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The Perception and the Perceived Readiness of Individuals While Working Remotely During the Covid-19 Pandemic

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Walden University

College of Management and Human Potential

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Argyro L. Tripodis

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Walden University

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Abstract

The Perception and the Perceived Readiness of Individuals While Working Remotely
During the Covid-19 Pandemic.

by

Argyro L. Tripodis

MA, Walden University, 2019

BS, Valparaiso University, 2017

Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy
Industrial and Organizational Psychology
and International Business

Walden University

August 2022

Abstract

At the beginning of the Covid-19 pandemic, some individuals were sent home to work remotely to honor social distancing measures. Individuals were challenged to create a workspace, obtain the technology needed, and create a balance between work and private life. Emotional distress may have been caused by overlapping work into personal life or psychological problems due to social distancing for some individuals. The current research aimed to understand the lived experiences of the individuals sent home to work remotely during the Covid-19 pandemic. A transcendental phenomenon methodology captured the insights, adaptations, and perspectives of individuals working remotely during the Covid-19 pandemic shutdown. Twelve participants took part in the study. They were asked to reflect on their lived experiences while working remotely using fifteen open-ended questions relating to preparedness, perceptions, training, and challenges. The findings showed some participants perceived themselves as ready to work from home with a strong presence for self-motivation but a lack of prior training for individuals to work remotely. Additional studies are needed to understand the transition of working remotely to implement suitable training for a smoother transition from in office to remote work, reduce the challenges of working remotely, organize solid virtual leadership, and design a positive social change where individuals can have the opportunity to work from home when needed with the benefits of less commuting to work and establishing an exceptional work-life balance for all stakeholders.

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Dedication

First and foremost, I dedicate my work to my three children, Daniella, Theodore, Tiffany, and the two new additions to my family Dylan and Sarah. They have supported me above and beyond in the past ten years on my academic journey and have tolerated my awkward hours of work and sleepless nights of studying. Also, I want to especially thank my mother for helping me keep a ‘σκεπη’ over our heads when needed, including my siblings for understanding my goals and dream, and my relatives and friends for cheering me on and keeping me motivated. Additionally, I want to thank Irene Santos for teaching me to break down the past ten years into segments of accomplishments rather than looking at the long road to reach my goals. Mostly I want to thank my childhood friend Denice for being there every time (countless times) I needed a shoulder to cry on and my cousin Peggy for the moral support. Exceptionally, I want to thank my own Rambo for being there at the tail end, the most crucial time, enduring my craziness, and helping me overcome my doubts to push through to the finish.

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Table of Contents

List of Figure.....	v
Chapter 1: Introduction to the Study.....	1
Background of the Study.....	2
Problem Statement.....	4
Purpose of the Study.....	5
Research Questions.....	6
Theoretical Foundation.....	7
Nature of the Study.....	10
Definitions.....	12
Assumptions.....	14
Scope and Delimitations.....	15
Limitations.....	15
Significance of the Study	16
Significance of Practice	17
Significance to Theory	17
Significance to Social Change.....	18
Summary and Transition.....	19
Chapter 2: Literature Review.....	20
Literature Search Strategy.....	20
Theoretical Foundation.....	21
Literature Review.....	24

Problems with Remote Working During the Pandemic	25
Psychological issues and Social Distancing	31
Challenges.....	39
Past literature	46
Summary and Conclusions.....	53
Chapter3: Research Method.....	55
Research Design and Rationale.....	55
Role of Researcher.....	56
Methodology.....	57
Participant Selection Logic.....	57
Instrumentation.....	59
Procedures for Recruitment, Participation, and Data Collection.....	60
Data Analysis Plan.....	62
Issues of Trustworthiness.....	65
Credibility.....	65
Transferability.....	65
Dependability.....	66
Confirmability.....	66
Ethical Procedures	67
Summary	68
Chapter 4 Results	70
Introduction.....	70
Research Setting.....	71

Demographics.....	71
Data Collection.....	77
Data Analysis.....	78
Evidence of Trustworthiness.....	79
Credibility	80
Transferability	80
Dependability	81
Confirmability	81
Study Results.....	81
Summary.....	103
Chapter 5: Discussion, Conclusions, and Recommendations.....	105
Interpretation of Findings.....	105
Limitation of the Study.....	109
Recommendations.....	110
Implications.....	111
Conclusions.....	114
References.....	115
Appendix A: Research Questions	122
Appendix B: Consent Form	124
Appendix C: Consent Form	126

List of Tables

Table 1. Participants Demographics	76
Table 2. Participants Responses.....	91
Table 3. Themes	101
Table 4. Sub Themes.....	102

List of Figures

Figure 1. Maslow's Hierarchy of Needs	7
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Chapter 1: Introduction to the Study

A phenomenological study is used to assist the researcher in considering a transcendental phenomenon approach to understand the lived experiences of the individuals who worked from home during the Covid-19 pandemic. The research focuses on the insights and perspectives of the lived experiences of those individuals who worked remotely during the Covid-19 pandemic shutdown administered in certain states and districts around the nation. Individuals were not able to go to their place of employment but also had to improvise and take work home. During the Covid-19 pandemic, Kaushik and Guleria (2020) reported many organizations adopted a work from home mode as an essential business model during the pandemic. The research will help comprehend these individuals' adaptations to their new working conditions and technology while working remotely. It will help to understand what is needed to prepare individuals for remote work during a crisis.

Virtual teams and remote work became a new means for many individuals to conduct daily business. For the first time, some individuals had to juggle working remotely from home, so home became a coherent continuum consisting of office space. The Covid-19 pandemic altered existing boundaries for individuals. Many found themselves creating new psychological and spatial borders to maintain and facilitate a workable environment and effectively conduct their roles (Cho, 2020). Some individuals' mandatory shutdown may have forced them to adjust to remote work, but Cho (2020) indicated that nonwork demands have now entered and reshaped many individuals' day-to-day work behavior.

Cho (2020) further explained how different preferences can shape an individual's boundary characteristics that can negatively affect their health and work when they are not satisfied with their surroundings. For instance, working from home can disrupt those who prefer family segmentation due to excessive family demands. On the other hand, technical experience and skill may be an obstacle that is not comprehensible for many un tech-savvy individuals (Cho, 2020). These are some complications individuals may have experienced while working remotely due to the Covid-19 pandemic shutdown. This chapter consists of the background of the individual's lived experiences who had to work remotely during the pandemic, problems, purpose, research questions, and the study's theoretical framework.

Background of the Study

The Covid-19 pandemic might have altered some individuals' working habits and changed their daily life. As a result of the pandemic, some organizations now depend on having employees who may take work home, and work remotely in the safety of their home. Anderson and Kelliher (2020) reported during the Covid-19 pandemic, specific individuals who could work remotely were not given a choice and had to work from home. Homes became a place of employment without warning and with little time for any arrangement. Anderson and Kelliher further reported how the Covid-19 pandemic has created novel experiences for remote workers. The authors also explain how individuals had to accommodate and adjust for other household members affected by the Covid-19 pandemic shutdown. Furthermore, the authors explained that with schools and universities being closed, family members had to share workspace, internet access, and IT equipment like printers, copiers, or cell phones.

In addition, Cho (2020) described how the Covid-19 pandemic may have affected individuals on a micro-level boundary. Meaning, at the micro-level work boundaries, individuals whose employers allocated to work remotely might need to adjust to day to day work adaptations of working remotely from home and simultaneously adhering to non-work demands. Cho explained how they may have to develop time schedules, create a workspace, and initiate psychological boundaries to work effectively from home.

Bhumika (2020) stated individuals might have a problem maintaining and creating psychological and physical boundaries due to the Covid-19 pandemic. Bhumika explained how this might create emotional exhaustion for individuals and further stress a theoretical background based on boundary theory. On the other hand, Liao (2017) expresses that it might be essential for organizations to manage individuals to work remotely. Keeping a structured virtual environment can be vital in helping employees reach daily work goals. Liao further reported understanding how to manage virtual teams and how prepared to handle different management skills may be found in distant antecedent coping strategies that could potentially help in a harsh reality of social distancing like the one initiated by the Covid-19 pandemic.

While some parts of the nation may have faced shutdown procedures with helping prevent the pandemic's spread, some employees may have to rely on technical and leadership support to work in a remote setting. Einola and Alvesson (2019) reported on how technology enables organizations to have employees work virtually and develop teams that can work remotely to build bridges between organizations. In the wake of the Covid-19 pandemic, how prepared were individuals to handle working remotely?

Caligiuri et al. (2020) reported in a 2019 global survey done by Ernst & Young that among the 500 CEOs and board members, only about 20% believed they had staff prepared to perform work in virtual environments. Additionally, they explain how Covid19 proved to be a concern for human talents and a crisis for individuals who found themselves unprepared to work remotely. The authors also reported in 2018, RW3 surveyed 1620 employees from 90 countries who have experience in global virtual teams, and only 22% received training. On the leadership level, only 15% can lead virtual teams successfully.

There may be a gap in research that can help understand the perceptions and preparedness of those who had to work remotely during the Covid-19 pandemic. Kramer and Kramer (2020) expressed that remote work has changed individuals' perceptions of meaningful work and raises the question of how they perceive their occupational status and how it has been affected by societal changes. Human resources departments should have the ability to understand and organize virtual teams and remote workers who may be faced with a crisis (Yawson, 2020). Caligiuri et al. (2020) also reported that some international human resources management (IHRM) have pointed out some problems regarding employee support, virtual collaboration, leadership, training, and health and safety regarding individuals' preparedness to work for virtual teams.

Problem Statement

The problem is the social problem some individuals may have been confronted with while working remotely from home because of the Covid-19 pandemic shutdowns. Many organizations changed how they functioned during the Covid-19 pandemic and may have been compelled to rely on individuals to work remotely from home. Dey et al.

(2020) explain that due to the Covid-19 pandemic, some states and certain districts within those states in the nation had authorized stay-home procedures and reinforced requirements for those who could work remotely from home to maintain social distancing measures. Furthermore, Dey et al. (2020) pointed out in March 2020 that during the early stages of the Covid-19 pandemic shutdown, only 31 percent of the individuals who could work from home transitioned to remote work. From February 2020 to April 2020, the authors also reported a 16 % decrease in employment. Only 8 % of occupations could work remotely from home, considering that they were suitably prepared for remote work.

Furthermore, Caligiuri et al. (2020) explained how Covid-19 may have proved to be a concern for human talents and a crisis for individuals who were unprepared to work remotely. Moreover, Caligiuri et al. emphasized the importance of training that may help set ground rules for remote work and workflow, including communications and technology use. Additionally, the authors also stressed flexible work arrangements (FWAs) to manage working hours and work-life conflict between work and family.

Purpose of the Study

This phenomenological study aims to understand the transcendental phenomenon of those individuals who had to work remotely during the Covid-19 pandemic. The study's intent is the focal point of the perceptions, and the lived experiences of those individuals asked to work from home during the pandemic. Furthermore, a phenomenological exploration will comprehend the essence and the reality of working remotely from home during the Covid-19 pandemic. The study aims

to capture the importance of the individuals' insights and perspectives of their adaptations to new working conditions and technology use.

Additionally, a phenomenological approach will help them understand their problems, difficulties, and progress while working remotely from home. The objective is to know how prepared individuals were when their employers asked them to work remotely. The research will also give an insight to the organization for future improvement of what might be needed to help prepare individuals for remote work in a crisis.

Research Questions

The qualitative study's research questions will be to focus on the perceptions and experiences of the individuals who had to work remotely during the Covid-19 pandemic mandatory shutdown issued by some states and some districts. Furthermore, the questions will be targeting an understanding of the preparedness for remote work these individuals experienced before and during the Covid-19 pandemic. Open-ended questions will allow participants to express their views, interpretation, and lived experience of remote work and virtual teams. Four research questions were stated to help with the study.

RQ1: How do individuals describe their perceptions of going from in-person to working remotely from home during the Covid-19 pandemic?

RQ2: How prepared did individuals perceive themselves to be for remote work during the Covid-19 pandemic?

RQ3: Did individuals receive training for remote work following having to work from home during the Covid-19 pandemic?

RQ4: Did individuals experience any challenges between work and family while working remotely during the Covid-19 pandemic?

Theoretical Foundation

The study is a transcendental phenomenological qualitative research that reflects the lived experiences of individuals who worked remotely from home during the Covid19 pandemic. The research demonstrates the perception and preparedness the individuals may have experienced related to Bandura's social cognitive self-efficacy theory Staples et al. (1999) and Maslow's hierarchy of needs (figure1) (Tay & Diener, 2011).

Figure 1

Maslow's Hierarchy of Needs



Staples et al. (1999) explained how the self-efficacy theory relates to how individuals perceive their abilities and behaviors when confronted by aversive experiences and obstacles. Self-efficacy will be used as a theoretical framework in this

study because it relates to how individuals relate to their abilities to accomplish unforeseen tasks. Staples et al reported how strong the relationships are between remote work and self-efficacy. The authors also expressed the importance of communications, effective management, and training for virtual teams and how these factors can strengthen and motivate remote workers.

According to Wan and Wang (2018), self-efficacy may influence individuals' behaviors and remote workers' efforts. The authors also added how self-efficacy can influence the creativity and function of remote workers' performances with two different self-efficacy types. These two types are entrepreneurial self-efficacy (ESE) and remote work self-efficacy (RWSE). For this study, there will be a focus on remote work self efficacy. Remote work self-efficacy consists of improvisation and risk-taking behaviors and allows individuals to trust their skills, which empowers them to work in an online environment. The authors explained how individuals perceive their abilities and behavioral settings regarding how they will carry through when confronted by aversive experiences and obstacles. Self-efficacy will be used as a theoretical framework in this study because it will help associate how individuals can relate to their abilities to accomplish unforeseen tasks.

Self-efficacy is a component of the social cognitive theory, which indicates how individuals' self-assurance, self-belief, and expectations are related and can determine how much effort they will be able to put into accomplishing a task (Staples et al., 1999). Covid-19 may have forced individuals to change their working habits to conduct business from home via virtual communications. These individuals may have to re-

evaluate vital factors and find ways for self-motivation and positive meaning towards their work (Kramer & Kramer, 2020).

The Covid-19 pandemic changed the daily behaviors of some individuals'; they now need to adjust and attend to non-work-related demands that might accompany other home-related chores while working from home. Staples et al. (1999) suggested four sources individuals use when forming and developing self-efficacy intuitions. These four sources of self-efficacy include performance accomplishments, various experiences, social influence, and one's emotional state. In comparison, Tay and Diener (2011) reported an association between the need for fulfillment and subjective well-being (SWB). The authors further explain that happiness in individuals develops from a prevalent human nature condition. Also, they additionally add how Maslow's hierarchy of needs can be associated with evolutionary theory. Tay and Diener further explore the necessity of learning new things and supporting social relationships are fundamental universal needs. Additionally, they argue that a secondary pairing with other basic needs is not needed to influence individuals' subjective well-being.

Kenrick et al. (2010) acknowledged that Maslow's self-actualization might have different meanings for different people. Therefore, the authors also reported that Maslow's self-actualization may integrate two recurring themes. These themes emphasize positive and negative aspects of human psychology, and human motivation may not be directly connected to physiological needs. Furthermore, Kendrick et al. (2010) explain how cognitive hierarchy can be interchangeable, at any point, depending on the context of an individual's life. The author's hierarchy of needs theory supports the social conditions, self-esteem needs, and self-actualization needs of the individuals'

necessities, which may have affected their work-life balance directly or indirectly while working remotely from home due to the Covid-19 pandemic.

According to Tay and Diener, the psychological needs of close social relationships, autonomy, and mastery are wired into humans, which help fulfill their needs and lead to subjective well-being. Moreover, the authors also explain that cultures require certain circumstances for individuals' higher quality of life. Additionally, they also express that if needs were universal, they would apply equally to all cultures, but various theories of requirements for different cultures. Even though needs are built into people, the authors emphasize that some positions of variance in may be influenced by culture and temperament. Social support does not diminish because there may be an abundance of food and safety, which may imply that an individual's well-being might depend on the well-being of those around them and not only on their well-being (Tay & Diener, 2011).

The social cognitive self-efficacy theory of Staples et al. (1999) and the subjective well-being of Tay and Diener (2011) will help explain the lived experiences individuals may have endured during the Covid-19 pandemic. These theoretical foundations may be necessary to understand how individuals may have coped and managed while working remotely during the Covid-19 pandemic.

Nature of the Study

The nature of the study is qualitative with transcendental phenomenological methodology. It will provide social objectivity to the commonality of a particular group of individuals who were required to work remotely during the Covid-19 pandemic (Henriques, 2014). According to Moustakas (1994), transcendental phenomenology

understands one's consciousness to recognize and describe what one has experienced and their perceptions of novel experiences perceived for the first time. The phenomenological qualitative analysis will acquire personal significance and social meaning to help understand the perceptions and knowledge of the individuals who may not have been prepared to work remotely from home. Furthermore, a transcendental phenomenological method will enlighten the lived experiences of individuals working remotely who may have had to deal with additional family responsibilities.

Henriques (2014) further explained a transcendental phenomenological approach considers a structural and cultural environment and can identify individuals' perspectives through their biographical descriptions of their lived experiences. The author pointed out that a lived experience is part of recalled memories, fantasies, and images that embrace the perceived physical and human world. Henriques transcendental phenomenology will help elaborate the perspectives of subjective and intersubjective details of social and nonsocial experiences of the individuals who worked remotely during the Covid-19 pandemic. Alase (2017) describes phenomenology investigations can help interpret the impact of the research participant's lived experiences.

The research participants were individuals whose employers may have mandated that they work remotely during the Covid-19 pandemic. A non-probability purposive sample of individuals between 30 and 60 years of age will be interviewed. The participants must have been impacted by the shutdown and worked for organizations that sent staff home to work remotely during the Covid-19 pandemic. Additionally,

these individuals may have or may not have had prior training to work remotely or on virtual teams while working through the pandemic.

The sample will be collected from organizations that orchestrated virtual teams and set up remote workers during the pandemic to keep the daily work afloat. For this study's purpose, a non-probability purposive sample will be collected to ensure that the participants will fall into the criteria of the population needed for this study (Morling, 2012). The data points will consist of open-ended interview questions during face-to-face interviews, video conferencing, or email communication (Merriam & Tisdell, 2017).

The items that were asked were to understand the individuals' lived experiences and gain insight into their perspectives on the subjective and intersubjective details of their social and non-social experiences while working remotely from home. Emmel (2013) explains purposeful sampling identifies individuals who have first-hand knowledge about the phenomenon of interest. They will be able to relate their experiences reflectively and expressively. Furthermore, the author describes how purposeful sampling also explores a different expression of the sensations experienced and allows a more significant amount of diverse or unique variations documented in the study.

Definitions

The following definitions were used in the research study:

- Perception: A representation of something or a distinction conventionally perceived by one's sensation and subjective experiences (Colman, 2015). The act of giving an interpretation or meaning to a dedicated

phenomenon (Wolfe et al., 2015). The act of interpreting and organizing sensory experience (Feist & Rosenberg, 2012).

- Interpretation: The process of explaining or act of elucidating or clarifying (Colman, 2015).
- Lived experience: Personal knowledge or first-hand involvement from direct face-to-face interaction (Oxford Reference, n.d.).
- Remote work: Distantly situated far from the main center or working away from a base location for work (Oxford Reference, n.d.). Wang et al. (2020) explained remote work can sometimes also be called or referred to as teleworking, distributed work, telecommuting, or flexible work arrangements. Most importantly, it signifies a work arrangement where a worker is located in a remote area, not part of the base or local office. It was also used to conduct daily work from home during the Covid-19 pandemic (Wang et al., 2020).
- Virtual: An entity or experience that is not physically existing but made by software appears to do so. It is accessed utilizing a computer over a network setting (Oxford Reference, n.d.).
- Open-ended questions: Without a predetermined boundary or limit and requires the respondent to provide answers in their own words and not giving them the option of answering yes or no or do not know (Oxford Reference, n.d.).
- Participants: A person who participates in something like a study or research (Oxford Reference, n.d.).

Assumptions

Creswell and Poth (2018) claimed that data assumptions are incorporated into the study because it is difficult for the researcher to bracket their interpretation into the data. One assumption to be gained will be the knowledge and lived experiences of those who worked remotely during the Covid-19 pandemic. Their perceptions might help give a better understanding of their novel experiences. Secondly, the assumption that individuals may have experienced technical problems with equipment and the internet. Anderson and Kelliher (2020) expressed how individuals had difficulties accommodating technology and the internet and finding workspace with other family members at home. A third assumption was that some individuals had trouble finding a workspace or sharing a workspace with other family members. Some schools were closed during the pandemic, so the workspace may have been limited and proved to be an issue. Cho (2020) explained that excessive family demands may have been disruptive to some individuals, and they would prefer family segmentation and work in the office and not at home.

The transcendental phenomenology may allow interpretations of a personal significance and help give knowledge of the participant's preparedness (Moustakas, 1994). The fourth assumption was individuals may not have had the experience or training to work virtually alone in a remote setting. Lastly, the fifth assumption was the psychological experiences individuals may have encountered while working in a social distance environment during the Covid-19 pandemic. For example, Caligiuri et al. (2020) reported the Covid-19 pandemic had raised concerns for individuals unprepared

to work remotely and emphasized the importance of training needed to prepare individuals for remote work.

Scope and Delimitations

A purposive sample with 10 male or female participants between 30 to 60 years of age will be selected for this study. The participants will have been impacted by the shutdown enforced by some states or districts to help prevent the spread of the Covid-19 pandemic. Also, the participants will have been employed by organizations that had the advantage of sending their employees home to work remotely during the Covid-19 pandemic. Their occupation must include using technology used for remote work and virtual teams. These participants may have had or may not have had prior training for remote work.

A purposive sample will be collected to ensure the participants fall into the population's criteria for this study. Purposive sampling will provide participants who will fall into the demographic category that is needed to conduct a phenomenological research study (Morling, 2012). The qualitative research will consist of open-ended interview questions with sub-questions. Face-to-face interviews, video conferencing, or email communication will be used to conduct the interviews (Merriam & Tisdell, 2017). The gender and the age will only be reported, but the names, addresses, and employment places are kept confidential and will not be identified in the study.

Limitations

Some limitations and challenges that might occur will be locating participants willing to participate in the study related to sample size or selection issues. The lack of previous research studies on the topic may also create challenges in locating literature

on the subject. Some barriers may be that participants will be reluctant to talk about their work experiences during the Covid-19 pandemic. They may not be willing to answer the question, or others may not answer truthfully. Other limitations might be time constraints and distance barriers with participants who may require video conferencing or communications via email.

Significance of the Study

The study aims to fill a gap in research on the perceptions and lived experiences of individuals who worked remotely during the Covid-19 pandemic. Koehne et al. (2012) reported many individuals were not prepared to work from home during the mandatory shutdown the Covid-19 pandemic created. The research aims to understand better-lived experiences and perceived knowledge of an individual working remotely from home during the Covid-19 pandemic. The knowledge gained from this study will embrace social change and provide insight into what type of support or training may be needed for remote workers to benefit organizations and employees in many ways, not only in a time of crisis.

Caligiuri et al. (2020) reported some individuals were forced to work remotely from home due to specific organizations' shutdowns. With this being said, some individuals may have worked for organizations that might have closed during the pandemic and may have been able to work remotely from home. These individuals may not have had plans for a home office or the appropriate space to set one up. Furthermore, some individuals may not have adequate Wi-Fi connections or collaborative software and equipment to work remotely. Additionally, to technical dilemmas, it should scrutinize that not everyone is tech-savvy and may not function

remotely on their own. Finally, some households may have multiple individuals working from home, and they might need more than one office space to accommodate remote work.

Significance to Practice

Moustakas (1994) explains the importance of comprehending the noema because it provides detailed information about their perception and knowledge of lived experiences. Some of these individuals may lack virtual training. Their organization may not have been able to give training, nor have they been prepared to provide leadership or technical support. Some individuals might not have had plans or the space for a home office. Furthermore, they may have needed psychological help and coping strategies to manage working remotely (Koehne et al., 2012). The goal is to gather a deeper understanding of lived experiences and perceived knowledge of those working remotely from home during the Covid-19 pandemic. The knowledge gained from this study will embrace a social change and provide insights into what type of training might perhaps be needed for remote workers to benefit organizations and employees in many ways, not only in a time of crisis.

Significance to Theory

The phenomenology research will allow individuals to reflect on their lived experiences during the Covid-19 pandemic. Additionally, it will demonstrate the preparedness and the perception of those who were asked to work remotely during the pandemic (Staples et al., 1999). The Covid-19 pandemic may have been challenging for some individuals who were asked to conduct their daily work remotely from home; this experience was novel if the individual had never worked remotely before the pandemic.

Staples et al. (1999) add how self-efficacy relates to how individuals view their abilities in different situations or challenges. A theoretical study will help identify individuals' abilities to achieve unforeseen tasks or jobs, especially those who were sent home to work remotely.

Wan and Wang (2018) stress an individual's behavior may be influenced by self efficacy because self-efficacy is a social cognitive theory Staples et al. (1999) that can relate to an individual's creativity and how they might perhaps function during the pandemic. Furthermore, Tay and Diener (2011) also explain the importance of individuals' needs for happiness and how they can fluctuate and evolve in various stages of their lives. The authors further explain how Maslow's hierarchy of self-actualization needs is associated with evolutionary theory. By this, Tay and Diener also explain self actualization can have a different meaning for each individual. Individuals' perception of their lived experiences while working remotely during the Covid-19 pandemic can depend on their growth and development process with technology, emotional stature, and preparedness for novel experiences.

Significance to Social Change

Remote work and virtual teams have been in existence and used by organizations for some time now. Hoefling (2001) states that today's technology has made virtual teams and working remotely possible, so work can go to the individual without leaving home. Some individuals became dependent on working remotely during the Covid-19 pandemic, and this study aims to help organizations understand how to prepare solid foundations for remote workers. Furthermore, it will provide knowledgeable information on what type of technical support will be needed to assist

individuals when working remotely. Moreover, as Hoefling explains, it is essential to understand employees' psychological needs and individual needs to function in a remote setting.

Summary and Transition

Chapter 1 identified a gap in the research regarding the lived experiences of individuals who had to work remotely from home during the Covid-19 pandemic. When some areas around the nation mandated a shutdown due to the crisis of the Covid-19 pandemic, it resulted in some organizations assigning employees to work remotely from home. A presentation of the background indicates factors that not everyone was prepared to work from home. Some individuals might lack experience or have complications with technical support and space for a home office. In contrast, others might require psychological help because of the lack of social interactions.

The following theories to indicate a sound theoretical foundation in the research are self-efficacy theory and hierarchy of needs theory. The importance of examining individuals perceived lived experiences working remotely during the Covid-19 pandemic was discussed and rationalized. Understanding the perceptions of individuals assigned to remote work during the Covid-19 pandemic will help set solid foundations for organizations, as implied by the researcher. In Chapter 2, the literature reviews details of the different phenomena that may have impacted some individuals who worked remotely from home during the Covid-19 pandemic and points out some areas that may need further research.

Chapter 2: Literature Review

The literature in Chapter 2 describes problems some individuals faced while working remotely during the Covid-19 pandemic. It will bring, to light, specific issues that some individuals might have encountered while working from home. Further research should be considered to fill in the gap in their lived experiences. The objective is to know how prepared individuals were when their employers asked them to work remotely. The goal is to capture the essence of the individual's insights and perspectives on their adaptations to new working conditions and the use of technology.

Additionally, the phenomenological approach will help them understand their problems, difficulties, and progress while working remotely from home. This phenomenological study aims to understand the transcendental phenomenon of those individuals who had to work remotely during the Covid-19 pandemic. The study's intent is the focal point of their perceptions and the lived experiences of individuals who were asked to work from home during the pandemic. Furthermore, a phenomenological exploration will comprehend the essence and the reality of working remotely from home during the Covid-19 pandemic.

Literature Search Strategy

The databases used to search articles properly were PsycINFO, Google Scholars, PsycNet, Thoreau Multi-Database Search, EBSCO, and SAGE. The keywords entered in the Boolean operator used to locate the literature are virtual workplace, virtual teams, virtual work, Covid-19 pandemic, working remotely, work from home, and occupational mobility. They also included E-work, remote work, the hierarchy of needs, Self-efficacy, remote work, motivational system theory, and self-actualization. The

literature used in the research consists of different peer-reviewed articles regarding remote work during the Covid-19 pandemic. The literature also includes previous studies on remote work and deliberation regarding virtual teams and the Covid-19 pandemic. The search also had peer-reviewed articles to support a Theoretical structure for the hierarchy of needs and self-efficacy.

Theoretical Foundation

The theoretical theories used as a foundation for this study are Maslow's hierarchy of needs, suggesting how universal human needs can enhance an individual's feelings and well-being once fulfilled (Tay & Diener, 2011), and Bandura's social cognitive self-efficacy theory (Staples et al., 1999). The study approaches the lived experiences of some individuals who had to work remotely from home during the Covid19 pandemic. Its purpose is to reflect on their preparedness to work from home and their perceptions of adapting to new working conditions. Kramer and Kramer (2020) stated individuals who had to work remotely from home had to re-evaluate vital factors and find ways to be motivated and have a positive meaning towards their work. The Covid-19 pandemic may have changed individuals' daily behaviors because they now might need to adjust to nonwork-related demands alongside their daily work routine.

There are two essential ideas at the core of Maslow's theory of motivation; First, it can have multiple and yet separate critical motivational systems. Second, some motives may have priority over others (Kenrick et al., 2010). Tay and Diener (2011) explained how Maslow's hierarchy of needs can be associated alongside an evolutionary theory. They further state how their SWB can be affected by the lack of

individual fulfillment in life. The authors also point out how current human conditions can change the happiness and gratification of an individual. The Covid-19 pandemic has diverted the day-to-day work of some individuals, which may have affected them psychologically and may have caused withdrawal behaviors due to the novel circumstances they face (Chong et al., 2020). Part of the fundamental universal needs is learning new things and supporting social relationships (Tay & Diener, 2011).

Tay and Diener (2011) further stressed how some cultures might prioritize different needs more than others and lead to various conditions for SWB. The authors also reported that individuals achieve basic needs and safety requirements before any other hierarchy of needs. Tay and Diener also added that an individual's psychological and basic needs might be determined by the society within which they live. Moreover, the authors reported how psychological needs are wired into humans. Still, every culture may have different circumstances they abide. Each individual may have different views on a higher quality of life, which means that cultural temperament can influence SWB in individuals based on their beliefs (Tay & Diener, 2011).

Kenrick et al. (2010) also recognize how Maslow's self-actualization may have distinct meanings for individuals. The authors reported Maslow's understanding of self-actualization and fulfilling one's exceptional capacity are separate from the biological needs. Additionally, they added that Maslow's self-actualization could merge into recurring themes. As Kenrick et al. (2010) reported, only a few primary drivers may be present in the early stages of life, and secondary drivers are learned through conditioning principles. Kendrick et al. (2010) stated Maslow's theory also included

how priorities shifted from lower to higher order as individuals mature, reflecting developmental importance.

Kendrick et al. (2010) reported how Maslow's self-actualization is essential only after all other needs are satisfied. The authors further explain how Maslow's self-actualization integrates two recurring themes. There is a positive aspect emphasizing human psychology and a negative emphasizing psychological needs of the homeostatic variety, which may not directly link to human motivation (Kendrick et al., 2010). Furthermore, according to Maslow's theory, Kendrick et al. explained that cognitive and developmental priorities are blurred and move in synchrony. The authors further explained how cognitive hierarchy may vigorously change depending on an individual's life context.

Emergent changes due to the Covid -19 pandemic, which has landed some individuals to work remotely from home, may have created feelings of loneliness, emotional distress, and anxiety because of social distancing (Kniffin et al., 2020). The events of the Covid-19 pandemic may have affected some individuals' psychological well-being because of social distancing or other issues which may have occurred while working remotely from home. Kendrick et al. (2010) considered motivational hierarchies added an extra level to Maslow's developmental order and current prioritization. The authors reported the three levels they feel as a motivational hierarchy: evolutionary function, current cognitive priority, and the developmental sequence.

Wan and Wang (2018) explained how self-efficacy may also influence individuals' behaviors regarding their remote working efforts. Self-efficacy theory describes how individuals perceive their abilities and behavioral settings. It is used in

this study as a theoretical framework because it associates how individuals relate to their abilities to accomplish unforeseen tasks (Staples et al.,1999). The authors also report self-efficacy as a component of the social cognitive theory, supports self-belief and self-assurance, and enormously benefits the relationships between remote work and self-efficacy. Staples et al. (1999) reported that healthy communications, practical training, and product management is vital to virtual teams and remote workers. Koehne et al. (2020) reported that remote workers create their rhythm for work to reach their goals and hear their voices. In a crisis like the Covid-19 pandemic, where some individuals had to work remotely from home, self-efficacy may have been essential to perform adequately and reach their goals.

According to Staples et al. (1999), the four sources individuals use while developing self-efficacy suggest intuitions: various experiences, performance accomplishments, emotional state, and social influence. The social cognitive self-efficacy theory of Staples et al. (1999) and Maslow's self-actualization, along with Kenrick et al.(2020) evolutionary theory, will be a solid theoretical framework to help understand individuals' lived experiences while working remotely during the Covid-19 pandemic.

Literature Review

The Covid-19 pandemic came on without much notification and galvanized the world to develop a quick solution to keep individuals working while practicing social distancing safety measures. Some organizations sent employees home and soon began to formulate remote work for those whose work could be conducted from home to keep a daily business running. The pandemic has created a novel situation for some

organizations and their employees. With this being said, there is not enough research on the lived experiences of the individuals who had to work remotely during the Covid-19 pandemic. The literature review introduces an exploration that will consider some of the problems and possible solutions noted while some individuals had to work remotely from home during the Covid-19 pandemic.

Problems with Remote Working During the Pandemic

Raišienė et al. (2020) identified the definition of remote work as a geographical dispersion with the dependency on technology to help employees with conversing work with each other. The collection of geographical distribution, as argued by Raišienė et al., is a collection of the different culturally diverse entities that function through electronic forms of communication. The authors expressed the challenges reported regarding working remotely, keeping up the maintenance of productivity and the psychological well-being of remote workers. Raišienė et al. stated further studies are needed on remote work to help understand the attitudes toward remote work and the experience of those individuals who have transitioned from working within the office to working remotely away from the office.

Raišienė et al. (2020) explained the benefits and non-benefits of remote work for employees. On the one hand, the authors point out the flexibility of individuals regarding work time, place of work, and managing their private life. But on the other hand, the authors argue individuals who work remotely were faced with a lack of socialization, unrefined boundaries between work and personal life, and challenges in maintaining successful communications with managers and their co-workers.

Additionally, it was also pointed out by Raišienė et al. (2020) that past research focused on telework features, e-leadership, and efficiency of virtual groups and emphasized the importance of quality of communication and the psycho-emotional wellbeing of individuals who had to work remotely. Alongside the importance of communication, remote workers must build trust with their online-communication colleagues (Raišienė et al., 2020). Finally, the authors add the importance of leadership and how remote workers were able to lead in virtual teams because of the power passed between them and their leaders. It can prove to be a better outcome of communications between them.

A quantitative study conducted by Raišienė et al. (2020) found a Millennial woman with higher education and working professionally for 4-10 years, with two days of the week working from home, showed to be the most satisfied worker. At the same time, they found the most dissatisfied employee was a baby boomer holding a university degree and 20 years of experience but only began working remotely during the Covid-19 pandemic quarantine. But the authors found in their research that older generation employees who worked three or more days a week before they were quarantined for the Covid-19 pandemic showed less satisfaction with remote work.

Kramer and Kramer (2020) posited that Covid-19 has influenced occupational status and identified it as a prestige and power privilege associated with particular occupations. Occupational status is affected by changes society makes; these changes affect what is considered fundamentally essential or less critical. The authors point out how these changes are crucial to how organizational levels work and function during the Covid-19 pandemic. These vital factors have three dimensions: positive meaning

toward work, work with purpose, and the motivations related to work. Kramer and Kramer (2020) further explain how the Covid-19 pandemic may have influenced occupational status. The authors question if the organization, due to the Covid-19 pandemic, will rethink how benefits, symbolic recognition, and monetary rewards will be offered and rewarded to remote workers.

Furthermore, Kramer and Kramer (2020) pointed out how specific individuals had to shift gears and work from home during the Covid-19 pandemic. The authors also proposed how some of these individuals, like teachers, never experienced working from home, while others who did not want to work from home were forced to work remotely. It predicts an unexplained experiment to researchers that can address two different situations. The first situation is, can individuals who prefer to work in an office be productive working from home. The second situation is some individuals were more suited to work from home (Kramer & Kramer, 2020).

With this being said, one can only wonder how many individuals would prefer working from home and the perceptions of those who experienced a virtual office for the first time. Kramer and Kramer (2020) raise attempts to understand occupational-related concerns about how the Covid-19 pandemic may have influenced a change in occupational status and their relationship to meaningful work. Also, the authors question which individuals are more suited to work from home and if the benefits of working remotely are agreeable.

Caligiuri et al. (2020) explained how Covid-19 has taken industries by surprise. It has increased cross-border distance problems with travel bans and reduced mobility for many individuals were relying on working remotely from home. The authors also

noted that HRM highlighted direct issues regarding remote workers. The difficulties emphasized for remote work employ training, support, virtual collaboration, and leadership, including employees' health and safety. The Covid-19 pandemic proved that not everyone was prepared to handle remote work. Caligiuri et al. point out that chief executive officers (CEOs) found only 20% believed that their companies had staff trained to work virtually. Furthermore, the authors stated that employees with health risks had to stay home, but only 22% of employees who have received training to work in a virtual team were able to conduct work remotely. However, they reported that only 15% of the remote workers were sufficient to lead virtual teams at a leadership level.

Additionally, Caligiuri et al. (2020) also pointed out that when employees are unaware of a particular context, they were stressed. Stress can affect an employee's ability to empathize with others; they cannot be open-minded or interact with cognitive tasks or challenges. It dampens their experience of learning. Additionally, they noted employees with a higher tolerance to ambiguity were more resilient to bounce back when stressful situations arise. The authors added that organizations should consider three critical cultural agility competencies in employees, resilience, tolerance for ambiguity, and curiosity.

Kniffin et al. (2020) reported in a survey of 229 human resources departments that around one-half had 80% of individuals working remotely during the Covid-19 pandemic. Kniffin et al. also reports the importance and growth of virtual teams and estimates a substantial increase in individuals working remotely after the pandemic. The authors express a further need for research is needed to be done regarding the effects the

pandemic had on work production, innovation, and creativity and the associations between motivation and authenticity of work behavior.

Cho (2020) expresses how Covid-19 changed the global workforce and further notes the boundary differences between the micro and macro levels of career context and how critically connected are vocational behaviors and career outcomes. Cho explains how, within the micro-level, individuals must create and maintain and amend their roles of space, time and maintain their psychological boundaries and how the macro boundaries among nations have attracted much attention and impact regarding individuals' careers and work.

It was also identified by Cho (2020) that the day-to-day work behavior had cranked adjustments for individuals to work remotely from home. He explains how Covid-19 might forced individuals to work from home and attend to non-work demands. Anderson and Kelliher (2020) further explain during the Covid-19 pandemic, specific individuals who could work remotely were not given a choice and had to work from home to administer social distancing for safety measures. Employee's homes suddenly became a place of employment without warning and with little time for any arrangement.

Anderson and Kelliher (2020) further report how the Covid-19 pandemic has created novel experiences for remote workers. The authors also explain how individuals had to accommodate and adjust for other members of their household who were affected by the Covid-19 pandemic shutdown. Furthermore, Anderson and Kelliher posited some schools and universities closed for the Covid-19 pandemic. Hence, family members might have had to share a workspace, internet access, and IT equipment like

printers, copiers, or cell phones. Cho (2020) also discusses the consequences of a lack of technical skills or technical equipment needed by individuals to perform well while working remotely from home. Some individuals may have found it hard to segregate their work with family members, and the lack of technical support may have proved to be an issue for those who were not tech-savvy.

Anderson and Kelliher (2020) found that boundary control is a preference. Some individuals separate and divide work and family, while others may prefer a more integrated domain and work well with family members. The authors suggest organizations should maintain an evidence-based approach when discriminating between flexible working tactics and policymaking; they should remember some individuals have to shuffle between work commitment and non-work demands. The authors also imply it is best to place the success or failure of flexible and remote work on how it reflects and is made available and used by the individuals who work remotely. Cho (2020) states that there are positive and negative outcomes of boundary changes. The negative result of Covid-19 has created the impact of shorter work hours for individuals and how they may be adjusting to working from home, but further research is needed for a positive outcome of working remotely. Some individuals may have benefited from this change. The blend of work and family creates a learning curve of navigating role boundaries to maintain production despite continuous interruptions (Cho, 2020).

Palumbo (2020) found remote work caused work-related fatigue for individuals due to overlapping work and private life, which might have triggered fatigue and produced emotional exhaustion for remote workers. The author proposes that even

though it is thought that remote work reduces friction between work and the private lives of individuals, it can also cause negative implications. Palumbo reports how working remotely involves intensifying work and engenders conflict between personal life and career, encroaching uneasiness with daily activities. Additionally, Palumbo adds how overlap between work and private life for an individual is created by an extensification of remote work and not a solution for balancing the two.

In his quantitative study, Palumbo (2020) found that working from home was negatively yet significantly related to work-life balance. Remote workers were more prone to conflict with life-to-work and work-to-life balance. Nevertheless, his research indicates that work-related fatigue triggers a lower work-life balance. Palumbo also concluded how perplexed the borderlines are for individuals between their responsibilities for work and their private life activities, which are nurtured by remote work role ambiguity.

Psychological Issues and Social Distancing

The Covid-19 pandemic changed the social interaction of some individuals who experienced quarantine to keep social distancing for safety measures. For some individuals, this might have been their first experience of being socially inactive which may have been a novel event. Kniffin et al. (2020) tell us a great deal about the new arising changes of the new working practices of remote workers and social distancing that has emerged from the Covid-19 pandemic shut down. The authors found that the Covid19 pandemic has changed industries fundamentally and further accelerated an expansion of individuals who now have to work remotely from home.

Additionally, Kniffin et al. (2020) report how the Covid-19 pandemic has impacted three main topical areas; these are identified areas as emergent work practices affecting WFH or remote work, virtual teams, virtual team management, and leadership. Additionally, the authors also report emergent social distancing and loneliness changes, bringing to light the emotional stress and anxiety some individuals were experiencing.

The pandemic has caused a diversion of typical day-to-day work for individuals. It has created setbacks with undesirable effects on behavior and psychological outcomes for individuals who have to work remotely during the Covid-19 pandemic (Chong et al., 2020). The authors further proposed how the Covid-19 pandemic might link to the setbacks and cause daily exhaustion and withdrawal behaviors. The dilemma of remotely working may have pushed individuals who preferred to separate their role boundaries between work and home, to become more flexible with implications affecting their health (Cho, 2020). Moreover, Chong et al. (2020) believe this link may be caused by the mandatory full-time remote work assigned to specific individuals who were used to a more flexible remote work schedule or do not have to work remotely.

However, 65% of the workforce in the United States worked remotely full time in the early stages of May 2020, which proved to be a novel experience for many individuals during the Covid-19 pandemic (Chong et al., 2020). In addition, according to the two Occupational Information Network (O*NET) surveys. 2, it was estimated that 37% of American jobs could plausibly be done remotely from home (Gallacher & Hossain, 2020). But Chong et al. (2020) claimed that The Bureau of Labor said in 2019, only 11% could have access to partial remote work. Additionally, the authors highlight

the Covid19 task setbacks created stressors for employees who had to work remotely during the pandemic.

Chong et al. also emphasized organizations may need to make changes because of the Covid-19 pandemic, which may create new or contradictory directions for remote workers who will have to adjust to their work. These setbacks might be causing emotional exhaustion to individuals who had to work remotely. As explained by Chong et al., it requires individuals to work in novel conditions other than what they have been trained for or adjusted; additionally, they proposed it also may relate to next-day work withdrawal behavior.

Chong et al. (2020) also added that a relationship between emotional exhaustion and next-day work withdrawal behavior, which proposes an individual refrain from work to avoid further job stressors. Chong et al. elaborated on the importance of the interaction individuals need to have with other employees to conduct their work while they are at work. The authors stress that individuals with higher task interdependence with coworkers experienced more emotional exhaustion than those with lower task interdependence.

Bhumika (2020) reports how individuals might have a problem maintaining and creating psychological and physical boundaries to maintain a work-life balance due to the Covid-19 pandemic. Bhumika explains how this might cause emotional exhaustion for individuals and goes on to further stress on a theoretical background based on boundary theory. He reports how the boundary theory manages the borderline between the family and work-life domain, which helps to facilitate the world around them.

Bhumika (2020) found how the dynamics of the transition of one type of life domain (family) to another life domain (work) may affect psychological and physical boundaries. Bhumika further explains how individuals correspond to the rules of thinking patterns and behavior patterns suitable for certain role domains. Furthermore, the author adds how frequent transitions from one to the other may need extra effort and may create emotional exhaustion or burnout.

Li et al. (2020) acknowledge how the Covid-19 pandemic has changed how people socialize and interact together. Furthermore, they explain how some individuals have been forced to work from home (WFH) because some organizations may have sent individuals home to practice the new safety measures the Covid-19 pandemic has implemented. Li et al. (2020) also imply how this poses some psychological problems for many individuals because they may feel isolated and disconnected from the rest of the world because of the implications of social distancing. Li et al. argue how social connections are essential to the survival of humankind and equally crucial to an individual's mental health. The authors further indicate staying healthy by staying connected through social networking tools and digital collaboration that are also used to conduct business and social interactions.

Individuals who have never been confronted with the experience of working from home may be presented with significant challenges, as Li et al. (2020) suggested that these challenges are demands of non-related work of personal and family responsibilities. These issues posed problems for some Work from Home (WFH) individuals. A few consequences that were posing problems to remote workers can be multiple users of internet connections at home or sharing workspace with children that

may have also been affected by the Covid-19 pandemic (Li et al., 2020). The authors stress how it can create issues with conducting virtual meetings or having a quiet place to work.

The Covid-19 pandemic may have changed and reshaped how individuals will work in the future. Machine learning and artificial intelligence heighten a change in everyone's demeanor and how they will work, what tools are being used, how appealing work is, the meaning of work, and issues associated with work. Before Covid-19, Working from home (WFN) had never been applied to so many individuals who were used to the office, and working from home was novel to their routine (Li et al., 2020).

Wang et al. (2020) identified that remote work was not a norm for some individuals. Before the Covid-19 pandemic, only 2.9 percent of the United States workforce worked remotely in 2017, and only 2 percent of employees worked remotely in Europe in 2015. According to Wang et al., before the pandemic working from home or remote work was available only to higher-income earners who had the luxury to hold remote work positions. Most individuals had little remote work experience. The authors report how the Covid-19 pandemic outbreak has put millions of individuals in remote working position that has turned into a global experiment.

Wang et al. (2020) point out that past research conducted on remote work did not involve a crisis like the Covid-19 pandemic, which may fall short of the contextual purpose of the critical situation individuals faced in the year 2020. Also, the authors further imply the differences between individuals who were consistently working remotely and those who did not do it frequently. Wang et al. question that previous research on remote work may suffer from a bias selection of individuals who might be

interested in working remotely and lack the sentiment of those who were essentially required to do remote work. Work design is the theoretical perspective that Wang et al. suggest is relevant to an organization's work task, responsibilities, activities, and relationships.

Wang et al. (2020) explain the four key remote work challenges in the early days of the pandemic using a mixed-methods investigation with semi-structured interviews of Chinese employees. The authors point out that the four key challenges for remote work are work-home interference, procrastination, ineffective communication, loneliness, and four virtual work characteristics that affect job autonomy, workload, social support, and monitoring. Wang et al. point out that individuals who were willing to work remotely could benefit from remote work. Still, when it is no longer optional but mandatory, organizations need to understand how to motivate remote workers.

In their quantitative study, Wang et al. (2020) found that interactions with social support and self-discipline had a positive association with procrastination ($B = .10$, $SE = .05$, $p < .001$). On the other hand, the authors found that the relationship between social support and self-discipline had a negative association with loneliness ($B = -.17$, $SE = .05$, $p < .001$). Additionally, in their qualitative study, they found that a virtual work characteristic is an effective tool to improve remote workers' work effectiveness and well-being.

Social support was identified as a powerful remote work characteristic due to its indirect impacts on performance and well-being; the authors also found the more social support remote workers received lowered their procrastination. Furthermore, they stressed that social interactions conducted online were not sufficient to lessen

loneliness. Moreover, Wang et al. proposed individuals have to initiate online interactions, and online social interactions do not happen without personal effort.

Li et al. (2020) believe that establishing elasticity is vital for virtual connections and essential for remote workers during the Covid-19 pandemic, and the ability to bounce back from the ambiguity of a crisis comes from an individual self-efficiency, self-esteem, and subjective well-being (Li et al., 2020). The authors describe how an individual's resilience is admissible to how they make sense of the pandemic crisis influenced by how well an organization can conduct the metamorphosis of the different regimes and professional norms to an online domain for remote working settings.

For instance, an agreement on what uncertainty means for the other dimensions holds arguments revolving around the idea of an accurate description of a firm's environment or subjective perception of a decision-maker regarding an unpredictable environment, meaning everyone perceives their environment differently (Sharma et al., 2020). Managing uncertainty during the Covid-19 pandemic may benefit organizations in different ways, as Sharma et al. elaborate on the differences between reducing (risk management) or coping with (strategic management). The authors emphasize that reducing uncertainty in an organization naturally motivates and leads to a company's behavior. At the same time, coping permits them to adopt strategies and help deal with unpredictable circumstances. An individual's resilience might be positively affected by benevolent co-workers and supportive leadership (Li et al., 2020).

Li et al. (2020) suggest that remote workers were vulnerable to misunderstandings and challenges because they endure long-distance work relationships. But they further explain how a subjective understanding of proximity may

help create more necessary conditions for work relationships in remote workers. Sharma et al. (2020) describe how international business frameworks include uncertainties of different kinds that are antecedent from different coping strategies by managers. The authors address the different types of ambiguity based on exogenous or endogenous. Furthermore, they stress the lack of consensus regarding the differentiation among the various dimensions of ambiguity and how they are handled interchangeably and inconsistent, which hinders decision-making for organizations. Moreover, the authors stress how insufficient perceptions about the prevalent surroundings between the different dimensions can make a risky decision for an organization.

Li et al. (2020) claim that perceived proximity through interactive communication with more mutual or give-and-take informative exchanges can positively increase cognitive salience and reduce colleague ambiguity. Furthermore, the author also implied that identification is equally essential to building resilience for remote workers. Additionally, Sharma et al. (2020) suggest having a non-clear distinction between the different dimensions of ambiguity can bring on uncertain decisions due to the lack of perceptions of a mainstream environment.

Li et al. (2020) also explain identification enables an individual to have a sense of belonging to a social group and share a common interest, have the same virtues for a cause, and share awareness of a universal lived experience or passion. The authors further explain how these commonalities for individuals may contain common goals for meetings or deadlines or even relationships to help individuals express negative or positive emotions they may be experiencing. Creating perceived proximity among

remote workers will strengthen their resilience to environmental crises and setbacks (Li et al., 2020).

Challenges

While some individuals may have experienced social distancing problems that might have affected them in one way or another, others might face unforeseen challenges of intergenerational interactions while working remotely. Urick (2020) examines the encouragement of positive intergenerational interactions of online working. The author expresses that some organizations were not prepared for individuals to be sent home and work remotely to promote social distancing due to the Covid-19 pandemic.

Urick (2020) also points out the age diversity of many organizations and how the generational age groups cause their perceived differences. He further explains how these perceived age differences have caused a communication breakdown among remote workers. Urick (2020) describes the struggles organizations have to facilitate positive intergenerational interaction with remote workers. He stresses the technical problems remote workers experience and the difficulty of keeping track of their work quality.

Furthermore, Urick adds how underprepared organizations promote confident synergy for the online work atmosphere. Additionally, he proposes the challenges that remote workers face while working remotely during the Covid-19 pandemic. The author also points out some of the obstacles generational cohorts may have within their private life that may pertain to homeschooling and the lack of childcare that the Covid-

19 pandemic might have caused. But he claims it is more critical for an organization to focus on the intergenerational interaction within their companies which they do have control over.

Urlick (2020) believes it is vital for organizations to concentrate on generational identities. He points out how perceived differences among generational groups create tensions because older workers are uncomfortable with technology. Furthermore, he proposes how these perceptions cause negative stereotypes and make communication fail between generations, diminishing motivation and decreasing the transformation of knowledge between individuals. Urlick implies intergenerational tension might have prolonged communication breakdown when businesses transferred online and individuals began working remotely. Positive communication among individuals is essential to knowledge transfer to keep organizations surviving in a time of crisis (Urlick, 2020).

Another point Urlick (2020) makes is the importance of unifying organizations into one identity rather than generational identities. He claims this will create a common goal for individuals working remotely. Additionally, he implies this will help individuals transfer to online work, developing a socialization process that will provide training for work-from-home expectations, technology use, and organizational goals. Kniffin et al. (2020) found the absence of face-to-face communication lacks the fulsomeness between individuals and can cause conflict and dis-coordination in teams. To minimize team disputes while working remotely, the authors explain structural scaffolding and thorough information processing to clarify team goals, foster psychologically safe discussions, and build structural solutions.

Urlick (2020) stressed the importance of transformational leadership; it can positively influence individuals working remotely because they function as role models and create a common interest for individuals to see beyond self-interest. He further adds how essential change management techniques are to organizations when transferring online; it will benefit online work with training and access to technology, provide resources, feedback, and communication guidelines. Moreover, Urlick stresses the importance of setting goals for online remote workers. The author sets the goals into four categories: the first is to make goals clear and understandable; second, they need to be challenging enough where they are challenging but not impossible to accomplish; third, feedback should be provided by managers to keep goals setting for individuals; finally, all plans need to be agreed upon by those organizational members who will be involved with them.

Keeping feedback and training may be essential for individuals working remotely, especially those forced to work from home for the first time due to the Covid-19 pandemic. Wolor et al. (2020) reported the Covid-19 pandemic caused individuals to work online for productivity and maintain performance and how the internet has been vital for some individuals, especially for electronic training. The authors explain several aspects of improving performance during the Covid-19 pandemic, and the first aspect is, to begin with, e-training for remote workers. Wolor et al. claimed traditional training has limitations and constraints, and electronic training is a positive process in human resources due to different changes. E-training or remote work training is distance training where technology is used to access knowledge or perform remote work via the

internet. It is a team formation that can perform tasks and achieve organizational goals through remote work from home or away from the office (Wolor et al., 2020).

Another aspect Wolor et al. (2020) points out is the importance of e-leadership, keeping open communications between colleagues and supervisors, and having freedom and flexibility. The authors also added how e-leadership is responsible for communicating with remote workers even though they are not located in the same room—E-leaders work through interacting with technology to build relationships and meet remote workers' needs.

Wolor et al. believe that work-life and personal life is essential to productivity and performance for those individuals working remotely. The authors also state that a balanced work-life and personal life create a healthy and supportive environment and should have both in balance to succeed at working remotely. Wolor et al. (2020) explain how private life and work-life balance are essential to employees. He found that if the work-life and personal life balance is not correctly thought out and well managed, it may affect employee performance and productivity. He also found an excellent work-life and private life balance creates a supportive environment and allows individuals to have a healthy balance between personal and work responsibilities. The final aspect Wolor et al. point out is work motivation. The authors explain that motivation is essential to achieving organizational goals and positively affects performance. Wolor et al. claim that the desire and hope drive an individual to work, and those with higher motivation perform well.

Wolor et al. (2020) performed a quantitative study using Structural Equation Model (SEM). They found e-training on employee performance is positive (0.21) and

significant ($2.75 > 1.96$). They found e-training has a positive impact on work motivation (0.19) and significant ($2.37 > 1.97$); they also found e-leadership influences employee performance showing a positive (0.21) and a significant ($2.71 > 1.96$). Also, the influence of e-leadership and work motivation is positive (0.20) and practical ($2.25 > 1.96$).

Yawson (2020) states that Strategic Flexibility Framework (SFF) will help determine a possible future Human Resources Development in a post-COVID-19 pandemic. The author explains how the Strategic Flexibility Framework is an analysis tool with a planning scenario with four possible strategies for human resources research. The SFF consists of contactless business exchanges, contactless education, meaningful work, leadership, and volunteerism. Furthermore, Yawson claims a Strategic Flexibility Framework may benefit the Covid-19 pandemic crisis, impacting the human resources department worldwide. Moreover, the author identifies four areas needed to forecast what will be required for the human resources department to be more predictive in the Covid- 19 pandemic crisis.

Yawson (2020) explains that Strategic Flexibility enables organizations to retort to a rich environment in a continuous, systematic change. The author further adds that a single action plan is not suitable and unrealistic in an ever-changing environment. Moreover, Strategic flexibility might help organizations enhance competitiveness in vigorous environments. Anticipate, formulate, accumulate and operate are the four areas that need to be implemented as part of the Strategic Flexibility Framework by the human resources department. Yawson believes in anticipating defining mechanics or

technology that will help shape the human resource department after the Covid-19 pandemic, and the next step is to develop possible future factual scenarios.

Yawson (2020) further adds these strategies affirm the aftermath of the Covid-19 pandemic, which will help human resource departments conduct how individuals' work might be performed and what technology they might use. Secondly, the author claims formulation of these scenarios must be determined to understand what type of research is to be conducted and how it will fit into an adjacent pandemic or crisis. With this being said, each of the capabilities, assets, and technology are constituent elements of optimal strategies' contingent aspects. Thirdly, in the accumulation phase, scholars decide which contingent factors of the core elements should have a primary focus for the human resources department. Finally, the operational stage is to monitor the environment and select the appropriate scenario to capture the best vital features of a post-pandemic future.

Yawson (2020) predicts individuals will have to rethink how they regard the meaning of work will be changed. New terminologies, practices, and taxonomies have altered from the results of the Covid-19 pandemic. Furthermore, organizations might have to reconfigure how to navigate remote workers and find new ways to build social media and build social capital. The author claims that leadership will have a more demanding role in organizations requiring more quick fixes to wicked problems. The author also elaborates that contactless commerce and education will rely on the three concurrent structures of technology, people, and tasks that make up the sociotechnical theory. It will be necessary for organizations to utilize and adapt technology to achieve a job or work to function in a dynamic environment (Yawson, 2020).

Yawson (2020) also adds that the human resources department needs to have the ability to understand how an organization might behave in a post-COVID-19 pandemic world. Strategic flexibility and changing strategies may need to be more adaptable to employees. They might need to respond to an energetic environment that continuously changes how individuals work and conduct their lives (Yawson, 2020).

Additionally, Sivan and Rabinovitch (2020) explain how virtual technologies, practices, and theories are crucial to society. It's considered a 'think and do situation' calling for a jump-start on the 3NN framework, which Sivan and Rabinovitch (2020) refer to as the challenging three new normals of Covid-19. The authors consider this to be the macro problems of Covid-19 Three New Normals (3NN), a flexible mental framework consisting of being pessimistic, optimistic, and realistic. They further explain that organizations need a flexible mental framework for strategizing the three new norms (3NN). The authors suggest it is the best first-order solution and understanding changes before implementing proposed defense, offense, and differences.

Sivan and Rabinovitch (2020) emphasize the first contemporary normal society faced with lockdowns that affected employment for some individuals and some school closure and social distancing. The authors pointed out the second new normal is partial back-to-business restrictions on movement and some local paralysis due to recurring Covid-19 pandemic outbreaks. Finally, the third new standard will bring a value shift to some organizations that might get a slower, more profound, and mindful world. The authors further suggest the JVWR (Journal of Virtual Worlds Research) community should lead the way and provide a three-pronged tactic consisting of defense, offense, and difference to the problems of the Covid-19 pandemic (Sivan & Rabinovitch, 2020).

According to Sivan and Rabinovitch (2020), defense is the first line of attack to create tactics to keep the organization above water, including renegotiating, making cuts, and creating an emergency toolkit. On the other hand, the offense, as implied by the authors, an organization must extend on tools they already possess or are at their disposal within their ecosystem. The three-pronged tactics' final difference signifies that organizations must distinguish themselves with new products, prospects strategies, and marketing possibilities.

Past research done on remote work and virtual teams might assist organizations in furthering their outlook and structure on how to manage and implement better practices for remote workers. In the next section of the literature review, studies done in the past years bring up interesting points and suggestions for novel research which may be needed to understand the needs of remote workers.

Past Literature

Grant et al. (2013) acknowledge the psychological impact of remote work and private-life balance on individuals and how they build trust, quality of work, and working management styles. The authors stress how working from home can increase more flexible time for non-work-related activities and further argue how time saved while working remotely from home can be easily redirected to other work-related projects other than convalescence. Grant et al. found ten emerging themes produced by diverse factors that affect remote workers. These are practices for remote work, work-life integration, social interaction, role autonomy, managing boundaries, decision making, productivity measurements and performance, individual differences, adaptive behaviors, and trust.

According to Grant et al. (2013), organizations need to evaluate the job performance of remote workers and provide methods to balance non-work commitments with work demands. The authors imply that past surveys have found that self-motivation, integrity, good communication skills, and self-confidence are vital components of working remotely from home. Furthermore, the authors also point out how leaders may have to alter their managing styles to accommodate individuals working remotely. Moreover, they added that a supportive and helpful environment might prove to be profitable for remote workers.

Effects of remote work have been linked to poor well-being because individuals who work remotely work longer hours and are prone to work overload (Grant et al., 2013). Grant et al. explain how remote work can create overlap and cause mental health related problems to individuals from being overworked; in short, there are adverse effects when technology is accessed 24/7 without any respite. Remote work supports a spatial link between home and work and makes it hard to create boundaries between the two, negatively affecting an individual's well-being (Grant et al., 2013).

When some individuals had to bring work home because of social distancing restrictions, the fine line between work and home may have disappeared. An overlap of work and personal life may have been created, causing difficulty distinguishing the two. Koehne et al. (2012) focused on identifying the unique coping strategies remote workers use to cope with their personal and professional lives. Individuals who work remotely do not have the advantages of collocated employees, so they would work in advance to make their schedules for meeting and gaining the desired goals. The authors found individuals who were working remotely created a unique work rhythm. Koehne

et al. explain how remote workers have to find novel ways to balance personal and work life. These individuals who work from home must make their voices heard and make their presence notable; they must always be reachable and keep communication channels open by paying attention to chats and emails.

Koehne et al. (2012) also suggest that remote workers must keep constant visibility. The authors added that being visible enhances a supportive connection with managers and supervisors. Furthermore, in their research, Koehne et al. found that ten out of seventeen participants had problems not having enough interactions with co-workers because they either worked with strangers or worked alone. The authors also found individuals rely on personal mentors to help them strategize into transition to remote work. Some suggestions for social isolation given to individuals who work remotely should utilize family and friends to build personal connections.

Hoch and Dulebohn (2017) point out the effectiveness of remote workers is based on antecedents of leadership styles and are the terms of structures or techniques which form a team member's personality. Additionally, the importance of team personality in virtual teams includes what the authors call the Big Five framework. Hoch and Dulebohn claim this framework is the basis of a team's personality dimensions. They consist of extraversion, agreeableness, conscientiousness, openness, and emotional stability. Conscientious individuals with emotional stability and friendliness represent predominant and consistent predictors for team effectiveness and team process for remote workers and virtual teams (Hoch & Dulebohn, 2017).

According to Hoch and Dulebohn (2020), team personality is the accumulation and configuration of personality traits that can influence remote workers' outcomes and

processes. The authors imply these are the psychological characteristics of remote workers, affecting team outcomes methods that can indulge remote workers in working together and achieving their goals.

According to Hoch and Dulebohn (2017), conscientiousness correlates to responsible, organized, and careful individuals. The authors indicate that conscientious individuals are detailed and goal-oriented; they are motivated and are more likely to succeed in remote work because of their ability to set and monitor goals, keep updated with the status quo, and provide feedback. Furthermore, the authors point out that individuals who are extravagant and open to new experiences are quicker to react to environmental challenges, flexible to working remotely and perform well in novel and complex situations. Just as important, Hoch and Dulebohn add emotionally stable individuals are calm, secure, and self-confident and possess high self-esteem and self-efficacy.

Hoch and Dulebohn (2017) also believe that openness to experience is vital to remote work and virtual teams. Individuals with an open attitude are curious, openminded, and tolerant of ambiguity, uncertainty, and differences. They are independent thinkers who will explore new things due to their curiosity and imagination (Hoch & Dulebohn, 2017). The authors point out that those high in openness can adjust to environmental changes more readily and perform better in novel and complex situations.

Einola and Alvesson (2019) explain how technology has enabled individuals to build bridges worldwide with multiple organizations, and contemporary organizations rely on cross-border virtual teams for work communications. The authors further

explain how these global teams are part of a dynamic entity that can process team inputs and transform them into outcomes through a systematic mediation process that involves specialized treatment of movement, events, activity, temporal evolution, and change. Organizations depend on virtual teams to work across borders, and most individuals originate from various cultural backgrounds and institutions (Einola & Alvesson, 2019).

Einola and Alvesson (2019) explain how individuals do not have shared fates not definable boundaries, but each person handles situations differently. The authors implied that organizations benefit when individuals make sense of their virtual team environment and added that this is part of sensemaking. Subsequently, a team needs to have an adequate amount of shared meaning and intersubjectivity of shared memory, cognition, and emotions to work toward a real shared goal (Einola & Alvesson, 2019).

But Einola and Alvesson (2019) also indicate individuals need to understand complex and confusing conditions and their need to comprehend the situation and warrant purposeful actions. The authors expressed understanding of the team's precious data and gathered to understand these teams from inside outward. The researchers use a qualitative approach of interpretive sensemaking to understand the actual human experience of virtual team members. Furthermore, Einola and Alvesson (2019) state that humans must come before resources while exploring small methods when they emerge over time and how they can influence team effectiveness and association.

Liao (2017) explains how a successful virtual team needs influential leaders and further indicates that it is more challenging to manage a virtual team than a traditional face-to-face team. Liao believes that leadership for virtual teams functions at different levels with three defining attributes. He implies the first level is the operational level: a

crew of individuals working on a set task with mutual or independent responsibilities to achieve a common goal. Secondly, the author adds that individuals working in virtual teams are distributed in an established way. Finally, he argues that individual members who work remotely rely on technology to communicate with their peers.

Liao (2017) further explains how virtual team leaders operate and manage at an individual and team level. Liao explains that virtual team leaders display management behaviors for the entire team and conduct meetings remotely. On the other hand, virtual team leaders will be able to interact separately with each team member and communicate through phone calls or emails. These leaders must defeat challenges and shape a team's process while managing their performances to accomplish a common goal (Liao, 2017).

Liao (2017) reports how virtual teams did not meet face-to-face and were less likely to have relationships with co-workers. Furthermore, the author implies virtual leaders need to help individuals who work remotely build these relationships. The author also noted the emergent states; trust, shared leadership, virtual collaboration, virtual conflict, and shared mental models are essential to team effectiveness.

In addition to building relationships, Liao also emphasizes team collaboration. He explains how task and relationship-oriented behaviors are necessary for virtual collaboration to keep individuals informed about any new virtual systems application. Liao furthermore claims that implementing positive relationships with team members who work remotely encourages collaborative conditions and a practical work climate. Moreover, collaborative conditions may enhance members to be responsive and willing to assist other team members.

Trust is another issue Liao (2017) elaborates on and states how the trust will physically adhere to those individuals isolated by working remotely. The author explains that social communication leads to an elevated level of trust among virtual teams. Hence, virtual leaders need to implement media-rich communication channels for individuals working remotely to exchange information. Furthermore, Liao suggests that more opportunities are needed for virtual team members. He further implies that Virtual leaders must instigate face-to-face meetings and interaction among individuals who work remotely to enhance trust-building among team members.

Building trust also helps with team conflict, and Liao (2017) explains how the conflict in teams affects each team member's different perceptions, which pertain to their differences, reconcilable wishes, and incompatibilities. The author stresses the difference between team conflicts. He implies how interpersonal differences are thought to be relationship conflicts, and task conflicts are the different perceptions and opinions regarding team tasks. Even though team conflict negatively impacts team activities, the authors indicate that some task conflict levels may benefit team effectiveness because they can bring different viewpoints and perceptions.

Liao (2017) also elaborates on shared leadership; it is a process where team members have shared responsibilities. The leadership style is more of a lateral or horizontal level and not on an upward and downward level and strengthens team performance for individuals working remotely in virtual teams. The author explains that lateral-level leadership members have a reciprocal influence and can guide each other and conduct collaborative decision-making. Understanding team members at an individual level, as Liao (2017) claims, is essential to influence each team member

individually. The authors further declare that every individual working remotely faces challenges that are unique in their work environment. Liao reports that direct leadership personally contributes to personal effectiveness and helps sharpen cognitive, affective, and motivation for individuals working.

Summary and Conclusions

The Covid-19 pandemic created novel conditions for organizations in 2020 and caused them to send some individuals home to work remotely to honor social distancing safety measures. For some, working remotely was a new experience, and inauspicious effects may have gone hand-in-hand with their newly found daily adjustments of conducting work from home during the Covid-19 pandemic crisis. Individuals might have encountered ill-equipped or non-adequate technology and even weak WiFi servers to handle their workload while working remotely. For others, finding an office space to conduct their work in private or share a workspace with family members may have been a challenge because of the unique conditions the Covid-19 pandemic has created.

Furthermore, some individuals may not be tech-savvy and need the training needed for virtual teams to conduct their daily work in a remote setting. Moreover, it might be hard for some, and they find it difficult to work alone or without the company of their co-workers. When it comes to social distancing, not everyone wants to work at home. Certain people prefer the physical boundaries they have between work and home. Additionally, emotional exhaustion may be a problem for those individuals who might have a hard time segregating work and personal life, which can cause an overload of the combination of both.

Other challenges should also be considered, which are essential to a virtual team. Virtual leadership methods help build a virtual relationship and virtual collaboration, embed trust within virtual members, and help resolve task or relationship conflicts. Furthermore, organizations may have difficulties keeping up with communications and sharing information with those working remotely.

It is essential to understand the perceptions and lived experiences of those individuals who had to work remotely in the novel conditions the Covid-19 pandemic has created. Understanding the challenges individuals were faced with will help prepare society for an unforeseen crisis in the future.

Chapter 3: Research Method

The purpose of this study is to understand a transcendental phenomenon of the lived experiences of individuals who have worked remotely during the Covid-19 pandemic. The focal point of the study is to understand perceptions of working remotely during a crisis like the pandemic of 2020. A phenomenological exploration will help make sense of the nitty-gritty and bring into reality a proper understanding of working remotely from home amid a crisis. The study intends to capture the importance of personal insights, expectations, views, and adaptations to their novel working conditions.

The phenomenological approach might help understand the individuals who had to work during the Covid-19 pandemic from home. The study's objective is to know how prepared everyone was when their employers sent some of them home to work remotely. The research will give organizations insights into making improvements and adjustments needed to help prepare their staff for future unforeseen crises.

Research Design and Rationale

The qualitative study's research questions focus on the perceptions and experiences of the individuals who had to work remotely during the Covid-19 pandemic mandatory shutdown issued by some states and some districts. Furthermore, the questions target an understanding of the preparedness for remote work these individuals experienced before and during the Covid-19 pandemic. Open-ended questions will allow participants to express their views, interpretation, and lived experience of remote work and virtual teams. Four research questions were stated to help with the study.

RQ1: How do individuals describe their perceptions of going from in-person to working remotely from home during the Covid-19 pandemic?

RQ2: How prepared did individuals perceive themselves to be for remote work during the Covid-19 pandemic?

RQ3: Did individuals receive training for remote work following having to work from home during the Covid-19 pandemic?

RQ4: Did individuals experience any challenges between work and family while working remotely during the Covid-19 pandemic?

Role of the Researcher

The role of the researcher will be to conduct a qualitative study on participants who took part in working remotely from home during the Covid-19 pandemic. The researcher's goal will be to understand the lived experiences of those who had to work during the 2020 pandemic crisis. Their perceptions of endurance in a novel situation will help the researcher reveal an interpretation of working remotely during the Covid-19 pandemic to the field of I/O Psychology, where more virtual training may be needed. Questions will be asked by the researcher that will grasp if there might be a lack in virtual communications, how much technical service may be required, and if there is a requirement for better or more virtual social interactions.

Furthermore, the researcher will choose participants from a non-probability purposive sample to ensure a population from a particular field of interest (Morling, 2012). Moreover, the researcher will be interviewing individuals who worked in organizations that sent employees home to work remotely during the pandemic. Merriam and Tisdell (2017) explained how a phenomenology approach is to study and

document an individual's conscious experience through the process of interviewing. A focus only on the lived experiences of individuals while working remotely during the Covid-19 pandemic will be conducted in the study. Creswell and Poth (2018) elaborate that narrowing down an idea or concentrating on a single phenomenon drifts away from multiple variables. Still, in turn, it can extend to relationships or comparisons that are within the main idea. Additionally, Morling suggests that neutral questions should be used to avoid any bias or expectation of the study's outcome. Also, the researcher will be using open-ended questions that may lead to probing questions to seek more information or clarification of the subject matter.

Methodology

Participant Selection Logic

This qualitative study addresses the research questions with a transcendental phenomenological methodology based on interviews with participants who experienced working remotely from home during the Covid-19 pandemic. The criterion strategy used for this study will be a non-probability purposive sample. The purposive sampling process will obtain individuals selected as participants who will fit this study's criteria (Creswell & Poth, 2018). Using a non-probability purposive sample size will ensure that the population sample is not chosen randomly but only within the group's specifications that need to be studied (Morling, 2012).

It is essential to find a selective group of individuals who have experienced working remotely during the Covid-19 pandemic. The importance of having participants that experienced working remotely during the pandemic will cover the four aspects of sampling; people, events, process, and actions to help create a better

understanding of the research problem (Creswell & Poth, 2018). The Covid-19 pandemic set novel conditions for some individuals who had to adjust to working remotely in unanticipated situations. The four aspects that Creswell & Poth address will help create a better understanding of the participants' lived experiences.

The sample size will be between 10 to 12 participants though an aim of at least ten participants as a sample size. A phenomenological study needs at least 10 participants (Creswell & Poth, 2018). Ten should be an ideal sample of participants to gather all new evidence and perceptions of their lived experiences and reach saturation in the study. Saturation is when all new knowledge has been gained, and no further information can be gathered that will enlighten any new data in the study (Creswell & Creswell, 2018). The sample size determines the amount of categorizing that will be developed to find as many events as possible, incidents, or activities of the experiences from each participant until there is no more new information added to the category. Once all new knowledge has been exhausted, saturation has been reached (Creswell & Poth, 2018).

Participants identified for this study will be a mixture of female and male individuals who worked for an organization impacted by the Covid-19 pandemic and were asked to work remotely from home and be between 30 to 60 years of age with or without family responsibilities. A planned research design will recruit individuals whose employers asked them to work remotely from home during the Covid-19 pandemic. Also, the participants may either have or not have advanced technical knowledge for remote work.

The procedures for contacting potential participants include organizations that sent individuals to work remotely from home during the Covid-19 pandemic. Flyers sent out to local organizations in Indiana to recruit individuals for interviews that can be set up in a specific location to guarantee the possibility of a face-to-face interview, mainly to observe participants' reactions to the interview questions (Merriam & Tisdell, 2017). Other procedures to recruit potential participants include sending out flyers through the social media sites LinkedIn and Facebook and the organization's emails. Participants who live too far for a face-to-face interview will be interviewed virtually with the video conferencing software Zoom, Skype, or Microsoft Teams. All participants who will be recruited must have been assigned from their organization to work remotely from home to honor the social distancing restriction implemented during the Covid-19 pandemic.

Instrumentation

The data points consist of open-ended interview questions, video conferencing, or email communication during face-to-face interviews. Open-ended questions are more flexible and seem more like a conversation targeting the goal of gaining a better understanding with exploratory formulated questions (Merriam & Tisdell, 2017). The advantage of open-ended questions allows the interviewer to concoct and implement questions called probes or sub-questions. Sub-questions in a survey fashion will be added to understand better the participants' lived experiences and help gain insight into their perspectives of the subjective and intersubjective details of their social and non-social experiences while working remotely from home. Sub-questions or probes are follow-up questions that seek more information to clarify or filter what a person is

saying (Merriam & Tisdell, 2017). Sub-questions can help further analyze the study because they can subdivide central questions into categories (Creswell & Poth, 2018).

The questions for the present study were not sourced from a published instrument, nor historical or legal documents were not used as a source of data for the research questions. The researcher formulated the questions to adhere to the research and be specific to the novel experiences individuals may have encountered while working remotely during the Covid-19 pandemic. The questions will be reviewed by a subject matter expert and adjusted to reflect feedback if needed.

Procedures for Recruitment, Participation, and Data Collection

The recruitment procedure includes notification for the study sent to local organizations and via social media to attract potential participants for this study. The researcher should obtain consent and permission from the organizations before any research notifications are sent out or posted to their place of establishment. The organizations will be asked to send the information via personal emails to potential participants for their privacy. The notifications will explain the purpose of the study and what type of research will be conducted, and the criteria needed to participate. Additionally, information on who to contact if interested in participating in the study will be included in the notifications.

The participant who fit the sample criteria will have a consent form sent to them before the study and will be given two weeks to respond. A reminder for the event will be sent out two more times; a second reminder will be sent out after the first week, and a third reminder will be sent out again two days before the consent is due. If a participant does not fill out and return the consent form with their intent to participate,

they will be excluded from the study. Another potential participant will then be recruited, and consent forms will be sent to them to fill out. A follow-up plan to send a second wave of flyers to organizations after a week from the first set of flyers will help ensure more participants will be interested in the study. Participants will be briefed before the research and explained that they are not obligated to stay in the research and are free to leave the study whenever they want.

The researcher conducting the study will exclusively collect data from the participants. All the interviews will be scheduled conveniently for the participants, where privacy can be obtained for a private conference. The duration of the data collection will be no more than one hour; this should be enough time for all of the participants to answer the research questions promptly. If a participant is not comfortable doing interviews face-to-face, a video conference will be scheduled. The data will be recorded with a digital recorder during the interview after the participant has been informed and obtained permission. After the interview, the data will immediately be transferred into the software NVIVO, where each participant will be coded with an alias name to identify them.

After the study is completed, debriefing procedures will be given to all participants in the research. The debriefing will include detailed information on the subject title, the study's purpose, and how it will contribute to a social change. The participants will be thanked for taking part in the research, and they will be given instructions to feel free to contact the researcher at any time if they have further questions regarding the study. A follow-up study may be considered if saturation has not been reached, and the participants will be notified for further questioning. To avoid

any confrontation or misunderstanding, they will be given notification at the beginning of the study.

Data Analysis Plan

The critical element of data analysis is to categorize and construct the essential elements from the interview data, which can be correlated with the research questions to create a coding system that reflects the study's critical features for future examination (Merriam & Tisdell, 2017). Coding methods will help categorize the keywords relevant to research questions. After the interviews are completed and saturation has been achieved, the data collected during interviews will be recorded for data analysis. The data will have classifying codes that will be put into themes. Creswell and Poth (2018) claim when applying codes and themes, they add dimensions that provide interpretations of the participants' views. Furthermore, they said how developing themes promote relationships that guide researchers to other codes called inter-rater codes.

Creswell and Creswell (2018) pointed out that qualitative research requires researchers to plan out how to approach their data recording. Additionally, they added that the researcher must record information during the interview either by handwriting, videotaping, or audiotaping as part of the interview protocol. Furthermore, Creswell and Creswell added there should be around 5 to 10 questions and enough room between the questions for the interview to write their notes.

Creswell and Creswell suggest specific steps involved in segmenting and taking rapport data for a qualitative proposal.

✦ The first step is simultaneous procedures while conducting a qualitative study. At the same time, while interviews are performed, the researcher can analyze a previous interview completed earlier.

✦ Secondly, winnowing the data is recommended since all of the data cannot be used. It is best to sort and keep what is needed more.

✦ Finally, using a computer software program to perform data analysis for qualitative research is advised by Creswell and Creswell to help organize data.

The authors listed a proper analysis of the data involving many interpretations and five steps to be conducted in qualitative research.

1. Organize and prepare the data: Organizing and preparing the interview consists of transcribing the data by typing the field notes, sorting, conducting catalogs of all material, and arranging data into categories.

2. Read or look at all the data: Ensure all data and materials are read thoroughly to understand the overall meaning. Understand what the participant is saying, the tone, and the overall depth and credibility of the information.

3. Start coding all the data: Begin coding all the data into categories relevant to the research questions.

4. Generate a description and themes: The coding process will generate themes that will consist of a detailed rendering of the events, places, and people in the study. It will categorize the multiple perspectives of the participants' experiences.

5. Representing the description and themes: Motioning the themes and their description to constitute a qualitative narrative. Using a narrative passage is the best approach to convey the themes and subthemes, multiple perspectives, quotations, and specific illustrations.

The data will be analyzed, coded, and categorized into a Qualitative Data Analysis software system (QDAS). The Qualitative Data Analysis software system used is NVivo, which can recognize themes and derive conclusions (Al Yahmadi & Abri, 2013). For the interview protocol, all documented notes during the interview are conducted by the researcher. The researcher will also administer the digital recordings, transfer them into NVivo, and categorize them into themes.

Using computer software programs for qualitative research will organize, sort, and retrieve information faster, and the program will assist in assigning different relevant codes for the data collected (Creswell & Creswell, 2018). Though this is an efficient means to enter and categories data collected for qualitative research, Creswell and Creswell suggest researchers should also comb each line of text to assign the codes. All participants' names and personal identities will be coded and kept separate from the data; only the codes assigned to each participant will be used in the study. Also, after all the data is collected, the researcher will protect the participants' privacy by keeping their identities anonymous and confidential. The names and identities of the participants

will be held on a USB drive and will be locked and stored in a secure location, and this data will be kept for five years per the requirements of Walden University.

Issues of Trustworthiness

Credibility

In a qualitative research study, credibility refers to how valid the research findings are. In other words, how can the conclusion relate to reality because one cannot observe or measure and phenomenon, nor can data speak for itself (Merriam & Tisdell, 2017). Merriam and Tisdell imply that reality is integrated, multidimensional, and ever-changing and cannot be observed because it is not a fixed or single objective occurrence. The authors point out how qualitative researchers cannot capture the reality or truth of an objective, but a researcher can use other strategies to increase credibility in a study.

Merriam and Tisdell explain how triangulation can support credibility in a qualitative research study and suggest four triangulation types. The first uses multiple data collection methods, such as checking out the information gained from an interview with observations or reading documents applicable to the phenomenon. The second uses various data sources that can be compared or cross-checked by observing data at different times or different places. The third uses multiple investigators who can collect and analyze data independently and finally use various theories that consist of a collaboration of team researchers.

Transferability

Merriam and Tisdell (2017) explain that transferability is when findings from one study can be applied to another situation. The authors express transferability as understanding the extent to which the conclusion of one qualitative research can be used

in other conditions. They suggest that the reader should decide if the results are applicable elsewhere. Furthermore, the authors claim the possibility of the results of a qualitative study to be transferable. They must be detailed and have a thick description referring to a clear presentation of the setting description and the participants in the research and a detailed description of the finding with adequate evidence in the form of a citation from the participants' interviews field notes and documentation.

Dependability

Dependability, also known as reliability, is understanding the consistency of the research and if findings can be replicated to yield the same results (Merriam & Tisdell, 2017). Traditional experimental research regarding dependability or reliability is assumed to have a single reality so that a study might be repeated. Still, Merriam and Tisdell argue that dependability in qualitative research, the laws of human behavior cannot be isolated. The authors further indicate that the best method or strategies a researcher can do are to implement triangulation, investigator position, peer examination, and audit trail. They further imply using multiple methods to collect data is a solid strategy for obtaining dependability and consistency in data.

Confirmability

Confirmability in qualitative research refers to what extent the findings are shaped by the participant and not affected by the researcher's bias, interest, or motivation (Amankwaa, 2016). The author describes confirmability as a form of trustworthiness in a qualitative study. Qualitative research needs an audit trail, triangulation, and reflexivity to establish confirmability (Amankwaa, 2016). The author

explains an audit trail is a clear description of the steps taken in research, beginning from the start of the study, then to the development, and finally, the report findings. These include the raw data and written field notes, and unforthcoming measures. Second, data reduction, condensed notes, and analysis products. Thirdly, data reconstruction and structured categories include definitions, relationships, themes, and any final reports connecting and creating relationships. Fourthly, process notes include design, procedures, rationales, and strategies related to trustworthiness; for the fifth, materials relating to dispositions and intentions, including personal messages, expectations, and inquiring proposals. Finally, instrument development may include pilot forms, schedules, and observation formants.

Ethical Procedures

The Institutional Review Board (IRB) requests that the researcher consider the vulnerable population and individuals with special needs. An application to the IRB was filed to ensure no ethical issues and no harm to the participants (Creswell & Creswell, 2018). The IRB application contains all the details explaining the consent form and plans for confidentiality and benefits and risks that may apply to the participant and society (Morling, 2012). Once the IRB had granted permission for the study, a consent form was sent to potential participants to review and sign. The consent form explains the purpose of the research and gives details regarding confidentiality and protecting the participant's identity and any risks involved in the study. Additionally, it lists any expected benefits for the participant included in the research, including knowledge of their right to withdraw from the study at any time. Lastly, the participant will have to sign and return the consent to participate in the research (Creswell & Poth, 2018).

At the beginning of the study, participants are briefed and explained the purpose of the study. Participants are informed their safety and confidentiality are a priority. They have the right to leave the study, at any time, without any obligations or explanations as to why they want to go. All the data collected are securely locked, and all the participants' names are coded to protect their identity. The location where the participants are being interviewed will be private to respect their dignity and avoid any humiliation, and their identity is to remain anonymous (Lefkowitz, 2017). At the end of the study, participants were thanked for taking part and given directions to feel free and obtain information regarding the task.

Any bias is avoided because the researcher does not have any association with the subject matter. The researcher is aware of their role in the study and does not impact any relationship with the participants but respects them as a whole person and not a subjects in the research (Merriam & Tisdell, 2017). Lefkowitz (2017) explains deception is not to mislead the participants in a study, whether intentional, unless it is factored into the research with a thorough description.

Summary

Chapter 3 indicates the nature of the study based on a transcendental phenomenological methodology. As Moustakas (1994) explained, this method is to understand the lived experiences of those who had to work during the Covid-19 pandemic. Open-ended questions allow individuals to answer the questions in their perceptions of what they experienced while working from home during a pandemic. The phenomenological design will focus on an individual's personal conscious experience and interpretations (Merriam & Tisdell, 2017). Four questions are asked to

participants related to challenges, training, and transitioning from an in-office to working from home.

Each of their personal experiences is to be bracketed into themes and categories, and this is to give a better understanding of each individual's experiences. Chapter 4 restates the purpose of the study, emphasizes the research setting and demographics of the participants, and elaborates on the data collection analysis. In Chapter 4, evidence of trustworthiness is explained for the study results.

Chapter 4: Results

Introduction

This transcendental phenomenological qualitative research aims to explore the lived experiences of those individuals who were sent home to work remotely during the Covid-19 pandemic shutdown. Four research questions need to be addressed in this study. The first is: How do individuals describe their perceptions of going from in-person to working remotely from home during the Covid-19 pandemic? Cho(2020) indicates how the traits or habits of an individual are shaped through different boundary preferences, which can have a negative or positive effect on their wellbeing and work experience. Secondly, it must be considered: How prepared did individuals perceive themselves to be for remote work during the Covid-19 pandemic? Kaushik and Guleria (2020) reported that many organizations had implemented a Work from Home approach so that individuals can work remotely with the use of technology. Thirdly the study will help comprehend: Did individuals receive training for remote work following having to work from home during the Covid-19 pandemic? As Anderson and Kelliher pointed out, some organizations did not offer a choice to those individuals who could work remotely from home. Lastly, to gain understanding: Did individuals experience any challenges between work and family while working remotely during the Covid-19 pandemic? The Covid-19 pandemic created a new experience for individuals; they had to accommodate using technology and adjust to homeschooling their children (Anderson & Kelliher, 2020).

In Chapter 4, the participants' demographics will be discussed, the data collection process, including the sample size of the study the age and location of each

participant. A description of the data analysis methods will be depicted in the study, and the evidence of trustworthiness, including credibility, transferability, dependability, and confirmability.

Research Setting

Local organizations were contacted and asked permission to have a flyer sent out to their company to recruit participants for a qualitative study. Flyers were also sent out on the social media sights of Facebook and LinkedIn, and also a notification was sent out through the Walden University Participant Pool. Local organizations did not permit the researcher to contact their employees, so all recruitment was done through the Walden University Participant Pool and LinkedIn and Facebook social media.

Participants who fit the sample criteria had a consent form sent out to them and were given one week to respond, and then a reminder was sent within the week for them to send in their consent to participate in the study. The researcher scheduled meetings via the Zoom virtual platform in a private setting where each participant was asked 15 open-ended questions. A follow-up meeting was scheduled a week after the 1st interview for each participant to recap their responses and ensure they were transcribed correctly and if any further questioning was needed. Only three candidates did not participate in a follow-up interview via Zoom meeting.

Demographics

The essential qualifying criteria needed in the study requested that the participants be one of those individuals sent home to work remotely by their employer when social distancing was mandated. Their age bracket must be from 30 to 60 years

old. Each participant in the study is identified as one of the following: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, and P12 to protect the confidentiality of the participants. Some participants lived in Europe countries of the Netherlands and Germany, and the rest in the United States, including California, Arkansas, New York, Indiana, Ohio, Texas, Oregon, Illinois, and Pennsylvania.

P1: The participant's occupation is a facilitator and a lead person in a testing center who administers the test for high school equivalency and teacher certification tests. P1 expressed her concerns about closing their facility to her employer when California started to shut down. Her job was to verify that individuals taking a test at the test facility had everything they needed to be tested, checking and adequately dealing with individual issues and any problems or concerns during testing. P1's daily routines were changed when she was sent home to work remotely. Her responsibilities became more sporadic and assignment-based. So, in place of testing, P1 was allocated to writing an SOP manual (Standard Operating Procedure) and begin training one more employee for the same position as P1 to substitute when needed.

P2: The participant's occupation is a Senior Associate Director of a disability services office at the University of Arkansas. She co-directs the office with another employee, and their roles are part administrative and part counseling. P2's role involves supervising full-time and part-time employees and student workers with disabilities. Her job relies on face-to-face appointments to listen to her clients and read their body language, which she found challenging on a virtual platform.

P3: The participant's occupation is organizational coaching. She started to work for the company two weeks before the organization ordered employees to work remotely from home due to the Covid-19 pandemic lockdown. P3's responsibilities are to help individuals define and achieve their goals. She relies on face-to-face communications.

P4: The participant's occupation is in the hospitality industry and is responsible for receiving feedback from clients, making sure they are comfortable, and following up with them on their concerns. She found it challenging to work remotely.

P5: The participant is an accountant in an accounting receivable department responsible for billings, inputting data and reports, and changing orders. She did not find it much more difficult to work remotely except for one drawback of commuting to the office to file the paperwork.

P6: The participant's occupation is a marketing manager. She has been doing this job for ten years and has worked with virtual tools, which she has used to communicate with people internationally.

P7: The participant's occupation is a brand manager for a worldwide known company. He answers questions and leads people to develop an understanding based on data. Many of his discussions are trying to collect specifics on their products and transfer them into manageable insights for branding.

P8: The participant's occupation is veteran service representative. She is in charge of the compensation benefits entity for the Department of Veterans Affairs as a service representative. She has been working in this position since 2009, and she helps veterans

obtain medical or military records and determines if they should be either barred or receive compensation.

P9: The participant is a global professional instructor for a well-known crises entity. P9 trains companies and their personnel on how to deescalate in a crisis. She was familiar with working on a virtual platform due to her online education, so working remotely was not unusual.

P10: The participant's occupation is a case manager for criminal treatment courts and works in a DUI intensive supervision court. She has multiple contacts with individuals every week and acts as a liaison between the participants and the Deputy District Attorneys.

P10's job is to make sure her participants comply with the conditions of their probation. Her work is based on face-to-face contact.

P11: The participant's occupation is allocating donations for a non-profit organization. Her responsibility is to collect donations, look up if the donors are in their database, and distribute the funds within the organization's database. Afterward, P11 has to confirm the payments and arrange them in batches to be scanned to enter the checking information into an electronic database. They will then have receipts taken to the post office and mailed out and the paper checks deposited to the bank.

P12: The participant's occupation is a clinical care manager for a mental health insurance company and authorizes days for hospitalization stays for people in acute care or rehabs. P12 receives notification when a patient is administered into the hospital or goes to rehab. She does weekly reviews and authorizes additional time for payment and services, and her position is a community-based service that is highly classified for client

confidentiality.

Table 1*Participant Demographics*

Participants	Age	Gender	Location of Participant	Form of Interview	Date / Time	Duration
Participant 1	58	Female	California	Zoom Meeting	January 26, 2022 7:00 PM	29m.52s
Participant 2	33	Female	Arkansas	Zoom Meeting	January 31, 2022 7:00 PM	33m.40s.
Participant 3	38	Female	North Holland	Zoom Meeting	February 5, 2022 12:00 PM	24m.23s.
Participant 4	35	Female	New York	Zoom Meeting	February 7, 2022 7:00 PM	15m.32s.
Participant 5	54	Female	Indiana	Zoom Meeting	February 8, 2022 9:00 PM	11m.32s.
Participant 6	40	Female	Germany	Zoom Meeting	February 15, 2022 4:30 PM	12m.42s.
Participant 7	41	Male	Germany	Zoom Meeting	February 16, 2022 5:00 AM	18m.19s.
Participant 8	57	Female	Ohio	Zoom Meeting	February 18, 2022 6:00 PM	23m.35s.
Participant 9	37	Female	Texas	Zoom Meeting	February 24, 2022 5:30 PM	21m.45s.
Participant 10	34	Female	Oregon	Zoom Meeting	March 1, 2022 7:00 PM	20m.12s.
Participant 11	51	Female	Illinois	Zoom Meeting	March 2, 2022 10:30 PM	36m.57s.
Participant 12	45	Female	Pennsylvania	Zoom meeting	March 2, 2022 5:00 PM	13m.22s.

Data Collection

The flyer for the research study (see Appendix C) was posted on Facebook and LinkedIn social media sites and the Walden University Participant Pool. All interviews were conducted using the Zoom virtual platform due to the demographical locations of the participants. There were fifteen candidates interested from Europe and the United States, and they were sent a Consent Form (see Appendix B). Still, only 12 participants were recruited, of which eleven participants were female and one participant a male. One candidate declined to participate after the consent form was sent to him because it would conflict with his current employer. Another candidate's wife had contracted Covid-19 and was currently under surveillance in the hospital and could not participate after sending consent. One other candidate had a conflict with the time, and the date could not be scheduled for an interview and did not participate after sending their consent.

The flyer was posted once approval was given by the IRB (see Appendix C) to the media sites listed above. The consent form (see Appendix B) was emailed to the individuals interested in the study and considered potential participants. Once the potential participants were screened and deemed to fit the research criteria and agreed by giving their consent, they were recruited. Zoom meetings were scheduled to accommodate the time and day of each participant (see Table 2). A one-hour frame was planned for each interview to allow enough time for each participant to answer the fifteen interview questions. Once the interview ended, a thirty-minute follow-up interview was scheduled in a week, again accommodating the time and date of each participant so that they could verify the data was transcribed accurately to the true

meaning of each participant's answers. Three of the participants did not participate in a follow-up interview. They requested their transcript be emailed to them for further review and to clarify that their statements are recorded correctly and if any corrections are needed.

Each virtual meeting was digitally recorded with the Zoom recording features and then transcribed, edited by the researcher, and imported to NVivo for analysis. When saturation was determined after the twelfth participant, interviews were discontinued. No further recruitment was deemed essential; once categories become fully advanced and no additional information can be concluded, saturation has been reached (Creswell & Poth, 2018).

Data Analysis

Analysis of the study was conducted using descriptive thematic analysis mythology, which involved developing themes from the actual data collection administered by interviewing the participants in the study. According to Clarke et al., (2015) descriptive thematic analysis enhances the existing data from the interviews that can create a pattered meaning from the details recorded in research.

The Zoom meetings were audio-recorded using the Zoom recording features and then transcribed. After the data transcriptions were completed, a member check was conducted with each participant to guarantee truthfulness. NVivo was used to transcribe the data, but adjustments were made on Microsoft Word for further organization of the data so that it can be categorized and analyzed.

Themes were identified along with subthemes that are related to the research questions.

The data of each transcript was sorted, categorized, and put into themes and subthemes by the researcher (see Table 3 and Table 4). Four significant themes are identified that are related to the research questions: (a) Preparedness to work remotely, (b) Perception, (c) Training received, and (d) Challenges. Among the themes are subthemes identified:

- a) Preparedness to work remotely
- b) Perceptions
 - i. Working remotely
 - ii. Socialization
- c) Training received
 - i. Technical support
- d) Challenges
 - i. Leadership
 - ii. Motivators

Evidence of Trustworthiness

Evidence of trustworthiness is established by ensuring and engaging in member check through a follow-up with the participants to validate that the findings echo their intended meaning (Kornbluh, 2015). Merriam and Tisdell (2017) explain how a combination of credibility, dependability, and transferability fall into trustworthiness because they confirm the validity of the study's outcome and how they are applied to other situations and are consistent with the findings study. Amankwaa (2016) also added that the research findings should not be affected by any motivation, bias, or personal interest of the study by the researcher.

Credibility

Credibility in this research study was validated as a follow-up method with the participants in the study. Nine participants who were able to do a follow-up meeting were scheduled via a Zoom meeting again within a week of the initial interview. The transcript was read back to them by the researcher, and the researcher ensured that their answers were accurate to the phenomenological experience they had when they were sent home to work remotely during the Covid-19 pandemic shut down. The other two participants who could not make it to a scheduled Zoom meeting were sent a copy of the transcript, and one participant did not want to schedule a follow-up meeting but requested a copy of the transcript to look over.

The participants reviewed the transcripts and sent them back with minor corrections if any were to be made. Merriam and Tisdell (2017) indicate how credibility represents the validity of the findings in a research study. The authors state that reality can be ever-changing and multidimensional, a single objective occurrence of lived experiences, and can be cross-referenced through a triangulation process by reviewing information obtained through interviews and observations.

Transferability

Transferability understands the extent of a lived experience in a detailed and deep description representing a coherent presentation of a situation interpretation and the participant in a study (Merriam & Tisdell, 2017). In this study, a thick and detailed description of the lived experience of the participants was encouraged and has been documented to ensure that the study has gained transferability. Amankwaa (2016)

explained how transferability exhibits how the findings in a study can be applied to other conditions.

Dependability

Dependability in a study replicates the research and creates the same results because consistency has been established (Merriam & Tisdell, 2017). Consistency has been reached in this study by reviewing the transcripts and audio recording various times to ensure the dependability of the data retrieved in the study. Amankwaa (2016) reported that when a study's findings are consistent and applied to other studies, dependability has been reached.

Confirmability

In this research, I explain an audit trail with a clear description of the steps that I have taken from the beginning, the development of the study, and finally, reporting the findings. Any raw data and reconstruction of data and categories, themes definition, and final reports that can make connections and develop relationships are included. Amankwaa (2016) addresses the importance of triangulation, audit trail, and reflexivity to establish confirmability in a study. It refers to the extent that the findings are shaped by the participants and not overelaborate by any bias, motivation, or benefit the researcher.

Study Results

Four research questions were used as a guide for this study and formed the themes for data analysis. The questions relevant to transcendental phenomenological qualitative research helped develop the bases of the study's themes. Fifteen open-ended

questions developed to approach the participants' lived experiences were categorized into four themes based on the research questions. There were four themes and five sub-themes (see Table 4) within the main themes. The participants had either a negative or positive experience or were negatively or positively prepared to work remotely. Saldana (2016) explains a theme at a manifest level can help in categorizing an implied topic which can arrange or systematize a group of repeated ideas.

Theme 1: Preparedness to Work Remotely

The first research question in the study: How do individuals describe their perceptions of going from in-person to working remotely from home during the Covid-19 pandemic? P1, P6, P8, P9, P11, and P12 had a positive experience working remotely when sent home due to the Covid-19 pandemic shut down. P1 stated, "I personally was prepared to work remotely." P9 stated, "I would say, maybe on a scale of one to ten, I felt like I was initially probably around an eight. Pretty astute, things come to me very easily."

On the other hand, P2, P3, P4, P5, P7, P10 had a negative experience with being prepared to work remotely during the Covid-19 pandemic shut-down. P2 stated, "We had a day, maybe a half a day, to think. I had all our staff to write down what would be your responsibilities as you work from home." P4 statement on preparedness was, "I wasn't really prepared because this pandemic came, like, all of a sudden. So, I wasn't really prepared actually, I had not done it before.", and P10 stated, "say we had a couple of days to put something together to submit to our supervisor to show how we were going to do our jobs remotely because I think there was a lot of uncertainty, especially because we are funded by the public by taxpayers."

Theme 2: Perceptions

The second research question; How prepared did individuals perceive themselves for remote work during the Covid-19 pandemic? Formed the basis of the second theme. Perceptions of the participant, P1, P4, P5, P9, P11 and P12 had positive views of working remotely during the Covid-19 pandemic (see Table 3). Where P1, "Relative relief. I was glad I didn't have to be around people." and P5 expressed, "Feelings of joy. Because I never have this flexibility before. It was, you know, drive to the office 30 to 45 minutes, one way."

The participant's perceptions P2, P3, P6, P7, P8, and P10 had adverse effects of working remotely. P2 stated, "it was more stressful than I thought. It was lonelier than I thought in the beginning. It was more difficult than I thought it would be, it was all the things.", and P3's perception was, "I thought our job was just not eligible for working from home or working remotely." P7 added to his perceptions, "when we were into this for a little bit of a longer period of time, I started to realize that I didn't; I was not set up properly.

And I needed space where I could go to and, also go away from, too fluid; what is work? What is private?"

Theme 3: Training Received

The third theme, training received, supports the question; Did individuals receive training for remote work following having to work from home during the Covid-19 pandemic? Training received to work remotely during the Covid-19 pandemic, P6 and P8 had positive experiences where P1, P2, P3, P4, P5, P7, P9, P10 P11, and P12 claimed not to

have prior experience to work remotely in their current position. P6 alleged, "I was already used to online calls online meetings, I didn't have, like, some training about this. We already used the tools.", and P8 shared, "Back in 2015, when I was given the opportunity to work at home, we were given a little tutorial from it; it wasn't really intense, it was virtually minimal training."

The margin on the negative experiences for training was far greater than the participants' positive experiences. P1 stated, "So that would be None. Absolutely none.", and P2 added, "So, for my particular role, there was really no training." Additionally, P4 expressed, "I didn't really receive training virtually; I got in the job. So, I had not even gotten the opportunity to step into the job training with my colleagues who had been there for a while." and P12 also stated, "No, we didn't have a specific training for virtual."

Theme 4: Challenges

Challenges is the theme that supports the last question; RQ4. Did individuals experience any challenges between work and family while working remotely during the Covid-19 pandemic? Only P12 had positive outcomes for challenges and did not feel that she had encountered any challenges while working remotely during the Covid-19 pandemic. On the flip side, P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, and P11 were negatively affected with challenges while remotely working at home during the Covid-19 pandemic. P1 stated, "When you work at home, and the file is sitting right there." P2 statement "Now, the downside of that I do feel like I am overworked because I did not have a cut-off.",

P3 stated:

"The idea was pretty simple, that when people are talking to each other, you can promote this change by just being with them because there are a lot of very small interactions happening that you kind of don't notice. But online, it doesn't happen on its own.",

P4 stated:

"I felt like I had also other responsibilities at home because now I had someone take care of the children, but she was no longer coming. So, I would have to do both take care of the children and be there to work online."

P5 "printing stuff at home and then having to take the printouts to the office and file them away."

P6 stated:

"I started to work more because I wanted to do more tasks because I thought I had more time."

P7 stated:

"I realized I needed a bigger differentiator between work and private life. Then when we had homeschooling as well, that is that was just word spirit, I would say where needed by being a teacher with being a father."

P8 stated:

"Social connections, people would stop at your desk, and you could talk, if you had a question about a claim, you can walk down to your buddy; Also, working with classified information."

P9 stated:

"if I had a problem, um, you know, my supervisor or one of my unit members may not be readily available."

P10 stated:

"When the pandemic first happened, and we got instructions to begin working from home, it was really unclear on what that would look like for us. There wasn't a lot of well-communicated information. We did not know the duration for how long and what we're expected to do."

P11 stated:

"I think I'm still trying to figure that one out, sometimes, I had to make more of a conscientious effort to be like, okay, I'm going to take a break now. Right? Like, this is this is my one-hour lunch break or my 15-minute break?; I felt a little more like, oh, I should be busy all the time."

Subtheme: 1 Working Remotely

The first sub-theme taken from perceptions was working remotely, and P1, P4, P5, P6, P7, P8, P10, and P11 had positive experiences of working remotely. P5 expressed, "I prefer to work remotely, not getting up early in the morning, not having to put makeup or shower in the morning, do your hair." P6 added, "100%. I prefer working remotely because I have freedom, I can work from my home, I can go and work from some places, and in our company, we allow to work in from different locations." P7 also stated that "it's happiness, being able to drop off kids or pick up kids from school and sports activities without too much stress. Because you're, you're locked up in in a traffic jam or whatever."

But P2, P3, P9, and P12 had negative views about working remotely. P2 explained how “we always talk about, is that face to face with clients and being able to see not only hear what they are feeling and hear what they're saying, but also see what they're saying with their body, you can't always get that on Zoom or a virtual format.” P9 expressed, “Working in the pandemic even virtually oftentimes meant being more readily available for all sorts of departmental meetings. There was such a demand for the services that I was providing; essentially, the world was at home.” P12 stated, “I feel like I have more meetings that I'm going to have to be a part of the meeting via zoom or teams.”

Subtheme 2: Socialization

There was a positive perception of socialization for P3, P4, P8, and P10. P4 stated, “I think most of the time, we will connect through phone calls or just someone calls you to check, but attended meetings, like quarterly meetings. So, everyone was supposed to attend in terms of the platform like zoom, or Skype, which was quite efficient.” P8 added, “we'll call each other on, you know, Microsoft Teams. The chat is really live during the work hours, people are chatting people up, mainly to help each other out with claims, but then we're chatting people up, flashing means, you know, and things just to keep us laughing during the day.” P10 also explained that “we used to do was a potluck white elephant Christmas holiday party with our team that we moved to a virtual.”

For P1, P2, P5, P6, P7, P8, P11, and P12, socialization was a negative experience. P1 stated, “The workplace did not facilitate any workplace socialization, or maybe they did, and we weren't invited.” P7 also said, “That you're interacting with a much smaller

group of people by date, sometimes missing out on other things that are ongoing, that you then find out much later.” P11 added, “Not really. I mean, once in a while, they would decide suddenly, like after a month, oh, let's have a staff meeting for a few for like 30 minutes or something.”

Subtheme: 3 Technical Supports

Overall technical support was present for all but one of the participants. P1, P2, P4, P5, P6, P7, P8, P9, P10, P11 and P12 all stated that technical support from their organization was present and helpful when needed. P3 noted that there were some problems with their technical support.

“Before Corona, we had slack and zoom. And when Corona started, zoom, unfortunately, pretty quickly had this data leak, and I worked for a bank. So, the data leak was like no way. And then zoom was canceled. And we move to MS teams, but for a lot of people switching from slack to Ms. Teams was difficult and challenging.”

Subtheme: 4 Leadership

For P3, P4, P5, P6, P7, P8, P11, and P12, leadership is a positive experience for those working remotely during the Covid-19 pandemic. P3 said:

“I have a lot of direct leadership support from my direct manager. He was just an amazing guy and working with us all together.” P5 stated:

“The leadership ship at my company is absolutely awesome. So, whatever we needed, we got from my company.” P6 said:

“From the beginning, it was the transparency in our company, from the leadership.”

P12 added:

“They're there when we need them.”

For P1, P2, P9, and P10, leadership negatively affected them.

P1 replied:

“Starting with communication, they didn't even include us in that. There really wasn't much.” P2 stated:

“To be honest, I struggle with leadership support in general, particularly for our office, because we are serving an underserved, marginalized population.” P9 was concerned about their leadership's decision during the Covid-19 pandemic

“The support from our leadership was poor. And I'm describing it as poor because people were being asked to go back on the road at a time where I deemed it to still not be safe.”

Subtheme 5: Motivators

Across the board, all the participants from P1 through P12 were positively affected by motivation. Most claimed self-motivation, while others were motivated by the fact that they were safe at home and not socially interacting with others or that they still had a job to go to during the Covid-19 pandemic.

P10 stated:

“Being able to have a job, I think, being able to still work because of the uncertainty, we didn't know how long it was going to last if we would ultimately be laid off.” P9 explained:

“The motivator was that there was a global pandemic, and people were dying, And it was safer to be indoors as opposed to being out and about.” P7 also added:

“To stay healthy, that was my biggest motivator, and to accept that this is how we could continue to work.” P6 stated:

“It was motivation to finish the task faster because you have more time.”

P5 expressed:

“I have a very strong work ethic. So that's my motivator. My character is my motivator.”

Table 2*Participants Responses*

P 1

Theme A Preparedness to work remotely	I personally was prepared to work remotely. I have a home office. I have an independent work ethic.
	Relative relief. I was glad I didn't have to be around people.
Theme B Perception Subthemes Working remotely	So being removed from that environment completely, I did prefer it because it was really nice to not have to deal with the politics, I guess, of the workplace. And I do prefer. I do prefer working from my home office, just because I'm more organized.
Socialization	The workplace did not facilitate any workplace socialization, or maybe they did, and we weren't invited because we would get left out of the birthday things and, you know, come over, we're not going to say with sing Happy Birthday, have a piece of cake. They always forgot about us.
Theme C Training received Subtheme Technical support	So that would be None. Absolutely none. They did. Very early, I thought, put forth if I needed. If my system, when we were starting to set up zoom meetings, if my system wasn't going to be able to handle it, I could come in and pick up a laptop that they would have set up for me, and if you need any assistance with that, they would be able to, to provide that.
Theme D Challenges Subthemes Leadership	Yeah, you go to work, you work, you leave, you leave work. When you work at home, and the file is sitting right there, it's still sitting right there. And so, I like its demarcation. Starting with communication, they didn't even include us in that. There really wasn't much. If I called and asked a question, I was given a supportive response. But the actual action to back it up wasn't necessarily carried through. We were left out of the loop. The workplace did not facilitate any workplace socialization, or maybe they did, and we weren't invited because we would get left out of the birthday things and, you know, come over, we're not going to say with sing Happy Birthday, have a piece of cake. They always forgot about us.
Motivators	I personally have a sense of purpose with my work. And for me, if I'm doing if I'm in a job, that I don't have that for, I won't last long in it. I mean, I would end up not having that job if I didn't have a sense of purpose.

P 2

Theme A Preparedness to work remotely	We had a day, maybe a half a day, to think. I had all our staff to write down what would be your responsibilities as you work from home. "How would you transfer or translate your current responsibilities that you do in the office to a home setting?" "How would you actually go about doing those things?" as we had to write that out. I had them write that out for me, but also my supervisors, so that we could send that to them in terms of what we would do and how we would do it.
Theme B Perception Subthemes Work remotely	Like I said, Before, I thought that it was not going to be a difficult transition for me personally. But it was more stressful than I thought. It was lonelier than I thought in the beginning. It was more difficult than I thought it would be, it was all the things, you know, it was anxiety-inducing, stressful, lonely, it was all of those things, I would like the idea of working remotely, if I had, if it was balanced with having to go in the office once or twice a week or being able to go to an office if I wanted to, or needed to so if it was built like that. I think that I would love it, actually. And so, you know, something we always talk about, is that that face to face with clients and being able to see not only hear what they are feeling and hear what they're saying, but also see what they're saying with their body, you can't always get that on Zoom or a virtual format.

Socialization	I understand that human connection is necessary. And, you know, work gives me that more so than what I would have in my regular everyday life. And so, I knew just from a mental health standpoint that a human connection is necessary.
Theme C Training Subthemes	So, for my particular role, there was really no training. So, everything from a virtual standpoint had nothing to do with it. So, there was no training; there was really no training on how to transition. But luckily, I had the training.
Technical	We do have an IT team at the University. I got access to that from home because I was not physically there. So, it was working those things out. You can always call and get assistance when computer programs are not working.
Theme D Challenges Subthemes	Now, the downside of that I do feel like I am overworked because I did not have a cut-off. There was like my work was my home. My home was my work. So, it was really hard to cut off. So that was a struggle, man that so that was not a that's the thing that I would not like. And I'm a workaholic.
Leadership	To be honest, I struggle with leadership support in general, particularly for our office, because we are serving an underserved, marginalized population. Sometimes you are, or you feel like, even if that's not the intention, like the lower man on the totem pole in the first place. And so now you're out of sight out of mind, because we are working remotely.
Motivators	So, the motivation, I don't know if there was necessarily motivation as much of as this is what you have to do, and I'm not going to do a bad job, because I don't like the idea of that. So, I'm just going to figure this out. And then I thought about my students.

P 3

Theme A Preparedness to work remotely	I worked in a company where my team was fully co-located, but other teams were working from the Netherlands with Russian guys, also with five hours' difference. So, that was kind of pretty difficult. So, I didn't practice it myself, but my fellow colleagues from the same position that I have working in other teams, they told me, hey, I tried this, and it worked out. So, I had a little bit of an understanding how that can work.
Theme B Perception	I thought our job was just not eligible for working from home or working remotely. And then we went online, in one day altogether, and it started working, like unexpectedly. Well, I mean, for me, it was a little bit weird because I joined the company literally two weeks before lockdown. So, everything was new. So, I was just spending lots of time in a one-on-one talking to people there was pretty okay. And then, I started with one team, and then when it grew towards my actual work with the organization, the whole organization already learned how to do it. So, we were on this path kind of together. So, I was thinking about that a couple of months after the first lockdown started, then yeah, I didn't expect it to work out so well. So, we learned a lot of stuff. But the organization was very supportive of that staff. So, they were helping.
Subthemes Working remotely	So, for me, the blended were working while sometimes in the office for interaction, and that's again what we discuss that when we are in the office, we mostly spend this time for social activities brainstorm Being together on the whiteboard, blending, discussing arguing together because sitting on the laptop and typing Yeah, we can do that stuff from home.
Socialization	we have in, in all my teams that I work with, we have the morning meeting. And we have it in real life, and we have it online. Now, it takes 30 Sometimes 40 minutes. Because we start with Hey, how was your day? And how are you doing? And how are you feeling? And we have some jokes inside. Because when you work together all the time, you feel that right? There is a person sitting nearby, but your work from home, you need this socializing. So, this morning stuff took longer. Because you include your socializing part there, you should have it somewhere.
Theme C Training	None. We, we don't do anything before pandemic we didn't. Because I mean, I've been to at one of the conferences, probably every conference that I've been to; they always talk about working with remote teams, because it was getting into. Still, since my client that I was working with at that moment, we were all working co-located in the same space. I never went for those meetings talking about remote stuff.
Subthemes	
Technical	Unfortunately, that was kind of double-sided. So, before Corona, we had slack and zoom. And when Corona started, zoom, unfortunately, pretty quickly had this data leak, and I worked for a bank. So, the data leak was like no way. And then zoom was canceled. And we move to MS teams. And I worked with MS teams before, so it was a bit easier for me, but for a lot of people switching from slack to Ms. Teams was difficult and challenging.
Theme D Challenges	The idea was pretty simple, that when people are talking to each other, you can promote this change by just being with them because there are a lot of very small interactions happening that you kind of don't notice. But online, it doesn't happen on its own. So you need to push this change; you need to be constantly paying extra attention, trying to connect to be bold to have extra calls, a lot of extra effort to something that earlier was happening on its own.

Subthemes

Leadership

I have a lot of direct leadership support from my direct manager. He was just an amazing guy and working with us all together. And I was seeing, so disorganized, what happens, I lost my access password several times. And he was always calling and helping me to reestablish that. And on the higher level, But I mean, the main idea is that on the higher level as well, right, this is like a lower level my direct manager, but also on the higher level, which is generally in our company, we only have three levels, we don't have anymore we have the management board. And we have several line managers and everyone else, so there is nothing higher than the board members above me above my direct manager. But what I meant is that the board members, the top management helped us as well a lot, were just using the same tools and talking to people through the same tools.

Motivators I must admit that I was very lucky with the company that I started working in when COVID started. So, the vibe was very good. So, we're in it together; we're going to help each other like take your time family thirst helps first. And with the team I was working directly at that moment, we were playing every Friday. Yes, we were playing board games. And it was it was a very nice vibe. So whatever motivation I had before was still there, and I didn't lose anything.

P 4

Theme A
Preparedness
to work remotely

I wasn't really prepared because this pandemic came, like, all of a sudden. So, I wasn't really prepared to actually I had not done it before.

Theme B
Perception

At first, it seemed quite challenging. Like, it seems like because now you're used to going to the office or going used to seeing your colleagues. So, it was not so positive for me, and I felt like I was going to not perform very well. So, I had to like schedule my time quite properly, I'll wake up, so I'll make sure that everything is okay in terms of work. I had good time management solved with a probably at seven. And within no time, I'm done and ready to prepare the kids and everything. And at the same time, I have already set up my workspace and also had someone already taking care of them. So getting organized was my way.

Subthemes

Working remotely

I was saying that in terms of this. When I was starting out, like the online working from home, I felt like it was challenging. But I learned on the job with time. Something I'll continue doing them in the long run as I get paid.

Socialization

I think most of the time, we will connect through phone calls or just someone calls you check, but attended meetings, like quarterly meetings. So, everyone was supposed to attend in terms of the platform like zoom, or Skype, which was quite efficient. It was basically when you used to meet tools to discuss basically when you're meeting like in person, it was mainly to discuss issues to do with the job, but virtually anything could be discussed. Even your BS. I don't know if that makes sense.

Theme C
Training

I didn't really like receive training virtually on how to go about all this. Because it's just that I got in the job. So, I had not even gotten the opportunity to step into the job training with my colleagues who had been there for a while. It's just that I had not been non training they had they have adequate skills on how to go about it slew through virtually, especially when conducting meetings and everything.

Subthemes

Technical

Because support was in terms of getting the necessary materials that I needed at internet connectivity done for me, I had a new laptop given to me, some programs are installed for me. And anytime I had challenges, I had someone also called who would settle them virtually with me.

Theme
Challenges

D

I felt like I had also other responsibilities at home because now I had someone take care of the child, but she was no longer coming. So, I would have to do both take care of the children be there to work online. And also, at home, to have some virtual meetings with the management, which was quite hard to say when you're at home so many activities taking place.

Subthemes

Leadership

I feel the leadership support was, was good. I didn't get a lot of pressure. Like I was given some time to learn on the job.

Motivators My motivators were like, the pressure from the management was not all that high. They understood that, definitely. How the fact that I was able to perform my work without pressure, and with no, with minimum supervision.

P 5

Theme A We were given laptops and monitors, I had to buy a couple of desks, and you know, do some modifications here at home. Preparedness But, prepared, I don't know that anybody was prepared to work from home. But you know what, you hit the ground

to work remotely running. One day, we left the office with the laptop and monitors in the car, and the next morning, we were working from home. So, not prepared, but again, that was no issue.

Theme B Perception Feelings of joy. Because I never have this flexibility before. It was, you know, drive to the office 30 to 45 minutes, one way. To get up early in the morning, get dressed, send the kids to school, get in the car, go to the office, that's an hour and a half. Come back and high traffic, you know, takes you 45 minutes to an hour to get home. And by the time your home, especially in, you know, fall winter and early spring, it's already dark. So, I was overjoyed to work from home. I do prefer to work remotely

Subthemes

Working remotely I do prefer to work remotely, not getting up early in the morning, not having to put makeup on shower in the morning, do your hair but again, you know all that, you know, let the dogs out.

Socialization You don't see another person for days. I mean, another at the office. I mean, nothing. But in the beginning, this was not the case, because you couldn't see anybody. So socially, yeah, that probably was the hardest part. Okay. We couldn't socialize.

Theme C Training

We had a couple of apps that we download it, you know, like Team teams and stuff like that. So, we could all be in a meeting together or Comcast business on our phones, so we can forward all our calls from the office automatically to our cell phones, but no, no training is necessary. My job has not changed in any way. Okay, so I didn't need any training.

Subthemes

Technical The technical support is outsourced. So, any issues that we would have I the office or at home we would be address to by the same IT company. So, there was not different working form home than in the office.

Theme D Challenges Well, the only way they were affected was by, you know, me printing stuff at home and then having to take, you know, the printouts to the office and file them away.

That was a little challenging in the beginning because my husband and I both worked at the dining room table for a few weeks,

Subthemes

Leadership 1. The leadership ship at my company is absolutely awesome. So, whatever we needed we got from my company.

Motivators I have a very strong work ethic. So that's my motivator. My character is my motivator.

P 6

Theme A Preparedness to work remotely I'm 60%. I can see I was already, I was, I had already my place to work, the table, the chair. As I didn't expect it for longer. I didn't take my monitor home, but after two months, I took it home. And also the company gave us some money so we can buy something like proper chair, everything we need. So, it was like 60% ready. It's totally fine.

Theme B Perception I was not prepared to work at full time because I had just my table and not proper chair. in general, I'm totally fine. Because I already had this experience back in time I work two years at home in 2000 term. For me, I actually wanted to know more of my colleagues, because I joined the company just in the beginning. And also, a little bit confusing because I didn't see them much. But now is fine.

Subthemes

Working Remotely 100%. I prefer working remotely because I have freedom, I can work from my home, I can go and work from some places, and in our company we allow to work in from different locations. So, I don't need to stick to the same place I live in. So, it's, it gives us more freedom.

Socialization	As I said, it's like communication, less communication with people I like because my colleagues really nice and there is no interaction between us in real life. So, I missed this part. And of course, I missed the part and I don't like to spend all the time look into the screen.
Theme C Training	I was already used to online calls online meetings, I didn't have, like, some trainings about this. We already used the tools, especially online calls. We didn't have a specific training, but company supported us with question if we need to install something if we need to take something from office, for example, a keyboard, mouse, or additional monitor. So, it was really easy to set up everything.
Subthemes Technical	Everything was set up online. The company we are very our external internal tool we use for online calls. And the company also provides us additional tools like zoom.
Theme Challenges	D In the beginning, it was difficult. After all, as I said, I started to work more because I wanted to do more tasks because I thought I had more time. Maybe health issue, in the beginning, I didn't know how to balance as I said, as you can spend more time sitting in the wrong chair and I had back pain. And also, I used too much screen time. So, my eyes started, I had started this symptom like red-eye, like dry eye.
Subthemes Leadership	I think it was okay. So, the company explained every step because COVID was like unexpected, and then every time a new regulation came into the power and explained the next step. So, from the beginning, it was the transparency in our company, from the leadership.
Motivators	Oh, at first, it was like, wow, I have more time, and a don't need to go by feet or by train to work. So, I have, I can start early and finish early also. And actually, it was motivation to finish task faster, because you have more time. I think that's all and try to understand my colleagues more. So, we organized coffee charts, sometimes if colleagues who were fresh, we discussed more how we want to work what is more important for us something like this.
<hr/>	
P 7	
Theme A Preparedness to work remotely	Somewhat, I mean it's not that we were 100% in the office all the time. But you were working form home mainly you wanted to have you own space to focus. And then, of course, you had your connection with, laptops and teams and phone and so on. But it was much more to have headspace. So, limited, I would say.
Theme B Perception	Well, yeah, in the beginning, I thought I was; I had that ability to work from home. So, there was with my laptop on the kitchen table, doing my meetings close to the coffee machine and the refrigerator. And so, I thought I was all set up. And then, when we were into this for a little bit of a longer period of time, I started to realize that I didn't; I was not set up properly. And I needed space where I could go to and also go away from too fluid, what is work? What is private? So, I thought I was equipped, I learned that I wasn't and then I adjusted.
Subthemes Working remotely	its happiness, being able to drop off kids or pick up kids from school and sports activities without too much stress. Because you're, you're locked up in in a traffic jam or whatever. So, they're there that that is the joy, there's frustration that you are not always being able to give the support that that you feel people are needing because there are just a distance and there is a screening between its harder to sometimes come to them to the essence of the situation.
Socialization	But also, moments of loneliness in a work workspace, because you missed out on something or need to catch up, and it's harder to catch up, right? Especially if you feel that you're behind or stress tiredness, fatigue, especially from being in back-to-back meetings through a screen like this That you're interacting with a much smaller group of people by date, sometimes missing out on other things that are ongoing, that you then find out much later. The social interaction with people. And sometimes, you know, just the speed that you have to clarify something. Because you could just pull people together in a room and have a whiteboard, start drawing and talking. And you will figure it out. Now, everything you need to be planned for, and everybody was also booked with you to all those little team meetings. Flexibility, especially in the beginning of flexibility was gone.

Theme C Training		Prior? None, I think we were we had conference calls, right, and we had platforms and tools and for it, but it was more, you know, a PowerPoint, explaining how to start it up and request the user account and type in your Access ID. But that's about it. I think this is something we have learned in the last two years how to work with all kinds of collaboration spaces like my role was during not before.
Subthemes		
Technical		So, we got an additional amount in one of our monthly payments. And that was there to make sure that you are set up in a way you need to be set up. So, we could go to the office to pick up equipment, like a big screen or an additional keyboard or docking station or whatsoever. So, hardware-wise, we could just take whatever we have in the office, and then we got a additional amount of money to do to make it work at your own place in a way.
Theme Challenges	D	As mentioned, I realized I needed a bigger differentiator between work and private life. Then when we had homeschooling as well, that is that was just word spirit, I would say where needed by being a teacher with being a father, that is already two things that you do not want to mix up and at the same time trying to be a good employer or no, not an employer but an employee to being a good manager. So, just the amount of roles that you normally have, but have more in an in a in a sequence, now became roles that were you need to have all at the same time. That was just a super big stretch.
Subthemes		
Leadership		I think the management has been very human in accepting that this is something that we cannot control that we need to trust, that people want to do good that they're not taking advantage of the situation to go under the radar or whatsoever has been trying to find alternatives, to still have a feeling of togetherness and belonging.
Motivators		To stay healthy, that was my biggest motivator, and to accept that this is how we could continue to work, I think that was the biggest worry, and also the biggest motivator to do just be in it. Make it work.
<hr/>		
P 8		
Theme A Preparedness to work remotely		When we were told a week before that the building was going to close. And we had to get out, I came home, and I just prepared my space. And, you know, just prepared, you know, whatever space I needed for, you know, any kind of manual references, hard files that I had to bring home. Not veterans' files because everything is on the internet, everything is in the cloud, but I'm just stuff that I need to help me do my job day by day. And that's pretty much it, you know, and then just having to go and just bring the physical equipment home.
Theme B Perception		We were pretty much told that this is how it is, and you got to get out of the building. So it was, you know, it was coming, but it was just like, I really didn't want to do this. But it's a matter of public safety. So, yeah. It is what it is. My, my attitude has changed. Because of everything that has been going on in the building. Um, we were told, when we left the office, that they were going to be, you know, making it conducive for us to come back as far as putting up shields and things like that. But a lot has happened in the last two years, and particularly with the spikes that have gone up.
Subthemes		
Working remotely		I really don't want to go back in the office. I'm fine at home because I feel protected. I feel safe. I can work in my pajamas. With my coffee. Nobody has to see me. I'm good. Yeah, I commute in my slippers, parking downtown Cleveland is ridiculous. We have nowhere to park in the original office, there are parking spaces down, but they're only for selected few.
Socialization on virtual platform	a	we'll call each other on, you know, Microsoft Teams. The chat is really live during the work hours, people are chatting people up, mainly to help each other out with claims, but then we're chatting people up, flashing means, you know, and things just to keep us laughing during the day. So, there is still social interaction
Theme C Training		back in 2015, when I was given the opportunity to work at home, we were given a little tutorial from it. I think we also had like some TMS stuff, which is like the VA training platform stuff. So, we did have some training, it wasn't really intense, it was virtually minimal training. And if you had any issues, you would just call IT or the help desk.
Subthemes Technical		IT department rocks. They were really helpful. When I went to trade out my desktop for my laptop. They loaded all my stuff on and we just kind of, you know, he kind of walked me through everything, predefined different of the old folders I had on my desktop and all of that.
Theme Challenges	D	Social connections, people would stop at your desk, and you could talk, if you had a question about a claim, you can walk down to your buddy. Also, working with classified information.

Subthemes	
Leadership	They've been very transparent and letting us know what's going on.
Motivators	I'm being able to work at my own pace and not be rushed, although I know I have to get my work done. Plus, the fact we're on quality and production. So, we have to make our quotas for the day and keep our quality up.

P 9

Theme A	
Preparedness to work remotely	The level of preparedness to work remotely, I would say, maybe on a scale of 1 to 10, I felt like I was initially probably around an 8. Pretty astute, things come to me very easily, as long as I can be supported, and initially, I feel very supported, and I felt like I could do what was being asked of me. I used a designated workspace; I usually use the kitchen table, that has been my spot.
Theme B	
Perception	I thought that I had a pretty good ability to be able to work from home. Because my educational training had in many ways trained me to be able to make the transition to working from home. the idea of having to do what I was doing in person with businesses and clients, I was no stranger to logging into a virtual platform. And, and doing the same thing, essentially, virtually. So, I thought that my ability to transition would be relatively easy, to be honest with you.
Subthemes	
Working remotely	Working in the pandemic even virtually oftentimes meant being more readily available for all sorts of departmental meetings. There was such a demand for the services that I was providing; essentially, the world was at home. And so, people were accessible to the training. And it just created an increase in demand from my perspective and trying to figure out how to I create balance with all of these new demands for myself.
Socialization	I would say workplace socialization. So, I can communicate with family and colleagues using messaging, silence my cell phone for unimportant phone calls or messages, and prioritize during the workday who I want to communicate with and how I want to communicate with them. So usually socialization, working from home that would be, you know, using a private chat when we were using specific platforms.
Theme C	
Training	So, I didn't have quote on quote, experience in terms of training from a job. But my education as a student helped me. How do I describe it helped me make that transition. So, I don't think I had any experience from a job, but education definitely helped me feel confident.
Subthemes	
Technical	IT helped us to navigate our electronic devices. So, I had a computer, I had a headset we made sure that we had the strongest internet packages to support training virtually. And when there were questions or concerns, there was a line that I could call into for additional support. Or I could send a message to the IT department or email, so I felt pretty supported through those avenues.
Theme D	
Challenges	Getting people involved, if I need help getting people involved, like just getting people over the phone, if I had a problem, um, you know, my supervisor or one of my unit members may not be readily available. So I have to wait until someone's available it gives me help, you know, so that's, that's one of the things. One of the drawbacks is if you have an issue with something or if I needed to ask someone a question, the conveniences I could just walk over somebody else's desk, but now it's like, I'm home. So since I'm home, you know, I have to make outreach to people, and it's, they're not always available.
Subthemes	
Leadership	The support from our leadership was poor. And I'm describing it as poor because people were being asked to go back on the road at a time where I deemed it to still not be safe.
Motivators	The motivator was that there was a global pandemic, and people were dying. And people were dying by way of a virus that we didn't know much about. And it was safer to be indoors as opposed to being out and about. And so, I felt safer physically, being indoors. So that was my primary motivation.

Theme A Preparedness to work remotely	We had very little time to prepare. And so I think I want to say we had a couple of days to put something together to submit to our supervisor to show how we were going to do our jobs remotely because I think there was a lot of uncertainty, especially because we are funded by the public by taxpayers.
Theme B Perception	So, when the pandemic first happened, and we got instruction to begin working from home, it was really unclear on what that would look like for us. There wasn't a lot of well-communicated information. And we didn't know duration for how long what we would be expected to do.
Subthemes	
Working remotely	I like the flexibility. I like not having to commute. I like saving money on parking I have to pay for when I go to work. So, its saving money on gas, parking, and lunches. I like taking breaks and walking my dog, take care of things around the house I can flex my time a little bit more when I'm working from home.
Socialization	So, some things we changed like we implemented new meetings that we didn't have before, we all came together where otherwise there wouldn't really be a need for us to have meetings together. And another thing that we used to do was a potluck white elephant Christmas holiday party with our team that we moved to a virtual, which was weird, but fun.
Theme C Training	Not really much at all. Let's see in trying to remember it's been two years now since we switched over. So and then this is prior to our switch any training we had before we switched? Yeah. So I would probably say none.
Subthemes	
Technical	We did have some pretty good support. And our tech team was really overwhelmed and overloaded in the beginning, but they were really great at making sure we had all the equipment that we needed. So everyone had a laptop to take home from the courthouse we had, we were issued work cell phones, which isn't something we had before because all of our calls were routed to our desk.
Theme D Challenges	When the pandemic first happened, and we got instructions to begin working from home, it was really unclear on what that would look like for us. There wasn't a lot of well-communicated information. We did not know the duration for how long and what we're expected to do.
Subthemes	
Leadership	I think that people were doing the best that they could with what information they had. Sometimes I think that our leadership wasn't as transparent as I would have wished or hoped. I think that that's even still the case two years later.
Motivators	Being able to have a job, I think, being able to still work because of the uncertainty, we didn't know how long it was going to last if we would ultimately be laid off. And so, I wanted to make sure I was doing everything I could to keep my position as much as I had the ability to influence that decision. And then folks who are dealing with addiction, and substance use disorders, I think, were hit really hard with this. So that was another motivator as being able to be accessible to people who really needed it in that time.

P 11

Theme A Preparedness to work remotely	It was, like, we were half ready. And half not ready. You know, just because like, sometimes people like the old way. And then, even though when I first started, I helped set up this office, I even told them, you know, there's like things that we would probably need to do, which is to become more digital and more virtual, just in terms of like, just having things digitally.
Subthemes	
Theme B Perception	I feel like, in a way we were becoming more and more virtual, more digital. I feel we were mostly prepared.
Subthemes	
Working Remotely	I was pretty confident about being able to work from home since, um, I don't know, I feel like I've been working on computers for a long time. I felt confident in terms of, like, I could work from home. Okay, on the computer, like, you know, remotely.

Socialization	Not really. I mean, once in a while, they would decide suddenly, like after a month, oh, let's have a staff meeting for a few for like 30 minutes or something. And then someone would, they would say whatever. But it wasn't really socializing.
Theme C Training	No training at all. I think it was 2019. I made it so that we had to scan all of our texts and put it on all digital. We're in this age, why are we like keeping paper copies of everything. We have all of these instruments.
Subthemes	
Technical	I mean, we have an IT department. So, any time we might, they helped us set up, I guess I should say, they helped us set up what's called a remote desktop. So, you can like remote into your actual computer at work.
Theme D Challenges	I feel I think I'm still trying to figure that one out, sometimes, I had to make more of a conscientious effort to be like, okay, I'm going to take a break now. Right? Like, this is this is my one-hour lunch break or my 15-minute break? Because otherwise, I sometimes I would just find myself going through the workday. I felt a little more like, oh, I should be busy all the time. But then I'm like, even in my office at work, I'm not busy all the time.
Subthemes	
Leadership	I'm sort of like the leadership, for my office. And so like, our office, there's like a board, we sort of work under a board, and they already live everywhere in the US. So because I'm sort of like the person who knows everything about the technical side, I sort of had to provide all of that leadership for our personal office, because it's like, our boss actually lives in California, it's sort of hard to like, provide an office leadership when he doesn't even know what our office looks like.
Motivators	I think, I don't know, I mean, like, I just knew I had to get the work done. I mean, like, I think that maybe is the motivator is I was the person. I'm in a two-person office. And I was the only one that like was able to work truly, like, more full time in terms of like everything. I mean, we had to get receipts out we had to deposit people's checks. So I guess just the responsibility Have knowing like what the expectation was.

P 12

Theme A Preparedness to remotely work	I felt like I was pretty prepared because, like I said before, we already had the equipment with us, because we did work in a community. So, working from home, we just needed a phone. The only challenge I had was getting my phone to work remotely.
Theme B Perception	Ah, I thought it was going to be pretty easy. Actually, I was looking forward to working from home. I prefer working remotely. I like the flexibility to make my own schedule.
Subthemes	
Working remotely	I feel like the meetings are a lot more. Now that were home. I feel like I have more meetings that I'm going to have to be a part of the meeting via zoom or teams.
Socialization	I don't socialize with them. We talk if we have a meeting that we're all going to be in on, you know, we might shoot each other text or email like, hey, see if you haven't seen it a little bit. But other than that, when I'm not working, I don't communicate with them. Okay, so we haven't socialized at all.
Theme C Training	No, we didn't have we didn't have a specific training for virtual. No. I mean, we met with it. And you know, we were all given appointments to meet with the, with someone from the IT department, and then that person should set us up with our laptops. To work from home. I needed to work with IT to make the software compatible, so I can work from home.
Subthemes	
Technical	IT, they're accessible by phone and email. They worked well with me to make sure that my phone was up and running. When we first started working home, my phone, I couldn't connect a softphone, they have what they call us, your desk phone, your regular desk phone, they can make it into a softphone. So then it's supposed to be like a wireless connection. But it's supposed to be hooked up to your router.

Theme D Challenges	One of the drawbacks is if you have an issue with something or if I needed to ask someone a question, the conveniences I could just walk over somebody else's desk, but now it's like, I'm home. So, since I'm home, you know, I have to make outreach to people, and it's, they're not always available.
Subthemes	
Leadership	They're, there when we need them. I mean, I think I could go I really couldn't go weeks and not even talk to my supervisor. Really like not even like a face to face. You know, nothing I can I talk to her at least once every two weeks. Because then we do we have to do supervision.
Motivators	I'm spending more time with my family. Just being home when the kids got home when they left to go to school when they got home from school. Just being able to walk my dogs, and they have to stay at their kennel when I work. I like it just being home. And getting ahead of my household duties cooking early, getting laundry done. Oh, it has benefits working from home. Oh, I was happy.

Table 3

Themes

Participants	Theme A Preparedness		Theme B Perception		Theme C Training		Theme D Challenges	
	Positive *	Negative	Positive *	Negative	Positive	Negative	Positive	Negative
P 1						*		*
P 2		*		*		*		*
P 3		*		*		*		*
P 4		*	*			*		*
P 5		*	*			*		*
P 6	*			*	*			*
P 7		*		*		*		*
P 8	*			*	*			*
P 9	*		*			*		*
P 10		*		*		*		*
P 11	*		*			*		*
P 12	*		*			*	*	

Table 4*Sub-themes*

Participants	Sub-themes B Working Remotely	Sub-theme B Socialization	Sub-theme C Technical	Sub-theme D Leadership	Sub-theme D Motivators
	Positive / Negative	Positive / Negative	Positive / Negative	Positive / Negative	Positive / Negative
P 1	*	*	*	*	*
P 2	*	*	*	*	*
P 3	*	*	*	*	*
P 4	*	*	*	*	*
P 5	*	*	*	*	*
P 6	*	*	*	*	*
P 7	*	*	*	*	*
P 8	*	*	*	*	*
P 9	*	*	*	*	*
P 10	*	*	*	*	*
P 11	*	*	*	*	*
P 12	*	*	*	*	*

Summary

Chapter 4 explored the lived experience of individuals who had to work remotely during the Covid-19 pandemic when social distancing was mandated and businesses had to send employees home. From the research questions in the study, four themes were created and five sub-themes from data analysis; (a) preparedness to work remotely, (b) perceptions with the subthemes; working remotely and socialization, (c) training received with the subtheme; technical support and (d) challenge with the subthemes leadership and motivators.

There are four research questions in the study. The first asks about working remotely: How do individuals describe their perceptions of going from in-person to working remotely from home during the Covid-19 pandemic? Half of the participants had positive views about working remotely, while others had negative feelings. P1 said, "Relative relief. I was glad I didn't have to be around people." P2 stated, "it was more stressful than I thought. It was lonelier than I thought in the beginning. It was more difficult than I thought it would be; it was all the things."

The second question asked how prepared individuals were: How prepared did individuals perceive themselves to be for remote work during the Covid-19 pandemic? In comparison, half of the participants were ready to work remotely while the other half were not. P10 stated:

"say we had a couple of days to put something together to submit to our supervisor to show how we were going to do our jobs remotely because I think there was a lot of uncertainty, especially because we are funded by the public by taxpayers." P9 stated, "I

would say, maybe on a scale of one to ten, I felt like I was initially probably around an eight. Pretty astute, things come to me very easily."

The third question addresses the training as a theme: Did individuals receive training for remote work after working from home during the Covid-19 pandemic? Two out of the twelve participants stated that they had some kind of training to work remotely in their current position while they were sent home during the Covid-19 pandemic shutdown. At the same time, the other ten did not have training. P1 stated, "So that would be None. Absolutely none.", and P2 added, "So, for my particular role, there was really no training." Additionally, P4 expressed, "I didn't receive training virtually. Lastly, the fourth question addressed challenges: Did individuals experience any challenges between work and family while working remotely during the Covid-19 pandemic? Eleven participants had various from feeling overworked because they did not have a cut-off or went back to the office just to file paperwork.

Chapter 4 explored the research setting and the recruitment process. It also covers the participants' demographics, the method of data collection and data analysis, and the study results. Chapter 5 will provide an interpretation of the findings, the limitations, recommendations, and implications, along with the conclusions from the researcher.

Chapter 5: Discussion, Conclusions, and Recommendations The study is based on a theoretical foundation, which helped demonstrate the preparedness and perceptions of the participants who were sent home to work remotely during the Covid-19 pandemic shut down. Their experiences and perceptions related to Bandura's social cognitive self-efficacy theory, which questions how individuals behaved when obstacles and aversive experiences confronted them during the Covid-19 pandemic (Staples et al. 1999).

Additionally, Maslow's hierarchy of needs self-actualization integrates two recurring themes. The positive and negative aspects of human psychology of the homeostatic variety (Kenrick et al., 2010). The findings from Chapter 4 will be presented in Chapter 5 and will guide social change and future research. Remote work needs to be further studied to understand the transition from working in an office setting to working remotely in a non-office environment (Raišienė et al., 2020).

Interpretation of Findings

When the Covid-19 pandemic forced some organizations to close due to social distancing, many individuals were forced to work remotely from home. Raišienė et al.(2020) pointed out that individuals may have had non-benefits and benefits regarding working remotely from home. The authors stated that individuals might have had problems coping with social distancing, which brings a question on how well established the leadership for remote workers is. Moreover, Raišienė et al.(2020) further imply the flexibility individuals can have to manage their private life, place of work, and time. The literature review indicates how for some individuals working remotely

was a novel experience because they had never operated remotely before the Covid-19 pandemic, which forced them to take the office home (Anderson & Kelliher, 2020).

Twelve participants were asked about their level of preparedness to work from home. Six out of the twelve participants stated that they were not ready. One said they had a half-day to think about their responsibilities and how to go about doing them while working remotely. At the same time, another had a couple of days to put together a program and submit it to their supervisor so that they were able to keep working from home. Kramer and Kramer (2020) reported how individuals had to swiftly shift gears so they could accommodate working remotely from home at the last minute's notice. Some participants found themselves buying office equipment like desks and chairs. They had to obtain laptops from their organizations and modify their homes because there were a few participants that worked with sensitive classified information. Cho (2020) stated the consequences of the need for office and technical equipment for individuals to be able to work remotely.

It was the same when the participants were asked how they perceived their ability to work from home. Six out of twelve were not ready to work from home remotely. One thought it was going to be a difficult transition. On the other hand, some viewed working from home as a safer environment during the social distancing period of the Covid-19 pandemic. In contrast, others enjoyed the fact they did not have to endure the commute to work every day. Anderson and Kelliher (2020) point out how organizations should understand how some individuals have to balance an integrated domain between work and family while working remotely from home. They should implement a balance between policymaking and flexible working tactics.

Furthermore, eight participants out of the 12 had a favorable view of working remotely from home. Some found not having to commute to work gave them more time on their hands to apply toward their work. Others found that they could work around their schedule and get household work done while on break or spend more time with their families.

Moreover, eight out of the 12 had negative views regarding socialization because they prefer face-to-face socialization more than talking or connecting on social media with their colleagues. They found it more convenient to get work done by just having to walk over to their co-worker. Most participants said they missed the interactions with their co-workers because you have different interactions when working face-to-face, which you do not get on a virtual platform. Li et al. (2020) informed the importance of social connections to an individual's mental health, and individuals need to stay connected via social networking tools.

When participants were asked if they received any training on working remotely, only two out of ten said they did have training that pertained to their work when they were sent home to work remotely. Caligiuri et al.(2020) stated not everyone was prepared to work remotely during the Covid-19 pandemic. The authors reported that only 22% of employees were trained and could work remotely. As a sub-theme for technical support, eleven out of twelve participants were happy with the technical support they received from their organization.

Participants were asked if they experienced any challenges between work and family; eleven out of twelve had negative experiences with challenges. Most of the participants stated they could not find a cut-off point to stop working and felt overworked.

The participants who had families had to find a way to care for them and find a designated spot for them to work or even have to share a workspace. One participant said, “the lack of social interactions with co-workers.” Some participants preferred being in the office and working with their colleagues because it was more beneficial to get work done. Another participant said it was hard to find “a differentiator between work and private life,” while other participants could not find a work-life balance. Palumbo (2020) reports how work-related fatigue for remote workers can be due to overlapping work and private life. The author further indicated that overlapping work and private life could prompt fatigue and emotional exhaustion.

Four out of eight participants had a negative experience with the sub-theme leadership. Only Caligiuri et al.(2020) stated that 15% of those remote workers could lead virtual teams. Raišienė et al.(2020) emphasized how leadership is essential to remote workers because it holds a power between them and the leader that can prove to be a better avenue for good communication.

What was interesting about this study was the sub-theme motivators. All twelve participants felt positively strong about what motivated them to work remotely. One participant said the sense of purpose was their motivation. Some participants said they had strong work ethics and others said they knew what was expected of them and knew their responsibilities or ability to work at their own pace. Other participant motivators are a place of employment and interaction with co-workers. Not having pressure from management, another participant said they did not have to commute. Two participants said staying healthy and out of the office.

On the one hand, Self-motivated participants can be explained by Staples et al. (1999) point out that Bandura's self-efficacy relates to an individual's ability to perceive their ability in different situations and how they will perform in unforeseen tasks. On the other hand, the participants concerned with their safety or did not have to commute to work and valued the workplace interaction can be explained by Maslow's hierarchy of needs, the importance of the individual's needs, happiness (Tay & Diener, 2011). The authors indicate how self-actualization is part of the individual's lived experiences while working remotely during the Covid-19 pandemic because it will depend on their developmental growth process of preparedness, emotional stature, and novel experiences.

Limitations of the Study

The limitations of the study might be the demographical locations of the participants. Some participants live in the European countries, Germany, and the Netherlands. In contrast, the rest of the participants are located in the United States, including California, Arkansas, New York, Indiana, Ohio, Texas, Oregon, Illinois, and Pennsylvania. Another limitation of the study is that the recruitment flyer was posted on Facebook and LinkedIn social media sights and the Walden University Participant Pool. Participants may be recruited from different demographical locations, altering the study's outcome.

It will be difficult to make a replica of the study because of the demographical locations and recruitment process. To ensure trustworthiness, dependability, transferability, and credibility must fall into it and confirm validity so this study can be applied to other further studies and other situations and be consistent with the finding. (Merriam & Tisdell ,2017).

Recommendations

The study aims to fill the gap in the literature pertaining to individuals who were sent to work remotely during the Covid-19 pandemic shut down. The research question asked open-ended questions that will allow participants to express their views, interpretation, and lived experiences while working remotely during the Covid-19 pandemic: How do individuals describe their perceptions of going from in-person to working remotely from home during the Covid-19 pandemic? The first question focuses on the perception and understanding of what individuals went through while working remotely at home. Raisins et al.(2020) stated more studies are needed to understand the experiences of those who work remotely at home during the Covid-19 pandemic. The authors further imply that a better understanding of the benefit and non-benefits of remote work is needed.

The second question in the study is: How prepared did individuals perceive themselves to be for remote work during the Covid-19 pandemic? Kramer and Kramer (2020) explained how individuals had to change their course of action when the Covid-19 pandemic happened, and some organizations had to send employees home to work remotely. Kramer and Kramer also explain how some individuals never had to work remotely before the Covid-19 pandemic. So, the authors question whether individuals who prefer to be in an office setting are productive while working remotely from home and if they are suited to work from home.

The third question in the study is: Did individuals receive training for remote work following having to work from home during the Covid-19 pandemic? Caligiuri et al. (2020) stated that International human resources management (IHRM) heightened

issues of training, virtual collaboration, support, and leadership are needed to be employed for remote workers. The authors further expressed how employees can become stressed when unaware of a particular context. Additionally, a stressed employee will lack empathetic ability toward others and will not be open-minded nor cognitively interactive with tasks and challenges.

The fourth in the study is: Did individuals experience any challenges between work and family while working remotely during the Covid-19 pandemic? Palumbo (2020) expressed overlapping can cause remote work fatigue and emotional exhaustion. The author explained how working remotely is subjectable to conflict with work-to-life and life-to-work balance. Also, Palumbo added that confounding is the borderlines for individuals between their private lives and work responsibilities.

Implications

The information found in this study will help better understand the experience individuals had when they were working remotely. The study will help impact a positive social change for organizations to prepare their employees better to work remotely on a virtual platform. The theoretical foundations of the analysis are transcendental phenomenological qualitative research that reflects the lived experiences of the participants who were sent home to work remotely during the Covid-19 pandemic. The foundations are based on Maslow's Hierarchy of Needs (Tay & Diener, 2011) and Bandura's social cognitive self-efficacy theory (Staples et al., 1999).

Understanding Bandura's social cognitive self-efficacy theory and its benefits on individuals, organizations must understand how their employees can handle an

unforeseen task and be able to implement a plan to have the flexibility to be prepared when an unseen dilemma occurs. Staples et al. (1999) reports the strong relationship between self-efficacy and working remotely. In the study, twelve participants were asked about their preparedness level. Half of the participants stated that an action plan did not exist to continue working remotely during the Covid-19 pandemic. In the study, Bandura's self-efficacy is one of the theoretical foundations,

Staples et al.(1999) discussed how individuals view their talents and behaviors when they undergo obstacles and aversive experiences. Bandura's self-efficacy relates to good communications, training on a virtual team, effective management, and strengthening and motivating remote workers. Self-efficacy in remote working involves risk-taking behaviors and improvisation, which grants individuals to trust their skills in an online environment (Staples et al., 1999). Organizations must implement training for their employees, preparing them when needed to work remotely.

In the study, perceptions were part of the finding. On the one hand, more than half of the participants enjoyed not having to commute to work every day. On the other hand, some participants preferred to be located in the office to have social interactions with their coworkers. Maslow's hierarchy of needs is another theoretical foundation that will benefit organizations. Tay & Diener (2011) state an association between being fulfilled and the subject of well-being. The author states how evolutionary theory can be associated with Maslow's hierarchy of needs because self-actualization might have a different meaning to different individuals.

Furthermore, the authors explain how autonomy, social relationships, and mastery are already part of human nature and fill the need for subjective well-being. As technology

changes, it also changes how individuals conduct business, affecting how individuals perform their social interactions with co-workers during working hours. But, as Tay & Diener (2011) further explain, an individual's well-being might depend on those around them and how they interact with each other. Organizations should implement better social interactions among colleagues who work together and depend on each other as a team. Additionally, the organization should enforce virtual platform "coffee hours" where employees can reciprocate on a personal, non-work-related level.

Remote work is a subject that organizations need to consider implementing as part of their training routine. There is a gap in training for remote workers in organizations. Caligiuri et al. (2020) reported that not everyone was ready to work during the pandemic. The authors stated that CEOs believed only 20% of their workforce was trained to work virtually during the Covid-19 pandemic, and 22% of those employees might have been able to conduct remote work at home. Additionally to training, Caligiuri et al.(2020) reported that 15% of remote workers could lead a virtual team. The authors stated employees stress when they are not familiar with a context. It will affect their ability to empathize; they will not be open-minded or interact with cognitive challenges or tasks. It must be said, training for remote working might be in conjunction with effective leadership on a virtual level for it to be more effective for the employee and the organization.

More training should be implemented in organizations in preparation for remote workers. Participants in the study found it hard to separate from their work and created a cut-off time so that individuals could have a stopping point while working remotely. Palumbo (2020) states that work-related fatigue is due to overlapping and not knowing

when to stop working. The author further points out how individuals may enjoy less friction between private life and remote work. Still, at the same time, it can cause a conflict between career and personal life and intrude on daily activities and cause uneasiness to the individual.

Due to the lack of literature regarding working remotely during the Covid-19 pandemic future studies need to be conducted. The transcendental phenomenological qualitative research will provide information on the perceived experiences of the participant, but further studies need to be undertaken.

Conclusions

The Covid-19 pandemic gave the world many things to think about because it changed how people function and work daily. Individuals now had to go home and work remotely, and for some, it was their first time. The study revealed training to work remotely on a virtual platform was needed. Again, it must be pointed out as Caligiuri et al. (2020) stated that according to the chief executive officers (CEO) reported, only 20% believed their organizations had trained staff to work remotely. Furthermore, for a positive social change in society, more studies need to be conducted to understand working remotely during the Covid-19 pandemic. Organizations should understand the needs of those working remotely to apply the required help for their employees to have a smooth transition from working in an office setting to a virtual platform. Additionally, this might allow the employee to spend less time commuting and more time working on their work and also be able to balance their personal and family life while working remotely.

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Appendix A: Research Questions

1. How well did you perceive your ability to begin working from home?
2. Describe the duties and responsibilities of your position.
3. Explain how your day-to-day work responsibilities were affected while working remotely during the Covid-19 pandemic.
4. Tell me about any training you may have received regarding working on a virtual platform prior to the Covid-19 pandemic.
5. Describe to me the level of your preparedness to work remotely.
6. What were your motivators while working from home?
7. Tell me about any technical support you received from your organization to work remotely.
8. How would you describe the leadership support you received while working remotely?
9. Explain to me how you were able to balance your responsibilities between work and home life during the work at home period.
10. Describe for me your designated workspace while working remotely during the work at home period.
11. What feelings did you experience about working remotely?
12. Can you tell me if you prefer working remotely?
 - a. If so, what was it about working remotely that you liked?
 - b. If not, what was it you disliked about it?
13. Were there any benefits to working in the office that you preferred?
14. What impact did social distancing during the Covid-19 pandemic have on you?

15. Tell me about your workplace socialization routines during the work from home period.

Appendix B:

CONSENT FORM

You are invited to participate in a research study about working remotely during the Covid 19 pandemic. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study seeks 10 to 12 volunteers who are:

- Must be between 30 to 60 years of age with or without family responsibilities.
- Must have worked remotely during the Covid-19 pandemic for an organization impacted by the Covid-19 pandemic within the first 6 months of the Covidpandemic shutdown.

Study Purpose:

The purpose of this study is to understand the lived experiences of individuals who had to work remotely during the Covid-19 pandemic. The research will focus on the insights and perspectives of individuals who found themselves working on virtual platforms to honor social distancing. It will help understand their adaptations to virtual technology, workspace, work-home balance, and social distancing.

Procedures:

This study will involve you completing the following steps:

- Participants will be asked to participate in 1-hour face-to-face audio recorded interviews or video conference audio-recorded interviews with the researcher.
- Participants will meet and speak with the interviewer for a second time five days for 30 minutes after the initial interview to share feedback on the researcher's interpretations and make final corrections.

Here are some sample questions:

- Describe the duties and responsibilities of your position.
- Explain how your day-to-day work responsibilities were affected while working remotely during the Covid-19 pandemic.
- Tell me about any training you may have received regarding working on a virtual platform before the Covid-19 pandemic

Voluntary Nature of the Study:

Research should only be done with those who freely volunteer. So, everyone involved will respect your decision to join or not. No one at your workplace will treat you differently based on whether you volunteer or not

If you decide to join the study now, you can change your mind later. You may stop at any time. The researcher will follow up with all volunteers to know if they were chosen to be in the study. Please note not everyone will be selected.

Risks and Benefits of Being in the Study:

Being in this study could involve some risk of the minor discomforts that can be encountered in daily life, such as sharing sensitive information. This study would pose minimal risk to your well-being with the protections in place. For help you can call SAMHSA's National Helpline- 1-800-622-HELP.

This study offers no direct benefits to individual volunteers. This study aims to benefit society by comprehending the adaptations and working conditions of the individuals who worked remotely during the Covid-19 pandemic. Once the analysis is complete, the researcher will share the overall results by emailing you a summary.

Payment:

All participants will receive a \$20 Target gift card to thank you for participating in the research once the interview process is completed.

Privacy:

The researcher is required to protect your privacy. Your identity will be kept confidential within the limits of the law. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. If the researcher were to share this dataset with another researcher in the future, the dataset would contain no identifiers, so this would not involve another round of obtaining informed consent. Data will be kept secure by using codes in place of names and saved on a USB drive in a locked and stored in a safe location. Data will be held for at least five years, as the university requires.

Contacts and Questions:

You can ask questions of the researcher by email at argyro.tripodis@waldenu.edu. If you want to talk privately about your rights as a participant or any negative parts of the study, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden University's approval number for this study is #01-13-22-0752113. It expires on January 21, 2023.

You might wish to retain this consent form for your records. You may ask the researcher or Walden University for a copy at any time using the contact info above.

Obtaining Your Consent

If you feel you understand the study and wish to volunteer, please indicate your consent by replying to this email with the words, **"I consent."**

Appendix C: Recruitment Flyer

Qualitative survey study seeks participants who worked remotely during the Covid-19 pandemic

There is a new study called “The Perceptions and the Perceived Readiness of Individuals While Working Remotely During the Covid-19 Pandemic” that will help employers and organizations better understand the insights and perspectives of the lived experiences of the individuals who worked remotely during the Covid-19 pandemic. For this study, you are invited to describe your experiences while working remotely from home during the Covid19 pandemic.

About the study:

- 60-minute interview questions.
- To protect your privacy no names will be used in the study.

Volunteers must meet these requirements:

- Between 30 to 60 years old.
- Must have assigned by your employer to work remotely from home during the Covid-19 pandemic.