of Public Personnel Administration*,
6 Vol 43 No 3, pp. 456-478, doi: 10.1177/0734371X221087421.
7
8
9
10
11
12 Medarević A. (2022), “Performance evaluation of general public hospitals in territories of the
13 Former Yugoslavia: an ecological study using the Pabon Lasso model”, *International*
14 *Journal Health Planning and Management*, Vol 37 No 4, pp. 2106-2121, doi:
15 10.1002/hpm.3453.
16
17
18
19
20
21 Morea, D., Basile, G., Bonacci, I., *et al.* (2023), “Smart working as an organisational process
22 or as a social change? An Italian pandemic experience”, *Employee Relations: The*
23 *International Journal*, Vol 45 No 3, pp. 677–703, doi: 10.1108/ER-03-2022-0152.
24
25
26
27
28 Mourão, L., Abbad, G. S., and Legentil, J. (2021). “E-Leadership: Lessons learn from the
29 telework in the Covid-19 Pandemic”. In: M. Mohiuddin (Org.), *Leadership in a Changing*
30 *World*, pp. 1-21, IntechOpen, doi: 10.5772/intechopen.100634.
31
32
33
34
35 O’Neill, T. A., Hambley, L. A. and Bercovich, A. (2014), “Prediction of cyberslacking when
36 employees are working away from the office”, *Computers in Human Behavior*, Vol 34, pp.
37 291–298, doi: 10.1016/j.chb.2014.02.015.
38
39
40
41
42 Palumbo, R., Flamini, G., Gnan, L., *et al.* (2022), “Disentangling the implications of
43 teleworking on work–life balance: A serial mediation analysis through motivation and
44 satisfaction”, *Journal of Organization Effectiveness- People and Performance*, Vol 9 No
45 1, pp. 68–88, doi: 10.1108/JOEPP-08-2020-0156.
46
47
48
49
50
51 Palumbo, R. (2020), "Let me go to the office! An investigation into the side effects of working
52 from home on work-life balance", *International Journal of Public Sector Management*,
53 Vol. 33 No. 6/7, pp. 771-790, doi: 10.1108/IJPSM-06-2020-0150.
54
55
56
57
58
59
60

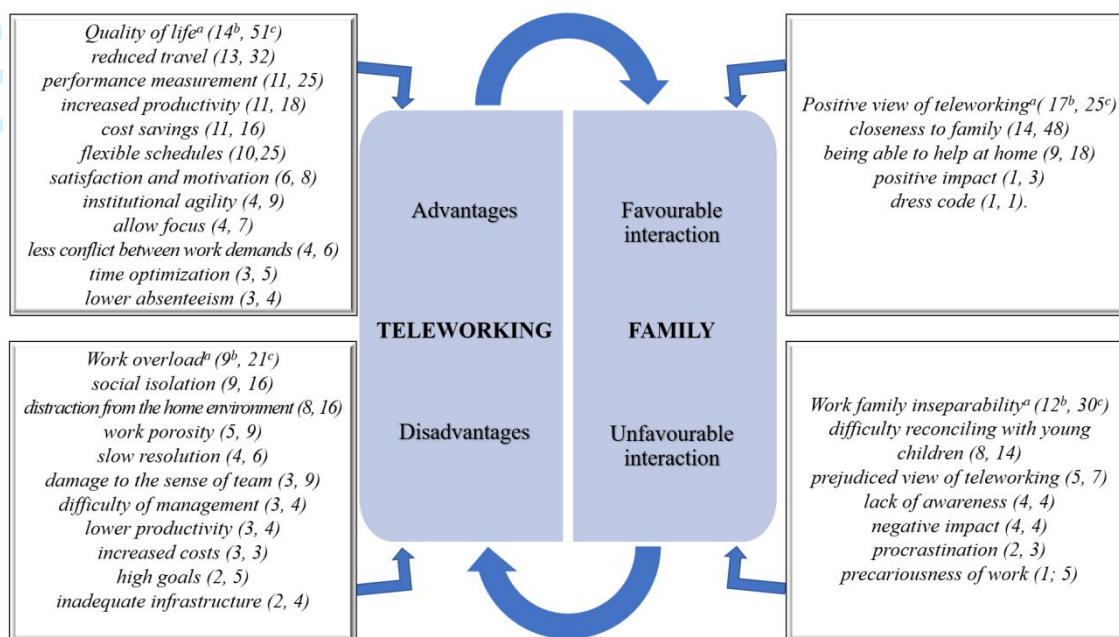
- 1
2
3 Parent-Lamarche, A. and Boulet, M. (2021), "Employee Well-being in the COVID-19
4 pandemic: the moderating role of teleworking during the first lockdown in the province of
5 Quebec, Canada", *Work*, Vol 70 No 3, pp. 763 – 775, doi: 10.3233/WOR-205311.
6
7
8
9
10 Pernici, B., Bono, C.A., Piro, L., Del Treste, M. and Vecchi, G. (2024), "Improving the
11 analysis of the judiciary performance - the use of data mining techniques to assess the
12 timeliness of civil trials", *International Journal of Public Sector Management*, Vol. 37 No.
13 1, pp. 59-76, doi: 10.1108/IJPSM-02-2023-0058.
14
15
16
17
18
19 Prasad, K.D.V., Vaidya, R., and Rani, R. (2023), "Remote working and occupational stress:
20 Effects on IT-enabled industry employees in Hyderabad Metro, India", *Frontiers*
21 *Psychology*, Vol 14, pp. 1-13, doi: 10.3389/fpsyg.2023.1069402
22
23
24
25
26 Rivera-Macias, B., and Casselden B. (2022), "Researching finish library responses to Covid-
27 19 digital literacy challenges through the employment of reflective practice", *Journal of*
28 *Librarianship and Information Science*, Vol 5, pp. 1-22, doi:
29 10.1177/09610006221130781.
30
31
32
33
34
35 Sandall, H., and Mourão, L. (2020). "Desempenho no trabalho: Desafios para trabalhadores e
36 gestores em teletrabalho compulsório". In F. Queiroga (Ed.), *Coleção O trabalho e as*
37 *medidas de contenção da COVID-19: Contribuições da Psicologia Organizacional e do*
38 *Trabalho no contexto da pandemia: Vol. 1. Orientações para o home office durante a*
39 *pandemia da COVID-19*, pp. 21-30, Artmed.
40 [https://www.sbpot.org.br/publicacao/volume-1-home-office-guidelines-in-the-covid-19-](https://www.sbpot.org.br/publicacao/volume-1-home-office-guidelines-in-the-covid-19-pandemic-2/)
41 [pandemic-2/](https://www.sbpot.org.br/publicacao/volume-1-home-office-guidelines-in-the-covid-19-pandemic-2/).
42
43
44
45
46
47
48
49
50
51 Sampieri, R.H., Collado, C.F. and Baptista Lucio, M. del P. (2013). *Metodologia de pesquisa*,
52 5ed. Porto Alegre: Penso.
53
54
55
56 Seinsche, L., Schubin, K., Neumann, J., *et. al.* (2024). Working from home during COVID-19:
57 boundary management tactics and energy resources management strategies reported by
58
59
60

- 1
2
3 public service employees in a qualitative study. *BMC Public Health*, Vol 24, pp. 1-16, doi:
4
5 10.1186/s12889-024-18744-y.
6
7
8 Todisco, L., Tomo, A., Canonico, P. *et al.* (2023), “The bright and dark side of smart working
9
10 in the public sector: Employees’ experiences before and during COVID-19”, *Management*
11
12 *Decision*, Vol 61 No 13, pp. 85–102, doi: 10.1108/MD-02-2022-0164.
13
14
15 Tong, A., Sainsbury, P., and Craig, J. (2007), “Consolidated criteria for reporting qualitative
16
17 research (COREQ): a 32-item checklist for interviews and focus groups”, *International*
18
19 *Journal for Quality in Health Care*, Vol. 19, No. 6, pp. 349–357, doi:
20
21 10.1093/intqhc/mzm042.
22
23
24 Tong, D.Y.K., Toug, X.F. and Luo, S. (2022), “Corporate website job recruitment platform: a
25
26 moderated mediation model of organisational image”, *Asian Academy of Management*
27
28 *Journal*, Vol. 27 No. 1, pp. 105-127, doi: 10.21315/aamj2022.27.1.5.
29
30
31 Turato, E. R. (2013). “Tratado da metodologia da pesquisa clínico-qualitativa: Construção
32
33 teórico-epistemológica, discussão comparada e aplicação nas áreas da saúde e humanas”,
34
35 Petrópolis, Vozes.
36
37
38 Vilarinho, K. P. B., Paschoal, T., and Demo, G. (2021). “Teletrabalho na atualidade: quais são
39
40 os impactos no desempenho profissional, bem-estar e contexto de trabalho?”, *Revista do*
41
42 *Serviço Público*, Vol 72 no. 1, pp. 133-162, doi: 10.21874/rsp.v72i01.4938
43
44
45 Weber, R. P. (1990). *Basic content analysis*. Sage university paper series on quantitative
46
47 applications in the social sciences. 2° ed. Beverly Hills: Sage.
48
49
50 Wesemann, A. (2023), “Does my boss’s boss matter? Examining the effects of teleworking and
51
52 manager quality on employee job satisfaction during the COVID-19
53
54 pandemic”, *International Journal of Public Sector Management*, Vol. 36 No. 4/5, pp. 404-
55
56 419. doi: 10.1108/IJPSM-12-2022-0290.
57
58
59
60

1
2
3 Williamson, S., Colley, L., Huybers, T. *et al.* (2023), "Public servants working from home
4 during the pandemic: Who gained and who lost?", *Australian Journal of Public*
5
6 *Administration*, Vol 0, pp. 1-20, doi: 10.1111/1467-8500.12580.
7
8

9
10 Xu, G., Wang, X., Han, X. *et al.* (2022), "The dark side of remote working during pandemics:
11
12 Examining its effects on work-family conflict and workplace wellbeing", *International*
13
14 *Journal of Disaster Risk Reduction*, Vol 79, 103174, doi: 10.1016/j.ijdr.2022.103174.
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Figure 1. Categories of teleworking



Legend: ^a Code of the category (^b frequency of occurrence of the term in the interviews,

^c cumulative frequency of the term across all interviews)

Source(s): Authors' own creation