

EXAMINING THE RELATIONSHIP BETWEEN PERSONALITY, TASK
INTERDEPENDENCE, AND REMOTE WORK ISOLATION

by

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ABSTRACT

The present study examined the relationship between telecommuting and workplace isolation, specifically focusing on perceptions of professional and social isolation. It also explored the impact of task interdependence and personality factors on workplace isolation. The COVID-19 pandemic led to a significant increase in telecommuting, with a majority of employees working remotely at some point. The findings suggest that personality factors, specifically introversion and low emotional stability, can exacerbate feelings of isolation among telecommuters. Additionally, the results showed job complexity was found to be negatively related to isolation. These findings show the potential challenges and implications of remote work, particularly in terms of workplace isolation. With the increasing prevalence of telecommuting, organizations need to understand the factors that contribute to professional and social isolation among remote employees. Understanding these dynamics can help organizations develop strategies to support remote employees and foster a sense of connection and belonging in a virtual work environment.

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CHAPTER I: REVIEW OF THE LITERATURE

COVID-19 Pandemic

The virus that spread across the world is the variant called SARS-CoV-2 or commonly referred to as COVID-19. The virus spreads when an infected person breathes out droplets. These droplets and particles can be breathed in by other people or land on their eyes, noses, or mouth (Centers for Disease Control and Prevention, 2021). In March 2020, the World Health Organization officially declared COVID-19 a pandemic (World Health Organization, 2020). In April, as cases continued to surge businesses and schools shut down and people began social distancing. In April 2020, the 14.8% unemployment rate reached the highest rate seen since data collection began in the 1940s. In July 2021, unemployment remained higher (5.4%) than it had been in February 2020 (3.5%) before the pandemic hit the United States (Falk et al., 2021). After over a month in lockdown states began phased reopening, these efforts to reopen the economy led to new cases and the “curve” did not flatten. In August 2020, the first cases of reinfection were reported indicating the virus would last longer than anticipated (Katella, 2021).

Remote Work

Remote work is not a new concept and has been around for decades. Jack Nilles, who was a NASA engineer, is regarded as the father of telecommuting. In the early 1970s Nilles defined telecommuting as “periodic work out of the principal office, one or more days per week either at home, a client’s site, or in a telework center” (Avery & Zabel, 2001, p. 81). It was later defined as “when a worker may accomplish their work, utilizing telecommunications and computer tools, at a location much closer to one’s home” (Avery & Zabel, 2001, p. 82).

As remote work has become more of a topic of conversation, it is important to set a conceptual framework for words that are often used interchangeably. As Avery (2001) notes no uniform definition of telecommuting has been accepted. The lack of consensus regarding the definition has made it difficult for researchers to find and compare studies (Allen et al., 2015). Telework is the broader form of telecommuting where employees may work from a variety of locations, whereas telecommuting is done primarily from home. Allen and colleagues proposed a more specific definition of telecommuting that offers more clarity and acknowledges the different aspects of telecommuting. They define it as “a work practice that involves members of an organization substituting a portion of their typical work hours (ranging from a few hours a week to nearly full-time) to work away from a central workplace – typically principally at home – using technology to interact with others as needed to conduct work tasks” (Allen et al., 2015, p. 44). Henry (2021) furthers this idea by noting that there is extensive overlap in defining telework, distributed work, remote work, and virtual work. The degree of overlap is such that conceptually distinguishing between these terms provided little theoretical value becomes difficult. For this study, remote work will be defined as “a work arrangement in which the employee resides and works at a location beyond the local commuting area of the employing organization’s worksite” (U.S. Office of Personnel Management, 2013, p. 18). As this study aims to research all aspects of telecommuting, hybrid work will be encompassed in this study and will be defined as a flexible remote work model in which individuals work partly in an office and partly remote.

Telecommuting Prevalence

Before the pandemic, only 10% of the U.S. workforce worked fully remote jobs (Florida & Ozimek, 2021). As soon as the pandemic hit, companies were forced to adapt to new restrictions. Within a month of the virus hitting the United States, 43 states issued residents a stay-at-home order (Ballotpedia, 2023). This meant any nonessential businesses were to close in response to the coronavirus pandemic. Nearly one year after the pandemic forced half of the American workforce to virtual work many are still working remotely some of the time.

During the peak of the pandemic, roughly 70% of U.S. employees worked remotely. Prior to the pandemic, only 4.1% of the U.S. workforce had telecommuted part-time or more (Global Workplace Analytics & FlexJobs, 2021). Telecommuting had already been rapidly growing before the pandemic with a 216% growth between 2005 and 2019 which is 54 times faster than the self-employed workforce. The 2021 Global Workforce Analytics reported that 56% of employees have a job where a part can be done remotely and 82% of employees would prefer to remain remote at least once a week when the pandemic is over.

Workplace Isolation

Professional isolation is a state of mind or belief that one is out of touch with others in the workplace (Golden et al., 2008). Telecommuting can be beneficial but one obstacle to telecommuting can be social isolation which may exceed the advantages of telecommuting for some (Vander Elst et al., 2017). Isolation of telecommuters can manifest itself professionally or socially. For instance, employees may feel professionally there is a limit to opportunities for promotions and decision-making. Socially, employees

can feel a reduction in social support and informal interactions with colleagues and friends (Cooper & Kurland, 2002; Vander Elst et al., 2017).

Interview data suggests that not all teleworkers report feelings of isolation, rather they lack a “social barometer”. The researcher found that this can lead to telecommuters feeling less confident in their abilities which can put them at a disadvantage in performing their job (Golden et al., 2008). Professional development is interwoven with employee development. This is critical for organizations to adopt, informal developmental activities such as networking, mentoring and informal learning that can be more critical to employee development than formal training and activities (Cooper & Kurland, 2002). Golden et al. (2008) investigated the relationships between professional isolation, job performance, frequency, and face-to face interactions. They found that professional isolation among teleworkers was negatively associated with job performance. They also note that those who frequently telework may be more inclined to seek out in-person face-to-face contact to counteract the negative effects of isolation and make conscious efforts to communicate. These results suggest that types of face-to-face communication may be able to counteract some of the negative effects of professional isolation.

Support and a sense of belonging or “connectedness” in an organization are crucial elements for the well-being of employees. These are often considered missing elements in remote work settings. As stated previously, isolation can manifest socially and professionally. Marshall et al. (2007) further conceptualized workplace isolation into two dimensions; colleague and company. Colleague isolation is the perception of isolation from coworkers when interaction expectations are not met. From a social

isolation aspect, coworkers typically engage in important communicative relationships of informal chats or discussions that are an important resource for one another. This is in part because employees rely on one another for information which enhances involvement into the company grapevine (Keyton, 2017; Marshall et al., 2007). Coworkers are also a great source of social support as they share unique experiences of the workplace. This need for social support through colleagues is impacted by telecommuting as many social interactions include informal conversations or bouncing ideas off one another (Di Domenico et al., 2014; Marshall et al., 2007). Holland et al. (2016) found that without physical proximity to colleagues telecommuters are afforded less opportunities for interactions and relationship building that naturally occur in a face-to-face setting.

Company isolation is the “perception of isolation from the company when the need for work-based support from supervisors and the organization are not met” (Marshall et al., 2007, p. 213). At the organizational level of isolation employees fear being left out of rewards, career advancement opportunities, feedback, and mentoring (Kurland & Bailey, 1999). Perceptions of not being a member of the team or organization and fearing that telecommuter achievements are less acknowledged only increase feelings of isolation (Marshall et al., 2007). Wang et al. (2020) found that fewer opportunities make telecommuters feel taken for granted at work, which in turn leads to actions to appease supervisors to deal with such uncertainty. Additionally, physical isolation led to telecommuters feeling less respected in their organization (Wang et al., 2020).

Furthermore, employees fear that physical separation leads to isolation as a result of a lack of support and interaction with other employees and supervisors (Marshall et al., 2007). It has been shown that the extent of face-to-face interaction has a strong impact on

the social support received in the workplace (Orhan et al., 2016; Marshall et al., 2007, Holland et al., 2016). Telecommuters with low social support lack observational opportunities in the workplace and the ability to acquire relevant information. High levels of social support, however, have been shown to help offset such isolating effects through the ability to observe events (Golden & Gajendran, 2019). Therefore, individuals who telecommute more frequently but have higher levels of social support are able to perform higher than those with less social support. Additionally, when employees have higher support and recognition from management, perceptions of isolation should be lower (Marshall et al., 2007).

Hypothesis 1: Perceptions of professional and social isolation are related to telecommuting.

Hypothesis 1a: Individuals who engage in a higher percentage of telecommuting are more likely to experience social isolation.

Hypothesis 1b: Individuals who engage in a higher percentage of telecommuting are more likely to experience professional isolation.

Task Interdependence

Task interdependence is the extent to which jobs must rely on each other for information, support, or “connectedness” to complete tasks and conduct their job (Morgeson & Humphrey, 2006). When jobs exhibit high interdependence, they necessitate a substantial degree of coordination, whereas jobs with low interdependence demand minimal coordination (Turetken et al., 2011). Kiggundu (1981) identifies two types of interdependence: initiated and received task interdependence. Initiated task interdependence reflects the degree to which a job directly affects the jobs of others -

how much it has been affected. Whereas, received task interdependence is the extent to which a person is affected by the work of others – how much it relies on others.

(Kiggundu, 1981). Another key factor within interdependence is whether it is structural or behavioral. Structural interdependence is the features of a team that create the interconnectedness of members. This typically refers to the inputs needed, such as goals, resources, and workflows. Behavioral interdependence, on the other hand, refers to the actual level of interaction between team members during a task (Courtright et al., 2015).

Task interdependence plays an important role in creating high functioning teams. Collaboration is encouraged in teams that are structured to where team members depend upon one another for critical resources (Courtright et al., 2015). Thus, teams with high task interdependence experience greater levels of interaction between team members, while those with low task interdependence will communicate less often and can perform tasks more independently (Kossen & van der Berg, 2022). Therefore, the disconnectedness caused from telecommuting can make such collaboration difficult (Turetken et al., 2011). Mid-level managers have expressed concerns that tasks that are heavily intertwined may not be suitable for remote work due to the challenges in coordinating and collaborating effectively without in-person interactions (Turetken et al., 2011; Shin et al., 2000). The previous statement could explain much of resistance from organizations to remote work that occurred during the beginning phases of the pandemic.

High task interdependence implies the need for frequent communication. Therefore, if an employee is asked to work remotely more frequently (i.e. global pandemic), then it becomes crucial to establish effective communication channels and tools to ensure seamless collaboration and coordination among team members.

Employees will benefit from higher task interdependence as they will be in frequent collaboration with others. (Kossen & van der Berg, 2022). As task interdependence increases, it fosters a stronger sense of belonging both to the group and the work tasks, thereby mitigating the negative impact of increased remote work on feelings of isolation (Kossen & van der Berg, 2022). The lack of face-to-face communication is referred to as task virtuality (Orhan et al., 2016). Studies have even suggested that the lack of in-person interaction leads to higher levels of social isolation. Thus, emphasizing the need for careful consideration by managers when considering which teams can work effectively through remote work settings.

Hypothesis 2: Task interdependence is related to workplace isolation for fully remote employees.

Hypothesis 2a: Jobs with higher task interdependence, feelings of social isolation will be lower for fully remote employees

Hypothesis 2b: Jobs with higher task interdependence, feelings of professional isolation will be lower for fully remote employees

Personality Factors

With the recent impacts the pandemic has had on telecommuting frequency it is important to understand which individuals may fare better than others. It is important to take into account personality type as it has been shown to have a significant relationship with burnout (Meymandpour & Bagheri, 2017). Extraverted individuals tend to have a need for stimulation and experience activity, assertiveness, and positive emotions. They can be described as outgoing, energetic, friendly, enthusiastic individuals who are willing to take risks or act on impulses (Eysenck, 1975). Introverted individuals tend to have

fewer social interactions and experience more psychological problems, and struggle to regulate emotions (Shokrkon & Nicoladis, 2021). They can be described as reserved, quiet, inhibited individuals who do not prefer large gatherings, and prefer their own company (Eysenck, 1975).

Throughout the pandemic it was typically believed that extroverts would have a harder time coping with the imposed social restrictions. A common belief is that introverts would deal better with a situation with minimal interaction as this is what they're accustomed to or feel energized by (Wei, 2020). However, recent research into the subject has shown differing results. Wei (2020) found that introversion predicted loneliness as a function of change resulting from COVID-19 circumstances. Additionally, "introverts experience the psychosocial and affective impact of social distancing measures more severely extroverts" (Wei, 2020, p. 2). A similar study by Shokrkon & Nicoladis (2021) supports Wei's argument that introverts may not have an advantage in coping with the pandemic. A potential explanation is that extroverts are more capable of adjusting to life events than their introverted counterparts. Another explanation is that extroverts have more social networks and will find an alternative way to connect, where introverts have smaller social supports that become more difficult to maintain (Shokrkon & Nicoladis, 2021). It can be concluded that employees with higher levels of introversion are more susceptible to feelings of loneliness, depression, stress, and anxiety arising from telecommunication compared to their extroverted counterparts (Wei, 2020; Shokrkon & Nicoladis, 2021).

Both studies are in agreement with previous research that extroverts display better mental health in general. However, these studies show different results about which

personality type would fare better in such circumstances. These results suggest that personality type will determine the level of isolation as a result of working remotely.

Hypothesis 3: Personality type will determine the level of social isolation feelings when working remotely.

Hypothesis 3a: Introverts who work remotely will experience higher feelings of social isolation compared to extroverts.

Hypothesis 3b: Introverts who work remotely will experience higher feelings of professional isolation compared to extroverts.

CHAPTER II: METHODS

Participants

The purpose of this study is to examine the factors that influence the levels of remote work isolation. Participants in this study were adults who were 18 years or older, employed in the United States, held a remote or hybrid job, work at least 30 hours per week, and must have telecommuted for at least 6 months. Participants were primarily recruited through social media websites such as LinkedIn, Facebook, and Reddit. Specifically, the survey was posted directly into remote work Facebook groups and two cities' community Facebook pages.

Out of the 255 participants that began the study, 189 participants completed it fully. A total of 14 participants were removed from the analysis for not meeting the eligibility criteria, failing the attention checks, or missing large amounts of data (i.e. more than half). After initial data cleaning, the final sample was composed of 175 participants.

The final sample was composed of primarily females making up roughly 80% of the sample while males made up 17%, and the majority were white (85.7%). Participants ranged in age from 18 to 65, 34 % were between the ages of 35 and 44. The highest level of education indicated was a bachelor's degree (43.3%), followed by a graduate degree (38.9%). Participants most commonly indicated that they had been employed with their company for 1-3 years (46.9%) and had been in their current position for 1-3 years (38.3%). The primary work format indicated was fully remote (66.3%) followed by hybrid work (33.7%). Over half of the participants (52.6%) spent 100% of their time telecommuting, while only 20% of respondents spent less than 50% of their time telecommuting. Over half of the participants indicated the desire to work remotely five

or more days per week (53.7%). Participants were primarily from healthcare (21.1%), technology (14.9%), and financial industries (13.1%). See Appendix A for full demographic information.

Procedures

This study was approved by the Institutional Review Board at Middle Tennessee State University under protocol IRB-FY2023-193. The approval letter can be found in Appendix B. An online Qualtrics survey was distributed to participants through social and professional networking sites (LinkedIn, Facebook and reddit). Within the recruitment message participants were provided with an anonymous Qualtrics link. To avoid multiple responses from the same individual, the prevent ballot box stuffing setting was selected. The remainder of participants were recruited through word of mouth or a snowball effect from participants who shared the link to other friends or colleagues.

The participants were first provided with the informed consent form, covering the purpose of the study, description of procedures, risks and benefits, and a confidentiality statement. All participants were provided with an electronic informed consent form that was displayed before they started the survey (see Appendix C). Participants were given a brief overview of the study and then asked to consent to participate in the study. Participants who did not give their consent to participate and did not meet the eligibility requirements in the study were taken directly to the end of the survey and thanked for their time

If consent was given, the participant was first given the workplace isolation scale followed by the work design questionnaire, introversion scale, and willingness scale. The final section of the survey contained a debriefing statement that provided the researchers

contact information. Lastly, the participant was thanked for their time and notified that their response was recorded. Additionally, midway through the survey to ensure quality data, there were attention check items. Such as “attention check: please select neither agree nor disagree for this item”. Those who failed to meet the attention check were removed from the study.

Measures

To measure the hypotheses and relationships as defined in the current study the principal investigator adapted items from their original scales. See Appendix D for a complete list of survey items.

Workplace Isolation

Social Isolation. Social isolation was measured using ten items adapted from the original 65-item Workplace Isolation Scale developed by Marshall et al., (2007). The ten items were chosen by sorting through the scale and identifying items that involve social interactions or lack thereof. Example items from this measure include “I have friends available to me at work” and “I miss having people around me”. Of the ten items, four items were reverse scored in the analysis. All items were assessed using a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). High scores on this scale would indicate high levels of social isolation.

Professional Isolation. Professional isolation was also measured using the Workplace Isolation scale (Marshall et al., 2007). Ten separate items were used from the scale, items were chosen by sorting through the scale and identifying items that involve professional interactions or opportunities within the organization. Items included were “I feel I miss a lot of information when I am not seeing people I work with” and “I miss the

training opportunities that are available to the home office employees”. Of the ten items, three items were reverse scored in the analysis. Similarly, all professional isolation items were assessed using a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). High scores on this scale would indicate high levels of professional isolation.

Task interdependence

Task interdependence was measured to gauge the job type participants held. It was measured using ten items from Morgenson & Humphrey’s Work Design Questionnaire (2006). Six items were used from the social characteristics: interdependence section. The first three items measure initiated interdependence, and the following three items measure received interdependence. One item came from the task variety section. Lastly, three items were pulled from the knowledge characteristics section and contained items about job complexity, problem solving, and skill variety. Items in knowledge characteristics included “The job requires that I engage in a large amount of thinking” and “The job requires me to utilize a variety of different skills in order to complete the work”. All items were assessed using a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). High scores on this scale indicate high levels of task interdependence.

Personality

To measure the degree to which individuals are introverted, personality was measured using the international personality item pool (IPIP) developed by Lewis Goldberg (1992). This study uses the 10-items for each big-five factor marker. Therefore, this scale measures extraversion, agreeableness, conscientiousness, emotional stability,

and intellect/imagination. A sample item measuring extraversion includes “I am the life of the party” or “I start conversations”. Twenty-four items were reverse scored for the analysis. Such items were “I don’t like to draw attention to myself” All responses were assessed using a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). High scores indicate the presence of extraversion, agreeableness, conscientiousness, emotional stability, and intellect/imagination.

Demographic Variables

Participants were asked to indicate which range included their age (e.g., 18-24 years old). Participants were then asked to provide their sex, ethnicity, education level, primary work mode (fully remote vs. hybrid), percentage of time spent telecommuting, desired telecommuting intensity, number of employees in their department, job level (entry, intermediate, middle management, C-suite), tenure at their current organization, how long they have telecommuted, and how much they wish to telecommute.

CHAPTER III: RESULTS

Before testing the hypotheses reliability analyses were conducted to assess the reliability of the scales in their original form and to identify any items that could be removed to enhance the overall reliability of the scale. Reliability analyses were performed for the following variables: social isolation, professional isolation, initiated task interdependence, received task interdependence job complexity characteristics, extraversion, agreeableness, conscientiousness, emotional stability, and intellect. The final coefficient alphas are reported in Table 1

Cronbach's alpha ranged from .76 to .91 across the 10 scales. For each scale, the corrected item total correlation was reviewed to determine how well the items measured the same construct. Cronbach's alpha if item deleted was also reviewed, to determine the scale reliability if an item were to be deleted. Any item that had a low correlation or significantly reduced the reliability of the scale was dropped. A total of three items were removed as a result. Two items were removed from the social isolation scale including "I feel like I know the people I work with" and "I am not interested in being friends with my coworkers". By removing these two items the reliability improved from .61 to .76. One item was removed from the job complexity scale "The job requires that I only do one task or activity at a time". The job complexity items serve as exploratory purposes. By removing this item, reliability improved from .37 to .78. The results of the reliability analyses can be found in Table 1. Once the reliability analyses were complete, the items remaining for each variable were averaged to create an overall scales score. Descriptives statistics for each scale can be found in Table 2.

Table 1
Reliability Analysis for All Variables

Variable	Number of items	Cronbach's Alpha
Social Isolation	8	0.76
Professional Isolation	10	0.85
Initiated Task Interdependence	3	0.71
Received Task Interdependence	3	0.81
Job Complexity Characteristics	3	0.78
Extraversion	10	0.91
Agreeableness	10	0.80
Conscientiousness	10	0.81
Emotional Stability	10	0.89
Intellect/Imagination	10	0.75

Table 2
Descriptive Statistics for All Variables

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Social Isolation	175	2.29	0.63
Professional Isolation	175	1.99	0.74
Initiated Task Interdependence	175	3.36	0.96
Received Task Interdependence	175	3.74	1.01
Job Complexity Characteristics	175	4.46	0.68
Extraversion	175	3.23	0.92
Agreeableness	175	4.22	0.51
Conscientiousness	175	4.06	0.62
Emotional Stability	175	3.23	0.82
Intellect/Imagination	175	3.96	0.53

The majority of the sample was comprised of fully remote workers (66.3%) followed by hybrid workers (33.7%). On average, the sample reported low social isolation and even lower professional isolation. The sample indicated that, on average, both initiated and received interdependence existed within the respondents' work and participants have job high in complexity characteristics. The sample exhibits a moderately high level of extraversion, emotional stability, and intellect. While exhibiting high levels of agreeableness and conscientiousness. Extraversion scores show varying levels of extraversion (introversion)

Table 3
Correlation Matrix of All Variables for the Total Sample

Variable	1	2	3	4	5	6	7	8	9	11	12	10
1. Social Isolation	–											
2. Professional Isolation	.66**	–										
3. Initiated Task Interdependence	-.02	-.01	–									
4. Received Task Interdependence	-.09	.06	.48**	–								
5. Job Complexity Characteristics	-.27**	-.33**	.28**	.22**	–							
6. Extraversion	-.32**	-.22**	.03	-.02	.03	–						
7. Agreeableness	-.23**	-.12	.09	.05	.15	.33**	–					
8. Conscientiousness	-.21**	-.23**	.01	.01	.10	.15	.12	–				
9. Emotional Stability	-.29**	-.40**	-.08	-.12	.07	.29**	.26*	.21*	–			
10. Intellect/Imagination	-.15	-.18*	.14	.01	.37**	.18*	.28*	.11	.23*	–		
11. Tenure working remotely	-.10	-.17*	-.10	-.15*	.06	.01	.03	.06	.16*	.07	–	
12. Percent spent remote	.05	.03	-.9	-.02	-.04	.01	.1	.03	.10	.01	.23*	–

* $p < .05$ ** $p < .01$ ($n=175$)

Table 4
Correlation Matrix for Fully Remote Employees Across All Variables

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Social Isolation	–										
2. Professional Isolation	.66**	–									
3. Initiated Task Interdependence	-.06	-.04	–								
4. Received Task Interdependence	-.08	.08	.47**	–							
5. Job Complexity Characteristics	-.28**	-.34**	.28**	.21*	–						
6. Extraversion	-.34**	-.25**	.05	-.04	.05	–					
7. Agreeableness	-.18*	-.11	.15	.08	.17	.32**	–				
8. Conscientiousness	-.23*	-.21*	.08	.08	.16	.19*	.16	–			
9. Emotional Stability	-.30**	-.45**	-.10	-.11	.04	.32**	.21*	.18*	–		
10. Intellect/Imagination	-.21*	-.24**	.12	-.03	.32**	.23*	.28**	.18*	.33**	–	
11. Tenure working remotely	-.13	-.22*	-.03	-.10	.05	.01	.08	.11	.16	.12	–

* $p < .05$ ** $p < .01$ ($n=116$)

As expected, after examining the correlation matrix revealed a highly significant strong relationship between social and professional isolation ($r = .66, p < .01$) and a significant moderate relationship between initiated and received interdependence ($r = .48, p < .01$). Extraversion, agreeableness, conscientiousness, and emotional stability are negatively correlated with social isolation. This indicates that as each of these personality factors increase social isolation will decrease. Similarly, extraversion, conscientiousness, emotional stability, and intellect were negatively associated with professional isolation. There was a significant relationship between each of the personality subdimensions. Initiated and received task interdependence have no significant relationships with any of the personality dimensions.

Hypothesis 1a and 1b proposed that the amount of time spent telecommuting would increase social and professional isolation. Examination of the correlation table, there was no significant relationship between percent spent remote and social ($r = .05$) and professional ($r = .03$) isolation. Therefore, hypothesis 1a and 1b are not supported. Although these hypotheses are not supported, tenure working remotely was shown to have a significant negative relationship with professional isolation. This means that the more time spent with an organization working remotely, decreases feelings of professional isolation.

After controlling for only fully remote workers (see Table 4), there are no significant interactions between task interdependence and social and professional isolation. Therefore, Hypothesis 2a and 2b are not supported. However, the researcher added exploratory items of job complexity. There is a significant negative relationship

between job complexity and social ($r = -.28, p < .01$) and professional ($r = -.34, p < .01$) isolation. Meaning as job complexity decreases, social and professional isolation both increase.

Finally, hypothesis 3a and 3b proposed that introverts would experience higher levels of social and professional isolation. Based on the correlation matrix extraversion had a significant negative relationship with social isolation ($r = -.32, p < .01$). Extraversion had a significant negative relationship with professional isolation ($r = -.22, p < .01$). Meaning as extroversion decreases (introversion increases) social and professional isolation increase. Therefore, hypothesis 3a and 3b are supported. Meaning that introverted individuals report being more socially and professionally isolated than extroverted individuals.

Other significant findings not hypothesized by the researcher are that intellect and job complexity have a positive relationship. Emotional stability had a significant negative relationship with social and professional isolation. Meaning the greater a person's emotional stability, the lower the likelihood of experiencing social and professional isolation.

CHAPTER IV: DISCUSSION

The COVID-19 pandemic has had a profound impact on the way people work, with a significant increase in remote work arrangements. This study aimed to explore the relationship between telecommuting, workplace isolation, task interdependence, and personality factors. The findings provide valuable insights into the challenges and benefits associated with remote work during the pandemic. Before the pandemic, only a small percentage of the workforce engaged in telecommuting, but during the peak of the pandemic, nearly 70% of U.S. employees worked remotely (Global Workplace Analytics FlexJobs, 2021; Florida & Ozimek, 2021). This shift in work arrangements has significant implications for both individuals and organizations, necessitating an examination of the factors that influence the experiences of remote workers.

Hypothesis 1 focused on the percentage of telecommuting. Although the percentage of time spent remotely had no relationship with isolation, tenure with the organization did. This is likely due to range restriction or ceiling effect on the amount of time spent working remotely, as over half of the sample spent 100% of their time remotely. It is speculated that the longer amount of time spent with an organization, even in a remote role, may offset the negative impacts of isolation. This may be due to a better familiarity with organizational practices, improved self-confidence in their role, and being able to build relationships over time.

The results of the study indicated that task interdependence had no relationship with social and professional isolation. The measure of task interdependence used in this study did not measure communication, this may have contributed to this finding Task

interdependence necessitates frequent collaboration; however, it is speculated that some industries with high interdependence may not require frequent communication or physical interactions, which may have impacted the results.

Additionally, while task interdependence promotes coordination and collaboration, it does not necessarily address the potential difficulties remote workers face in effectively communicating and building relationships with their colleagues. Job complexity was added as an exploratory item, the researcher found that roles with high job complexity exhibit lower levels of social and professional isolation. This finding could be attributed to communication and collaboration. As individuals engage in complex tasks, they are more likely to rely on teamwork and engage in discussions, fostering social connections. Another speculation is that complex jobs may involve a wider range of tasks, promoting engagement and connectedness to the job.

Lastly, extroverts were hypothesized to be better equipped to adjust and find alternative means to maintain social connections, while introverts may struggle due to a smaller network (Wei, 2020; Shokrkon & Nicoladis, 2021; Meymandpour & Bagheri, 2017). The results of the study revealed that introverted individuals may experience greater challenges in coping with social and professional isolation. Additionally, the researcher found that emotional stability was negatively related to social and professional isolation. This may be because individuals who score high on emotional stability tend to have better emotional regulation skills. Meaning they are more equipped to handle challenges. “Successful emotion regulation has many adaptive outcomes, including better psychological health and a higher level of well-being” (Kobylińska et al., 2020). These

findings highlight the need for organizations to provide support and resources tailored to the unique needs of employees in remote work settings.

Limitations and Future Research

A major limitation of the current study is that the sample was comprised of majority white females. While differences in social and professional isolation were not expected based on race or gender, the generalizability of this study may be limited by the skewness of the racial and demographic information collected.

One additional constraint is the adoption of a snowball sampling technique. Consequently, the sample's representativeness remains somewhat uncertain due to the potential concentration of participants within a limited number of organizations instead of being dispersed across multiple organizations. However, industry sectors were fairly evenly distributed.

A final limitation to this study is that a majority of the sample had only been telecommuting for their organization for 1-3 years. Therefore, future research should explore the difference in isolation between employees who initially worked in person with their team and subsequently shifted to remote work following the pandemic, as opposed to employees who were initially onboarded remotely.

Future research should consider exploring the relationship between task interdependence and the frequency of communication to gain a more comprehensive understanding of their connection. While the present study acknowledged the importance of task interdependence, it primarily focused on the aspect of tasks being dependent on others. However, it is crucial to recognize that not all jobs with high task interdependence

necessarily require extensive communication. Researchers should include more refined scales that capture the various dimensions of task interdependence, including the extent and nature of communication required. This would allow for a more precise evaluation of the relationship between task interdependence and communication frequency.

Future research can expand upon the exploratory findings regarding job complexity and its relationship with social and professional isolation. Future studies can further investigate how task variety within complex roles influences employees' sense of belonging and reduces feelings of isolation. This could involve measuring factors such as task autonomy, task significance, and the opportunity for skill development and growth.

Finally, future studies can further explore the relationship between emotional stability, emotional regulation, coping mechanisms, and social and professional isolation in remote work settings. One idea is to examine emotional stability and coping mechanisms in reducing social and professional isolation through workplace interventions. This can involve implementing training programs to enhance emotional regulation skills, providing resources for stress management and well-being, or fostering social connections. Assessing the impact of such interventions on isolation outcomes can provide practical insights for organizations aiming to support their remote workforce.

Conclusion

This study sheds light on the relationship between telecommuting, workplace isolation, task interdependence, and personality factors in the context of remote work. The findings highlight the challenges and benefits associated with remote work

arrangements. The study found that longer tenure with an organization, even in a remote role, may offset the negative impacts of isolation, possibly due to familiarity with organizational practices and relationship-building. Task interdependence did not show a significant relationship with social and professional isolation, suggesting that industries with high interdependence may not necessarily require frequent communication. However, job complexity was found to be negatively related to isolation, possibly due to increased collaboration and engagement in complex tasks. Furthermore, introverted individuals and those with lower emotional stability were found to experience greater challenges in coping with social and professional isolation. The findings emphasize the need for organizations to implement strategies that promote social support, maintain communication among team members, and provide appropriate support mechanisms for individuals with different personality traits.

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APPENDICES

Appendix A: Descriptive Statistics for Demographic Variable

Variable	Frequency (<i>n</i>)	Percent (%)
Gender		
Male	29	16.6
Female	139	79.4
Nonbinary	1	0.6
Prefer not to say	2	1.1
Race		
American Indian or Alaskan native	1	0.6
Asian	3	1.7
Black/African American	7	4.0
Native Hawaiian/ Pacific islander	0	0.0
White/ Caucasian	150	85.7
Two or more races	6	3.4
Other	0	0.0
Age		
18-24 years old	16	9.1
25-34 years old	60	34.3
35-44 years old	46	26.3
45-54 years old	29	16.6
55-64 years old	20	11.4
65 or older	1	0.6
Highest Education Level		
Less than high school	0	0.0
High school degree or equivalent	3	1.7
Some college but no degree	16	9.1
Associate degree	9	5.1
Bachelor's degree	76	43.4
Graduate degree	68	38.9
Primary Work Mode		
Fully Remote	116	66.3
Hybrid	59	33.7
Tenure with Telecommuting		
Less than 1 year	15	8.6
1-3 years	82	46.9
3-5 years	52	29.7
5+ years	26	14.9
Percentage of Time Spent Working Remotely		
0-19%	11	6.3
20-39%	8	4.6
40-59%	16	9.1
60-79%	22	12.6
80-99%	26	14.9

100%	92	52.6
Desired Telecommuting Intensity		
None	8	4.6
One day per week	5	2.9
Two days per week	15	8.6
Three days per week	31	17.7
Four days per week	22	12.6
Five or more days per week	94	53.7
Tenure with Organization		
Less than 1 year	29	16.6
1-3 years	67	38.3
3-5 years	30	17.1
5-8 years	23	13.1
8-10 years	8	4.6
10+ years	18	10.3
Job Level		
Entry level	18	10.3
Intermediate	94	53.1
Middle Management	59	33.7
Owner/Executive/ C-Suite	4	2.3
Industry		
Travel	11	6.3
Technology	26	14.9
Consulting	13	7.4
HR	12	6.9
Insurance	14	8.0
Healthcare (includes social work and mental health)	37	21.1
Financial (includes real estate)	23	13.1
Education	8	4.6
Hospitality	2	1.1
Non-Profit	8	4.6
Public (government)	11	6.3
Trade	5	2.9

Appendix B: IRB Approval Letter



Office of Research Compliance
2269 Middle Tennessee Blvd.
Sam H. Ingram Bldg (ING) Room 010A
Box 124
Murfreesboro, TN 37132
www.mtsu.edu/irb

Date: June 8, 2023
PI: Emily Cowles
Department: Middle Tennessee State University, Psychology
Re: Initial - IRB-FY2023-193
The Factors that Influence Remote Work

The Middle Tennessee State University Institutional Review Board has reviewed and approved by Expedited Review the above referenced research study. The approval is effective starting June 8, 2023.

Decision: Approved

Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. [45 CFR 46.101\(b\)\(2\)](#) and (b)(3). This listing refers only to research that is not exempt.)

Please note:

Any modifications to the approved study must be submitted for review through Cayuse IRB. Please note, as well, that according to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to complete the required training. If you add researchers to an approved project, please add them to the project within Cayuse IRB for approval **before** they begin to work on the project.

Any unanticipated harm to participants or adverse events must be reported to the Office of Compliance, and any subsequent changes to the protocol must be submitted to the IRB for review **before** implementing this change.

Appendix C: Informed Consent

Protocol Number: IRB-FY2023-193

Approval Date: 6-8-23

Principal Investigator: Emily Cowles

Advisor: Dr. Judy Van Hein

PI Department & College: Department of Psychology in the College of Behavioral and Health Sciences

Institution: Middle Tennessee State University

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully.

1. Purpose: This research is designed to help us understand what values, beliefs, opinions, and other background information impact how people feel about remote work. The role of participants in the study is to contribute their firsthand experiences and perceptions as remote workers.

2. Description:

The parts of the research study are:

- 6 screening items
- 4 questionnaires about values, beliefs, opinions of the workplace, and your views on remote work
- 11 items measuring demographic information

The study should take approximately 10-20 minutes to complete.

3. Your rights as a participant:

1. Your participation in this research is voluntary.
2. You may skip any item that you don't want to answer, and you may stop the research at any time. Note that if you leave an item blank, you will be warned that you missed one, just in case it was an accident. You can still click that you don't want to answer. Some items may be required in order to accurately present the study.
3. There are no known risks beyond those encountered in regular daily life associated with your participation besides possible discomfort with some of the questions.
4. There are no real benefits to you from participating besides possibly learning something about the research.
5. You will NOT be asked to provide any identifiable personal information.
6. All efforts, within reason, will be made to keep the personal information in your research record private, but total privacy cannot be promised. Your information may be shared with people at MTSU (such as the MTSU Institutional Review Board) or other agencies (such as the Federal Government Office for Human

Research Protection) if you or someone else is in danger or if we are required to do so by law.

4. Confidentiality: All efforts, within reason, will be made to keep your personal information private but total privacy cannot be promised. No personally identifying information will be collected during this study. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board or the Federal Government Office for Human Research Protections, if you or someone else is in danger or if we are required to do so by law.

5. Contact Information: if you should have any questions about this research study or have concerns about potential injury, please feel free to contact Emily Cowles at email elc5a@mtmail.mtsu.edu OR my faculty advisor, Dr. Judith Van Hein, at Judith.VanHein@mtsu.edu or 615-898-5752. You can also contact the MTSU Office of Compliance via telephone at 615-494-8918 or by email at compliance@mtsu.edu. This contact information will be presented again at the end of the study.

If you're ready to get started, please make your choice below before clicking the arrow button. Thanks again for volunteering your time to this project!

- I have read the information above.
- I am at least 18 years old.
- I believe I understand the purpose, risks, and benefits of the research, and I know what I will be expected to do as a study participant.

Appendix D: Online Survey

Screening Questions

1. Are you 18 years or older
 - a. Yes
 - b. No
2. Are you currently employed in the United States
 - a. Yes
 - b. No
3. Telecommuting is defined as a work arrangement in which the employee resides and works at a location beyond the local commuting area of the employing organization's worksite. Similarly, hybrid work is a flexible remote work model in which individuals work partly in office and partly remote
Based on the above definitions, do you consider yourself a remote or hybrid worker?
 - a. Yes
 - b. No
4. Do you work at least 30 hours per week at your organization?
 - a. Yes
 - b. No
5. Have you telecommuted for at least 6 months?
 - a. Yes
 - b. No

Social isolation

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. I am isolated from others at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have friends available to me at work. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have one or more co-workers available who I talk to about day-to-day problems at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

work. *					
4. I have co-workers available whom I can depend on when I have a problem. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have people around me at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have enough people available at work with whom I can talk about my job. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I find the social atmosphere in my organization distracting. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel like I know the people I work with*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am not interested in being friends with my coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I often feel others do not share my interests and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Isolation

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. I discuss work related problems with my co-workers. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I miss the training opportunities that are available to the home office employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am well integrated with the department/company where I work. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am kept in the loop regarding company social events/functions. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Upper management knows about my achievements. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My supervisor communicates my achievements to upper management. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am part of the company network. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel I miss a lot of information					

when I am not seeing people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I feel I am on my own if something goes wrong at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. As a remote/hybrid office employee, I am not part of the network and lose in resource allocation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Initiated Task Interdependence

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. The job requires me to accomplish my work before others complete their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Other jobs depend directly on my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Unless my job gets done, other jobs cannot be completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Received Task Interdependence

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

1. The job activities are greatly affected by the work of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The job depends on the work of many different people for its completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My job cannot be done unless others do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Complexity

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. The job requires the performance of a wide range of tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The job requires that I only do one task or activity at a time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The job requires that I engage in a large amount of thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The job requires me to utilize a variety of different skills in order to complete the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please select "strongly disagree" to show you are paying attention to this question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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IPIP Personality

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. I am the life of the party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel little concern for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am always prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I get stressed out easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a rich vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I don't talk a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am interested in people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I leave my belongings around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am relaxed most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have difficulty understanding abstract ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel comfortable around people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I insult people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I pay attention to details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I worry about things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I have a vivid imagination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I keep in the background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I sympathize with others' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I make a mess of things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I seldom feel blue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I am not interested in abstract ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I start conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am not interested in other people's problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I get chores done right away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am easily disturbed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I have excellent ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. I have little to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I have a soft heart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I often forget to put things back in their proper place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I get upset easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I do not have a good imagination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I talk to a lot of different people at parties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I am not really interested in others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I like order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I change my mood a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I am quick to understand things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I don't like to draw attention to myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I take time out for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I avoid my duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I have frequent mood swings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. I use difficult words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I don't mind being the center of attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I feel others' emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I follow a schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I get irritated easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I spend time reflecting on things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I am quiet around strangers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I make people feel at ease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I am exacting in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I often feel blue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I am full of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographic Questions

What is your gender?

1. Male
2. Female
3. Non binary
4. Prefer not to say

Select which race you most identify with

1. American Indian or Alaskan native
2. Asian
3. Black/African American
4. Native Hawaiian/ Pacific islander
5. White/ Caucasian
6. Two or more races
7. Other

Please indicate the age range that includes your age

1. 18-24 years old
2. 25-34 years old
3. 35-44 years old
4. 45-54 years old
5. 55-64 years old
6. 65 or older

What is the highest degree or level of education you have completed?

1. Less than high school
2. High school degree or equivalent
3. Some college but no degree
4. Associate degree
5. Bachelor's degree
6. Graduate degree

What is your primary work mode?

1. Fully remote
2. Hybrid

How long have you been telecommuting?

1. Less than 1 year
2. 1-3 years
3. 3-5 years
4. 5+ years

Please indicate the range that includes the amount of time you spend working remotely

1. 0-19%
2. 20-39%
3. 40-59%
4. 60-79%
5. 80-99%
6. 100%

Please indicate the amount of days were week you wish to telecommute

1. None
2. One day per week
3. Two days per week
4. Three days per week
5. Four days per week
6. Five or more days per week

How long have you worked for your current organization in the position you are working now?

1. Less than 1 year
2. 1-3 years
3. 3-5 years
4. 5-8 years
5. 8-10 years
6. 10+ years

Roughly how many employees work in your department or immediate work group

Please indicate the employment type that best matches your current position

1. Entry level
2. Intermediate
3. Middle Management
4. Owner/Executive/ C-Suite

What industry sector do you work in?
