

Research proposal

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Topic: An investigation of the Impact of Work-Life Balance, Time Saving, System Security, Perceived Trust, Team cohesiveness, and Family Conflict on Job Satisfaction of the Work-from-Home setting in Hong Kong

1. Introduction

This dissertation investigates the factors that influence job satisfaction and subsequently impact job performance in the context of remote work in Hong Kong. In the post-pandemic era, an increasing number of organizations have embraced work-from-home practices due to the numerous benefits it offers, including cost reduction. Consequently, the adoption of remote work practices has emerged as a prominent trend. The impetus behind this research is outlined, commencing with a concise elucidation of the theoretical foundations, followed by an overview of the study's objectives and limitations.

1.1 Research Background

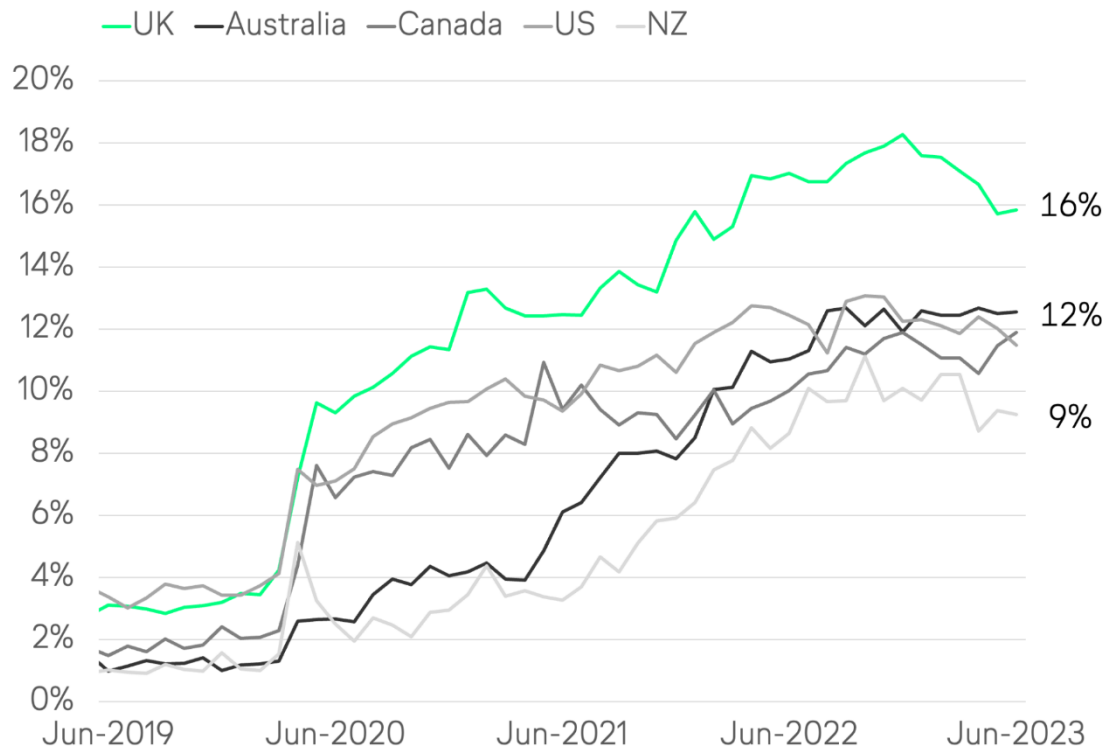
The surge in remote work has been influenced by the digital revolution and the evolving dynamics of the economy. The COVID-19 pandemic has further expedited this phenomenon, resulting in a more widespread adoption of remote and hybrid work arrangements by both employers and employees. Globally, the proportion of individuals engaged in remote work has risen from 20% in 2020 to 28% in 2023 (Statista, 2024). Notably, the technology sector exhibits the highest concentration of employees primarily working remotely, with a figure of 67% (Statista, 2024). Remote work offers notable advantages, such as flexible scheduling and the freedom to reside in any location. However, it also presents challenges, including feelings of isolation and the difficulties associated with extended periods spent at home. Nevertheless, an overwhelming 91% of employees express a preference for a fully remote or nearly fully remote work structure (Statista, 2024).

Figure 1 illustrates a discernible upward trajectory in the proportion of job advertisements that provide opportunities for remote or hybrid work across the United Kingdom, Australia, Canada, the United States, and New Zealand. Notwithstanding a slight decline observed in early 2023, the prevalence of such job offerings remains significantly greater than the levels observed prior to the advent of the COVID-19 pandemic.

Figure 1: Work-From-Home Movement: Share of job ads offering remote or hybrid work

The remote work trend seems to have found its new normal

Share of job ads offering remote or hybrid work



Source: TMNT (2023)

In response to the remote work trend, certain major technology organizations, Google, Apple, Meta, Amazon, and Microsoft, have enforced mandates that necessitate employees to spend a minimum of three days per week in the office. These mandates are driven by concerns regarding effective collaboration, the preservation of organizational culture, and investments in real estate. Nevertheless, the resistance exhibited by employees towards returning to the office has prompted some employers to reassess their remote work policies. Remote work is not merely a temporary fad but rather a fundamental transformation in our approach to work, propelled by the digital revolution and the COVID-19 pandemic.

In the Hong Kong context, hybrid working is the prevailing work arrangement for those who have determined that their jobs can be performed remotely. A survey found that 76% of Hong Kong employees are now adopting a hybrid working model, which is significantly higher than in APAC (59%) and globally (54%) (PricewaterhouseCoopers, 2023). It was also mentioned that in terms of job satisfaction, Hong Kong has lower levels compared to its Asia-Pacific (APAC) and global counterparts.

Additionally, Hong Kong employees have been slower to recognize the relevance of sustainability compared to their APAC and global peers.

According to a survey conducted by Lingnan University, over 80% of respondents in Hong Kong expressed a preference for working from home (WFH) for at least one day per week, even after the COVID-19 pandemic. The survey aimed to understand people's views and experiences regarding WFH. The results revealed that 81.6% of respondents preferred WFH, with higher objection rates from management and the self-employed. Among management, 68.9% supported WFH, while 69.7% of self-employed individuals agreed. Middle-grade and frontline staff showed relatively lower objection rates, with 84.7% and 81.6% supporting WFH, respectively. The advantages of WFH included increased rest time, reduced work stress, and improved family relationships. However, challenges reported by respondents included a lack of office equipment, distractions from household chores, disturbances from family members or others, and a lack of office software. Approximately 45% of respondents reported sufficient employer support for effective WFH (Lingnan University, 2020).

1.2 Research Motivation

Numerous recent studies have indicated that the implementation of remote work practices can bring about a multitude of benefits, as well as present certain challenges. According to a scholarly article authored by IBM (DeKeyrel, 2021), the advantages of remote work practices encompass several aspects such as flexibility, productivity, cost savings, employee satisfaction, and adaptability. Conversely, the challenges associated with remote work practices involve the need to strike a balance between employee requirements, facilitating effective communication and collaboration, ensuring equity, promoting employee well-being, and managing workspace utilization.

It is worth noting that remote workers demonstrate higher levels of productivity, as supported by the research conducted by Tsipursky (2023). Moreover, the correlation between productivity and profitability has been established (Wanigasekara & Mendis, 2021). This relationship enables organizations to enhance their flexibility, profitability, and financial viability, all of which are shared objectives amongst CEOs in the foreseeable future (Molla, 2022).

	Pros	Cons
Employees	● Flexibility ● Increased autonomy ● Reduced commuting time and expenses ● Improved work-life balance	● Blurred work-life boundaries ● Potential for social isolation ● Lack of face-to-face interaction

	● Customized work environment	● Technical issues or disruptions ● Family conflict
Employers	● Expanded talent pool to international content ● Cost savings ● Increased productivity ● Enhanced employee well-being ● Reduced environmental impact	● Communication and collaboration challenges ● Dependence on technology ● Monitoring and accountability

By this research

1.3 Research Problems

Given the increasing interest in work-from-home (WFH) practices and the potential impact on job satisfaction and performance, this study aims to examine the relationships among six key variables: Work Life Balance, Time Saving, System Security, Perceived Trust, Team cohesiveness, and Family Conflict. Specifically, the research seeks to investigate the influence of these variables on WFH Job Satisfaction and subsequently explore the linkage between WFH Job Satisfaction and Job Performance. By analyzing these relationships, this study aims to contribute to a deeper understanding of the factors affecting job satisfaction and performance in the context of WFH practices, providing valuable insights for organizations and employees seeking to optimize remote work arrangements.

1.4 Research Aim and Objectives

1.4.1 Research Aim:

The aim of this study is to investigate the relationships among the variables of Work Life Balance, Time Saving, System Security, Perceived Trust, Team cohesiveness, and Family Conflict in the context of work-from-home (WFH) practices. The study aims to understand how these variables influence WFH Job Satisfaction and explore the linkage between WFH Job Satisfaction and Job Performance.

1.4.2 Research Objectives:

To examine the relationship between Work Life Balance and WFH Job Satisfaction:

To assess the impact of Time Saving on WFH Job Satisfaction.

To analyze the influence of System Security on WFH Job Satisfaction.

To investigate the role of Perceived Trust in relation to WFH Job Satisfaction.

To explore the connection between Team cohesiveness and WFH Job Satisfaction.

To examine the relationship between Family Conflict and WFH Job Satisfaction.

To investigate the linkage between WFH Job Satisfaction and Job Performance.

To provide insights and recommendations for organizations to optimize WFH practices based on the findings of the study.

By addressing these research objectives, the study aims to contribute to the understanding of the factors that impact job satisfaction and performance in the context of WFH practices, and provide practical recommendations for organizations to enhance remote work arrangements.

1.5 Research Limitations

The limitations of this study include the potential lack of generalizability to other contexts, as the findings are based on a specific sample. The reliance on self-reported data may introduce response biases. The cross-sectional design limits the ability to establish causal relationships and account for changes over time. The sample characteristics and potential confounding factors may impact the generalizability of the results. The study's focus on subjective measures and the exclusion of certain variables may restrict the comprehensive understanding of the topic. These limitations should be considered when interpreting the findings and future research should address these constraints to further enhance knowledge in the field. (and personality?, and contextual variables, like those characterizing the home environment and the family composition (Galanti et al., 2021; Kumar et al., 2021))

1.6 Summary

The introduction sets the stage by highlighting the benefits and challenges of remote work practices, emphasizing the increasing interest in work-from-home (WFH) arrangements. It mentions the desire expressed by employees in Hong Kong for WFH practices, despite encountering objections from management and limited employer support. The research problem is identified as the need to understand the factors influencing job satisfaction in the context of WFH practices, considering variables such as Work Life Balance, Time Saving, System Security, Perceived Trust, Team cohesiveness, and Family Conflict. The research aim is to investigate the relationships among these variables, explore their impact on WFH Job Satisfaction, and examine the linkage between WFH Job Satisfaction and Job Performance. The limitations of the study, including generalizability, self-reported data, cross-sectional design, sample characteristics, potential confounding factors, reliance on subjective measures, and limited scope of variables, are also acknowledged. These limitations provide a foundation for future research to address and expand upon the understanding of WFH practices and their effects on job satisfaction and performance.

2. Literature Review

This chapter provides the definitions of various factors that influence Job Satisfaction (JS) and Job Performance (JP) in the context of remote work, specifically Work from Home. These factors include

Work-Life Balance (WLB), Time Saving (CCS), System Security (SS), Perceived Trust (PT), Team cohesiveness (TP), and Family Conflict (FC). By establishing a clear framework through the literature discussed in the following sections, the chapter aims to prevent confusion and foster effective communication. Furthermore, this endeavor seeks to enhance the research's quality, bolster its credibility, and increase its persuasive impact.

2.1 Job Performance

Remote work has been reported to decrease the job performance of management teams (Kowalski and Ślebarska, 2022), yet some employees in remote settings have indicated that this practice enhances their job performance (van Zoonen et al., 2021). Therefore, it merits further research into its effects. Job performance holds significant importance for organizations due to various reasons and have the positive relationships. Firstly, it plays a crucial role in enhancing productivity, ensuring efficient and effective completion of tasks, thereby resulting in increased output and improved profitability (Work Buzz, 2023). Secondly, it directly impacts customer satisfaction as high-performing employees deliver exceptional products or services, leading to repeated business and positive word-of-mouth recommendations (Bloomberg, 2009). Thirdly, it provides organizations with a competitive edge by surpassing competitors in terms of innovation, quality, and efficiency (Mathur, 2015). Fourthly, it promotes employee engagement and retention by fostering a sense of accomplishment and value among employees who perform well (Flowers and Hughes, 1973). Ultimately, prioritizing job performance leads to enhanced outcomes and long-term success for organizations (Mansor et al., 2023).

2.1.1 Definition of Job Performance

Job performance is a complex and multidimensional construct, broadly defined to reflect an individual's behaviors and outcomes within an organizational context. According to Wigdor and Green, Jr (1991), it represents an abstract concept derived from various constructs designed for specific aspects such as personnel selection and performance-based compensation. Motowildo, Borman, and Schmit (1997) narrow it down to task performance, emphasizing activities that transform raw materials into products and contribute to organizational efficiency. This notion is expanded by Eliyana, Sawitri, and Bramantyo (2018), and Harari, Reaves, and Viswesvaran (2015), who underscore job performance as covering both employee behaviors and the resultant outcomes crucial for organizational functioning, marking it as a central element in Industrial, Work, and Organizational Psychology and Human Resource Management. Campbell and Knapp (2013) view performance as encompassing both behavioral processes and outcomes, relevant to organizational goals. Toscano and Zappalà (2021) describe it as behavior aligned with organizational objectives, influenced by factors such as knowledge, skills, abilities, and motivation. Finally, Koopmans et al. (2011) define it as the maximum potential an individual can achieve through full effort and utilization of all capabilities.

Table X: Definition of Job Performance

Literature	Definition
Wigdor and Green, Jr (1991)	Job performance is a construct that represents an abstraction from objective reality. Its functional definition arises from a series of constructs or concepts developed for specific purposes, including personnel selection, training, and the determination of performance-based compensation.
Motowildo, Borman and Schmit (1997)	Task performance encompasses activities that facilitate the transformation of raw materials into the goods and services generated by the organization, as well as those that contribute to the organization's efficient operation. Consequently, task performance involves the fulfillment of the obligations stipulated within the contractual agreement between the employer and the employee.
Eliyana, Sawitri and Bramantyo (2018)	As a multidimensional construct, job performance includes an outcome aspect that refers to the result of an individual's behavior. Job performance encompasses behaviors engaged in by employees or the outcomes they produce that contribute to the functioning of organizations. It is considered one of the most central constructs in Industrial, Work, and Organizational (IWO) Psychology and Human Resource Management.
Harari, Reaves and Viswesvaran (2015)	Employee job performance refers to an employee's expertise in carrying out their duties in a way that helps the organization achieve its goals
Campbell and Knapp (2013)	Performance must be regarded as a multidimensional concept, comprising both

	process (i.e., behavioral) and outcome aspects at its most fundamental level. The behavioral aspect of performance refers to the set of behaviors that are relevant to the goals of the organization or the organizational unit in which an individual is employed. Performance encompasses specific behaviors, such as engaging in sales conversations with customers, teaching statistics to undergraduate students, programming computer software, or assembling components of a product.
Toscano and Zappalà (2021)	Job performance is defined as the behavior prescribed by an individual's role that advances the goals of the organization. It is a function of four key factors: knowledge, ability, skills, and motivation. In other words, job performance refers to the actions and behaviors that employees engage in as part of their designated roles, which contribute to the achievement of organizational objectives. The extent to which an employee performs effectively is determined by their possession of the necessary knowledge, abilities, and skills, as well as their level of motivation to apply these attributes in the execution of their job duties.
Koopmans et al. (2011)	Performance is defined as the maximum potential or capacity that an individual "can do" when exerting their full effort and utilizing their complete range of abilities, skills, and knowledge.

Source: Constructed by the author

2.1.2 Construction and Measurements

Literature	Construct and Measurements
Alessandri and Borgogni (2015)	Job performance can be measured by assessing various behavioral domains, including "customer focus" (such as anticipating clients' needs), "communication" (such as adapting communication style to different individuals), "network management" (such as building constructive relationships to achieve shared outcomes), "problem solving" (such as accurately identifying and resolving issues), and "change management" (such as exploring opportunities that contribute to ongoing organizational change).
Koopmans et al. (2011)	According to the Heuristic framework of individual work performance, it can be divided in to 4 dimensions: 1. Task Performance (indicators including: Completing job tasks, work quantity, work quality, job skills, job knowledge, keeping knowledge up-to-date, working accurately and neatly, planning and organizing, administration, decision making, solving problems, oral and written communication, monitoring and controlling resources); 2. Contextual Performance (Extra tasks, effort, initiative, enthusiasm, attention to duty, resourcefulness, industriousness, persistence, motivation, dedication, proactivity, creativity, cooperating with and helping others, politeness, effective communication, interpersonal relations. organizational commitment); 3. Adaptive Performance (indicators including: Generating new, innovative ideas, adjusting goals and plans to situation, learning new

	tasks and technologies, being flexible and open-minded to others, understanding other groups or cultures, showing resilience, remaining calm, analyzing quickly, acting appropriately) and 4. Counterproductive work behavior (indicators including Off-task behavior, too many or longer breaks, presenteeism, absenteeism, complaining, tardiness, doing tasks incorrectly, accidents, insulting or gossiping about coworkers, fighting or arguing with coworkers, disregard of safety, misusing privileges, aggression, theft, substance use)
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Source: constructed by the author

2.1.3 Association of the model and hypothesis

In this research model, job performance serves as the dependent variable. Eliyana, Sawitri, and Bramantyo (2018) and Mehmedali Egemen (2024) provided empirical evidence demonstrating that job satisfaction exerts a significant influence on both organizational commitment and job performance.

Hypothesis 1: Job satisfaction has a significant positive impact on job performance among remote workers.

2.2 Job Satisfaction

According to García-Salirrosas et al. (2023), remote work practices can enhance worker satisfaction due to the increased control employees have over their time and environment. However, a survey conducted by the Aberdeen & Grampian Chamber of Commerce (2023) suggests that job dissatisfaction among remote workers is higher compared to their hybrid or in-person counterparts. Consequently, it is worthwhile to investigate the impact of remote work practices on job satisfaction.

In the realm of business, strategic actions are typically pursued when they yield organizational benefits and positive outcomes. For instance, implementing practices aimed at enhancing employee satisfaction, performance, and reducing turnover can have a significant impact on profitability. According to Forbes, empirical evidence suggests that remote employees often exhibit a notably higher level of job satisfaction compared to their counterparts working in a traditional centralized office setting (Khaund, 2023). This heightened job satisfaction serves as a catalyst for bolstering employee engagement, fostering happiness, motivation, and cultivating loyalty among experienced personnel. Consequently,

contented employees are less inclined to actively seek alternative employment opportunities, leading to a reduction in turnover rates. This decrease in turnover bears the potential for cost savings in terms of recruitment, training, and employee retention expenses. Ultimately, these favorable outcomes contribute to heightened profitability for the organization.

2.2.1 Definition of Job Satisfaction

Job satisfaction is a complex construct with various definitions provided by different researchers. Alice H and Shelly (1993) describe it as a psychological inclination shown through the assessment of liking or disliking a specific entity. Robbins and Coulter (2007) define it as an evaluative statement reflecting approval or disapproval of objects, people, or events, encompassing cognitive, affective, and behavioral components. Kornhauser (1931) sees it as a product of non-regulatory mood tendency. Churchill, Ford, and Walker (1974) provide an operational definition, considering job satisfaction as work-related affection states involving supervisors, jobs, work colleagues, compensation, and promotion opportunities. Other researchers, such as Locke (1978), Organ and Konovsky (1989), Moorman (1993), Motowidlo (1984), Weiss (2002), D. A. Harrison, D. A. Newman, and P. L. Roth (2006), and BasuMallick (2021), emphasize aspects like positive affective evaluation, psychological recognition, judgment of the friendliness of the work environment, positive measurable judgment of working conditions, and positive emotional response. Overall, job satisfaction is viewed as an individual's attitude and internal state related to their assessment of various aspects of their job experience.

Definition of Job Satisfaction

Literature	Definition
Alice H and Shelly (1993)	a psychological inclination shown by assessing the degree of liking or disliking a particular entity
Robbins and Coulter (2007)	an evaluative statement reflecting approval or disapproval of objects, people, or events. It includes cognitive, affective, and behavioral components. Managers prioritize work-related attitudes and job satisfaction is particularly important. Job satisfaction is often a key focus in discussions about employee attitudes.
Kornhauser (1931)	a product of non-regulatory mood tendency
Churchill, Ford and Walker (1974)	as a constitutional concept, contains the features of the job and the features of job-related environment Churchill et al. gave an operational definition of the

	job satisfaction, i.e. the work-related affection states covering five aspects, namely the supervisors, the jobs, the work colleagues, the compensation, and the promotion opportunities.
Locke (1978)	a kind of pleasant or positive affection state, which grows in the process of evaluating an individual's work experience
Organ and Konovsky (1989)	an understanding of a psychological process of recognition, including the consciousness, the perception, the reasoning, the judgment, and other aspects
Moorman (1993)	an overall positive affective evaluation; from the cognitive perspective, the job satisfaction is a more logic and rational evaluation of working conditions. is an evaluation of working conditions, opportunities, and output.
Motowidlo (1984)	a judgment of the friendliness of working environment
Weiss (2002)	the job satisfaction is an individual's positive measurable judgment on his or her working conditions. Weiss et al. regarded the job satisfaction as an internal state, which was an affective evaluation on the job by liking or disliking and the degree. Thus, the job satisfaction is about the attitude
D. A. HARRISON, D. A. NEWMAN and P. L. ROTH (2006)	a kind of job attitude
BasuMallick (2021)	as a positive emotional response you experience when doing your job or when you are present at work. Leading organizations are now trying to measure this feeling, with job satisfaction surveys becoming a staple at most workplaces.

Source: constructed by the author

2.2.2 Construct and Measurements

According to the literature, job satisfaction can be measured using different constructs and measurements. Lu and Zhuang (2023) suggest measuring job satisfaction through respondents' self-reported level of satisfaction with their job. Swarnalatha and Sureshkrishna (2012) propose several dimensions to evaluate employees' satisfaction, including commitment, compensation, responsibility, achievement, supervisory support, workgroup cohesion, and quantitative workload. These dimensions can be used as indicators or factors to assess job satisfaction levels.

Literature	Construct and Measurements
Lu and Zhuang (2023)	measured by respondents' answers to the question "what is the level of satisfaction with your job?"
Swarnalatha and Sureshkrishna (2012)	Job Satisfaction can be measure by commitment, compensation, responsibility, achievement, supervisory support, workgroup cohesion, and quantitative workload to evaluate employees' satisfaction
Questions derived by the literature: ● I am satisfied with my job. (Lu and Zhuang, 2023) ● I am committed to my job. (Swarnalatha and Sureshkrishna, 2012) ● I am satisfied with my compensation from my job. (Swarnalatha and Sureshkrishna, 2012) ● I am responsible for my job. (Swarnalatha and Sureshkrishna, 2012) ● I feel a sense of achievement in my job. (Swarnalatha and Sureshkrishna, 2012) ● I am satisfied with the supervisory support. (Swarnalatha and Sureshkrishna, 2012) ● I believe the workgroup I am in is cohesive. (Swarnalatha and Sureshkrishna, 2012) ● I am satisfied with the workload. (Swarnalatha and Sureshkrishna, 2012)	

Source: constructed by the author

2.2.3 Association of the model

According to the findings presented in Table X, job satisfaction (JS) is understood to be a subjective sentiment influenced by various factors, including commitment, compensation, responsibility, achievement, supervisory support, workgroup cohesion, and quantitative workload. These factors serve as indicators to assess employees' levels of satisfaction. In the study conducted by Xiao, Xie, and Liu (2024), the researchers examined the relationship between job satisfaction and contextual performance. Their investigation revealed a positive correlation between job satisfaction and contextual performance, suggesting that higher levels of job satisfaction are associated with enhanced performance in work-

related tasks beyond the core job responsibilities. Consequently, these findings support the notion that job satisfaction has a direct impact on overall job performance.

Hypothesis 2: Job satisfaction has a direct positive impact on Job Performance

2.3 Work-Life Balance

There is a widely recognized consensus among researchers that work-life balance is esteemed by the majority of employees across various contexts (Kossek et al., 2014). It plays a crucial role in enhancing individual well-being and increasing productivity in workplaces globally (Lyness & Judiesch, 2014). But according to Palumbo (2020), remote work practice has harm the work-life balance of the worker. Some studies have demonstrated that high levels of work-life balance are more strongly correlated with job and life satisfaction among individuals in individualistic cultures (Haar et al., 2014). Building upon this foundation, this article posits the hypothesis that work-life balance exerts a positive influence on job satisfaction.

2.3.1 Definition of Work-Life Balance

Work-life balance is a concept that has been defined through various perspectives, emphasizing individual perceptions and the equilibrium between multiple life roles. According to Guest (2002), it is about how individuals subjectively perceive the balance between their work and personal life roles. Duxbury and Higgins (2001) associate it with low role conflict, suggesting a harmony between different life responsibilities. Marks and MacDermid (1996) define it as an equal division of time and attention across different roles within an individual's life system. Kossek, Valcour, and Lirio (2014) consider it a unique, holistic concept shaped by one's values, priorities, and goals. Kerdpitak and Jermstittiparsert (2020) extend this definition to include the balancing of professional work, family responsibilities, and personal activities. Collectively, these definitions highlight that work-life balance is a personal and subjective experience, influenced by individual life settings and the interplay between professional and personal life spheres.

Table X : Definitions of WLB

Literature	Definition
Guest (2002)	described work-life balance as the subjective assessment by individuals of the balance between their work and personal life roles

Duxbury and Higgins (2001)	defined it as a state characterized by low role conflict, implying a smooth coexistence between different life roles
Marks and MacDermid (1996)	an equal distribution of time and attention across the various roles in an individual's life system
Kossek, Valcour and Lirio (2014)	as a holistic, personalized concept determined by an individual's life values, priorities, and goals
Kerdpitak and Jermstittiparsert (2020)	as the balancing act among professional work, family responsibilities, and other personal activities

Source: constructed by the author

2.3.2 Construct and Measurement

Literature	Construct and Measurements
Haar (2013)	assess individual satisfaction and effectiveness in managing the demands between work and personal life. The items specifically gauge overall satisfaction with WLB, enjoyment across all aspects of life, and the ability to effectively balance professional and personal/family responsibilities. 1. I am satisfied with my WLB, enjoying both roles 2. Nowadays, I seem to enjoy every part of my life equally well 3. I manage to balance the demands of my work and 4. personal/family life well

Source: constructed by the author

2.3.3 Association of JS

As previously discussed, several studies have demonstrated that enhanced work-life balance is associated with increased job satisfaction.

H3: Higher WLB, Higher JS

2.4 Time Saving

Research conducted by The University of Chicago suggests that individuals who work remotely save an average of 72 minutes per day (The University of Chicago, 2023). The adoption of remote work arrangements will undoubtedly decrease commuting time for employees, and worker can use the saved time for more productivity and relaxation. As Xu, Huang, and Li (2019) assert, time is an intangible resource, and its utilization can be acquired by exchanging other resources, such as money or effort. Consequently, it may be worthwhile to investigate whether the reduction in commuting time contributes to increased job satisfaction among workers and, subsequently, enhances their job performance.

2.4.1 Definition of Time Saving

Time is a valuable and limited resource that can be strategically optimized to enhance productivity and efficiency (Xu, Huang, and Li, 2019). By reducing the duration spent on individual tasks and minimizing the overall time required to complete work, remote employees can make the most of their available time (Stüben G et al., 1994). This optimization can be achieved through various means, such as utilizing alternative resources (e.g., monetary assets or increased effort) or implementing strategies to streamline processes (Xu, Huang, and Li, 2019). Ultimately, the goal of time saving in remote work is to decrease the time spent on tasks while simultaneously improving productivity and efficiency (Erin Mary Bange et al., 2022).

Table X: Definitions of Time Saving

Literature	Definition
Xu, Huang, and Li (2019)	Time, an intangible and finite resource, possesses intrinsic value; its utilization can be procured through the exchange of alternative resources, such as monetary assets or the exertion of effort.
Stüben G et al. (1994)	The strategic optimization of time allocation reduces overall task duration and minimizes time spent on individual activities, resulting in elevated productivity and efficiency.
Erin Mary Bange et al. (2022)	Decreasing time spent on tasks, improving efficiency and productivity.

Source: Constructed by the author

2.4.2 Construct and Measurement

In the remote work context, time-saving as a perceived advantage to consumers and its effect on job satisfaction under remote work practice has not been well-studied.

Literature	Construct and Measurements
Nakrošienė, Bučiūnienė and Goštautaitė (2019)	Task completion time, Time allocation analysis
Bieser et al. (2021)	Commute time reduction
Aksoy et al. (2023)	Comparative analysis, before and after

Source: Constructed by the Author

2.4.3 Association of job satisfaction

Kazekami (2020) found that teleworking, which often involves time-saving practices, is associated with increased job satisfaction.

Hypotheses 4: Higher Time Saving, Higher Job Satisfaction at remote work practice

2.5 System Security

A recent survey conducted by QBE Hong Kong has revealed a substantial increase in cybersecurity incidents, with the rate of cyber events rising from 24% in 2023 to 30% in 2024 (Libatique, 2024). This alarming trend necessitates the organization's attention. Furthermore, system security has been found to significantly influence job satisfaction in remote work settings in Hong Kong (Desjardins, 2023). When a system lacks adequate security measures, employees may experience heightened stress and anxiety due to various concerns, including data privacy, cybersecurity threats, productivity issues, compliance with regulations, and trust in their employer. These factors can lead to a perceived lack of work effectiveness among employees. Inadequate security measures can also disrupt work-life balance, raise job stability concerns, and diminish the sense of autonomy and control. Moreover, insufficient technical support for remote workers can cause frustration (Consiglio et al., 2023). The combination of these factors can have a detrimental effect on job satisfaction among remote employees in Hong Kong.

2.5.1 Definition of System Security

“summary”

Literature	Definition
Waters (2020)	Protection of system from unauthorized access, attacks, and damage. Ensuring confidentiality, integrity, availability, and authenticity of system resources.

Hajj (2020)	protecting organizations and individuals from various types of cyber threats, such as phishing, malware, ransomware, and data breaches.
Liu et al. (2018)	system security in the context of machine learning as protecting the confidentiality, integrity, and availability of data and models from various types of attacks, such as poisoning attacks, evasion attacks, and model extraction attacks
Belzunegui-Eraso and Erro-Garcés (2020)	employees' belief that the telework system and related technologies are secure and protect their data and privacy

Source: Constructed by the Author

2.5.2 Construct and Measurement

Literature	Construct and Measurements
Hajj (2020)	maintaining the confidentiality, integrity, and availability of systems and data
Zhen et al. (2022)	includes items that measure employees' perceptions of system security, such as "I believe that the telework system is secure" and "I trust that the telework system will protect my data and privacy.

Source: Constructed by the Author

2.5.3 Association of job satisfaction

Hypotheses 5: Higher system security, higher job satisfaction

2.6 Perceived Trust

In the context of remote work, perceived trust plays a crucial role in shaping the dynamics and satisfaction levels within an organization. As Schoorman, Mayer, and Davis (2007) assert, trust exerts a significant influence on the relationships between employees and their supervisors, colleagues, teams, and the organization as a whole. Gopalan, Beutell, and Alstete (2023) further emphasize the substantial

impact of perceived trust on job satisfaction. In a remote work setting, the importance of perceived trust is particularly pronounced, as it is essential for fostering positive interactions and collaboration among team members, between supervisors and subordinates, and within the team itself. Dirks and Ferrin (2002) research has proven that perceived trust is negatively associated with turnover intention.

2.6.1 Definitions of Perceived Trust

In the context of remote work, perceived trust takes on a crucial role. It is the subjective perception of the remote employee (trustee) that their manager or organization (trustor) is willing to be vulnerable and accept the risk associated with the employee's potential uncertainties or weaknesses in behavior, despite the lack of face-to-face interaction and direct supervision (Xiao & Wu, 2020; Yang & Tsai, 2022). This perceived trust is demonstrated when managers assign critical tasks or share confidential information with remote employees, even though the manager may not necessarily be willing to bear the risk (Baer et al., 2015). Remote employees' confidence that their employer will be straightforward and follow through on commitments is essential for maintaining perceived trust (Lewicka & Krot, 2015). In remote teams, trust is a shared psychological state where members believe in each other's competence and are willing to be vulnerable, emphasizing the need for consistent positive interactions through virtual communication channels (Feitosa et al., 2020).

Table X:

Literature	Definition
Lewicka and Krot (2015)	Perceived trust is defined as the employee's confidence that the employer will be straightforward and will follow through on commitments
Xiao and Wu (2020)	Perceived trust is defined as the trustee's perception of the trustor's willingness to be vulnerable and accept the risk associated with the trustee's potential uncertainties or weaknesses in behavior. It is the trustee's belief that the trustor is willing to depend on them, as demonstrated by actions such as assigning critical tasks or sharing confidential information.
Baer et al. (2015)	Perceived trust occurs when the trustee believes that the trustor is willing to accept the risk on their behalf, even

	though the trustor may not necessarily be willing to bear the risk.
Feitosa et al. (2020)	Trust is defined as the willingness to be vulnerable based on positive expectations of another's actions, without the ability to monitor or control them. This involves both cognitive (expectations of competence) and affective (emotional investment) components. At the team level, trust is a shared psychological state where members believe in each other's competence and are willing to be vulnerable. Trust is dynamic and develops over time, emphasizing the need for consistent positive interactions among team members.
Yang and Tsai (2022)	Perceived trust, as a subjective perception of the other party's willingness to bear the risk on one's behalf

Source: Constructed by the Author

2.6.2 Construct and Measurement

Table X:

Literature	Construct and Measurements
Sousa-Lima, Michel and Caetano (2013)	Perceived trust is characterized by scholars through two main dimensions: reliance and disclosure. Reliance refers to the extent to which the trusting party depends on the trusted party's decisions and actions, while disclosure denotes the willingness of the trusting party to share sensitive information with the trusted party. Accordingly, perceived trust encompasses the perception of being relied upon by others and the perception

	of others' willingness to disclose information.
Xiao and Wu (2020)	Some scholars have inferred that the structure of perceived trust consists of four dimensions: sense of empowerment, sense of fairness, perceived supervisory support, and awareness of information sharing.

Source: Constructed by the Author

2.6.3 Association of job satisfaction

When employees perceive that they are trusted by their superiors, it not only enhances their psychological capabilities but also makes them feel recognized by their superiors, leading to increased job satisfaction. This perceived trust from superiors can have an even greater impact on employee performance and job satisfaction than the effect of employees' trust in their superiors (Lau, Lam and Wen, 2013).

Hypotheses 6: Higher Perceived Trust, Higher Job Satisfaction

2.7 Team cohesiveness

Effective communication is paramount in a remote work setting. Research conducted by Urien, Osca, and García-Salmones (2017) demonstrates that enhanced team cohesion is positively correlated with higher job satisfaction. Furthermore, improved team cohesion can lead to reduced communication costs, an aspect that Ola, Adaramola, and Sanusi (2023) argue is crucial in the context of remote work, where effective communication is critical. This linkage between team cohesiveness and remote work underscores the importance of studying these dynamics to optimize organizational performance and employee well-being in virtual environments.

2.7.1 Definition of Team cohesiveness

Team cohesion is a dynamic process that reflects the tendency of a group to remain united and committed to achieving common goals and satisfying the affective needs of its members (Miguel et al., 2010). It encompasses both social and task-related factors that contribute to the cohesiveness of the team, characterized by the interpersonal attraction and connection shared among the members (Ganotice et al., 2022). Team cohesion can be defined as the extent to which team members are committed to their team, work together effectively, and are willing to invest effort into achieving team objectives (Khoshsoroor et al., 2019).

Table: Definition of Team cohesiveness

Literature	Definition
Miguel et al. (2010)	Team cohesion refers to the dynamic process reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs.
Ganotice et al. (2022)	Team cohesion refers to the degree or intensity of each individual's determination to remain within the group, encompassing both social and task-related factors that unite and maintain the cohesiveness of the team. Scholarly literature characterizes team or group cohesiveness as the interpersonal attraction and connection shared among the members. This cohesive bond encourages individuals to cultivate conformity and persist as an integral part of the team, even in the face of adversity.
Khoshsoroor et al. (2019)	Team cohesion can be defined as the extent to which team members are committed to their team, work together well, and are willing to invest effort into achieving team goals.

Source: Constructed by the Author

2.7.2 Construct and Measurements

Team cohesiveness is a multidimensional construct comprising four interrelated dimensions: task cohesion (shared commitment to goals), social cohesion (interpersonal bonds and belonging), emotional cohesion (affective ties and shared emotions), and group pride (collective honor, esteem, and loyalty).

Table:

Literature	Construct and Measurements
Carless and De Paola (2000) Beal et al. (2003)	The shared commitment among team members to achieve common goals and objectives

Salas et al. (2015)	The interpersonal bonds, attraction, and sense of belonging among team members.
Barrick et al. (1998)	The emotional bond and shared affective experiences among team members
Beal et al. (2003)	The sense of honor, esteem, and loyalty that team members feel towards their team.

Source: Constructed by the Author

2.7.3 Association of job satisfaction

Urien, Osca, and García-Salmones (2017) found that higher team cohesiveness is associated with increased job satisfaction, but this relationship has not been thoroughly investigated in remote work settings. Exploring this research gap is crucial for understanding the factors influencing job satisfaction in the growing domain of remote work.

Hypotheses 7: In a remote work setting, higher levels of team cohesiveness will lead to increased job satisfaction among team member

2.8 Family Conflict

Investigating the relationship between family conflict and job satisfaction in the remote work context is of utmost importance, given the rapid expansion of remote work arrangements, which has increasingly blurred the boundaries between work and family life. This blurring of boundaries can intensify family conflicts and place a significant strain on work-life balance, consequently affecting remote workers' job satisfaction, well-being, and productivity. Palumbo (2020) found that remote work practices have exacerbated family conflict and reduced job satisfaction. Conversely, Fonner and Roloff (2010) suggested that remote work can lead to higher job satisfaction by enabling employees to more effectively manage their work and family responsibilities. By examining this complex interplay, researchers can identify the factors that contribute to or mitigate these challenges, thereby informing the development of strategies and policies to support remote workers. Understanding this relationship is crucial for promoting the well-being and success of individuals and organizations in an increasingly digital and flexible work landscape, as the ability to balance work and family responsibilities has become a critical factor in determining job satisfaction and overall well-being in the remote work context.

2.8.1 Definition of Family Conflict

Family conflict can be categorized as a form of interrole conflict, where the demands, time commitments, and strain from family responsibilities interfere with an individual's ability to effectively fulfill their work obligations (Greenhaus & Beutell, 1985; Frone, Russell, & Cooper, 1992; Carlson, Kacmar, & Williams, 2000). This incompatibility between work and family roles makes participation in

one role more difficult due to the pressures and commitments associated with the other role, ultimately hindering performance and leading to psychological strain.

Table: Definition of Family Conflict

Literature	Definition
Greenhaus and Beutell (1985)	A form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role.
Frone, Russell and Cooper (1992)	A form of interrole conflict in which the general demands of, time devoted to, and strain created by the family interfere with performing work-related responsibilities.
Carlson, Kacmar and Williams (2000)	Family-to-work conflict, a type of interrole conflict, arises when the overarching pressures, temporal commitments, and psychological strain associated with familial obligations impede an individual's ability to fulfill their occupational duties and responsibilities effectively.

Source: Constructed by the Author

2.8.2 Construct and measurement

Table:

Literature	Construct and Measurements
Breyer and Bluemke (2016)	5 items that assess the extent to which work demands interfere with family responsibilities. Items are rated on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). Sample items include: "The demands of my work interfere with my home and family life."

	"The amount of time my job takes up makes it difficult to fulfill family responsibilities." "Due to work-related duties, I have to make changes to my plans for family activities."
Carlson, Kacmar and Williams (2000b)	These scales consist of 18 items (9 items each for work-family conflict and family-work conflict) that assess the bidirectional nature of conflict between work and family roles. Items are rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Sample items include: Work-Family Conflict: "My work keeps me from my family activities more than I would like." "I am often so emotionally drained when I get home from work that it prevents me from contributing to my family." Family-Work Conflict: "The time I spend on family responsibilities often interferes with my work responsibilities." "Tension and anxiety from my family life often weakens my ability to do my job."
Haslam et al. (2014)	10 items that assess the extent to which work and family roles conflict with each other. Items are rated on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). Sample items include: "I have to miss family activities due to the amount of time I must spend on work responsibilities." "I am often so emotionally drained when I get home from work that it prevents me from contributing to my family."

	"The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career."
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Source: Constructed by the Author

2.8.3 Association of job satisfaction

Hypotheses 8: Higher family conflict, lower job satisfaction

2.9 Factors Associated with Demographics and the Hypotheses

In the context of remote work, this dissertation proposal aims to investigate the associations between various demographic factors and key variables and outcomes within the scope of the study. The demographic factors under consideration include age, gender, education, salary range, job seniority, job type, marital status, number of children, and whether the employee has a domestic helper.

Based on these demographic factors, several hypotheses have been developed. Regarding age, it is hypothesized that older employees will display higher levels of job satisfaction and receive higher job performance ratings in a remote work setting compared to their younger counterparts. Concerning gender, it is postulated that there will be no significant difference in job satisfaction levels between male and female remote employees, and that gender will moderate the relationship between work-life balance and turnover intentions in a remote work environment.

In terms of education, it is hypothesized that remote employees with higher levels of education will receive higher job performance ratings and that education level will be positively correlated with employee creativity and innovation in a remote work setting. It is anticipated that salary range will be positively associated with job satisfaction and negatively associated with turnover intentions among remote workers.

It is hypothesized that job seniority will be positively correlated with organizational commitment and perceptions of job security in a remote work context. Furthermore, it is postulated that job type will influence job autonomy and moderate the relationship between leadership style and job satisfaction among remote employees.

Marital status and the number of children are hypothesized to be associated with work-life balance, stress levels, and absenteeism in a remote work setting. It is anticipated that having a domestic helper will be positively associated with work-life balance and will moderate the relationship between parental responsibilities and job performance among remote workers.

The proposed hypotheses are grounded in existing literature and theoretical frameworks related to remote work. By incorporating these demographic factors and hypotheses, the aim is to contribute to a more comprehensive understanding of the research problem and potentially address gaps in the existing literature on remote work. The findings related to these demographic factors have the potential to inform future research, theory development, and practical applications within the field of remote work.

2.10 Summary

To be provided

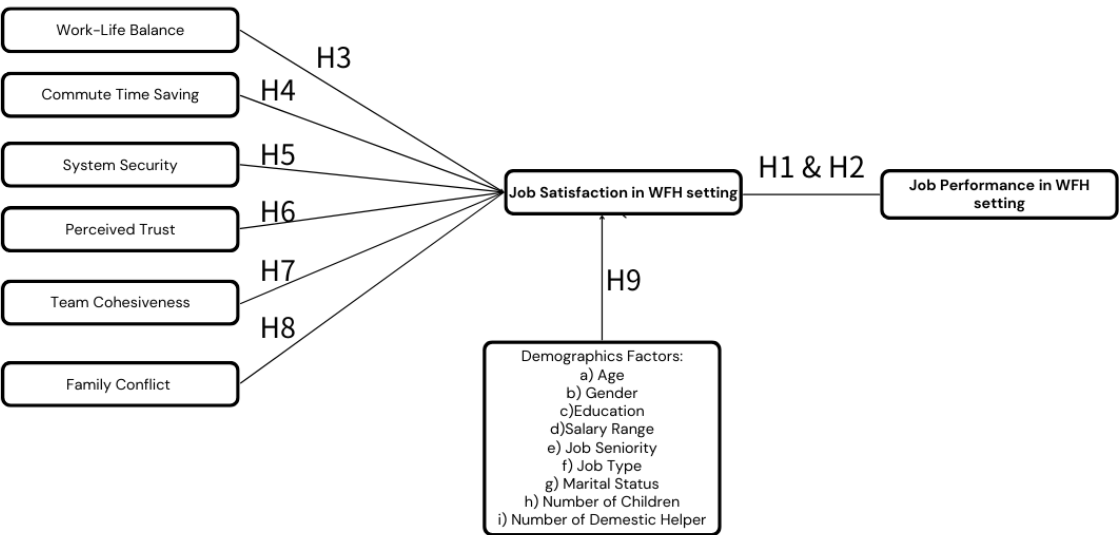
3. Research Methodology

3.1 Research Model with Hypotheses

This study aims to investigate the impact of various factors, including work-life balance, time-saving, system security, perceived trust, team cohesiveness, and family conflict, on job satisfaction in the work-from-home setting in Hong Kong. The proposed conceptual framework examines the relationships among these factors and their influence on job satisfaction and, consequently, job performance (Figure 3.1 and Table 3.1).

Figure 3.1 Conceptual model of the study with hypotheses:

An investigation of the Impact of Work-Life Balance, Commute Time Saving, System Security, Perceived Trust, Team Cohesiveness, and Family Conflict on Job Satisfaction of the Work-from-Home setting in Hong Kong



Source: Constructed by the author

Table 3.1: Hypotheses of the study

H1	There is a significant positive impact of job satisfaction on job performance among remote workers.
H2	There is a direct positive impact of job satisfaction on job performance.
H3	There is a positive relationship between work-life balance and job satisfaction, such that higher work-life balance leads to higher job satisfaction.
H4	There is a positive relationship between time-saving and job satisfaction in remote work practice, such that higher time-saving leads to higher job satisfaction.
H5	There is a positive relationship between system security and job satisfaction, such that higher system security leads to higher job satisfaction.
H6	There is a positive relationship between perceived trust and job satisfaction, such that higher perceived trust leads to higher job satisfaction.
H7	There is a positive relationship between team cohesiveness and job satisfaction in a remote work setting, such that higher levels of team cohesiveness lead to increased job satisfaction among team members.
H8	There is a negative relationship between family conflict and job satisfaction, such that higher family conflict leads to lower job satisfaction.

Source: Constructed by author

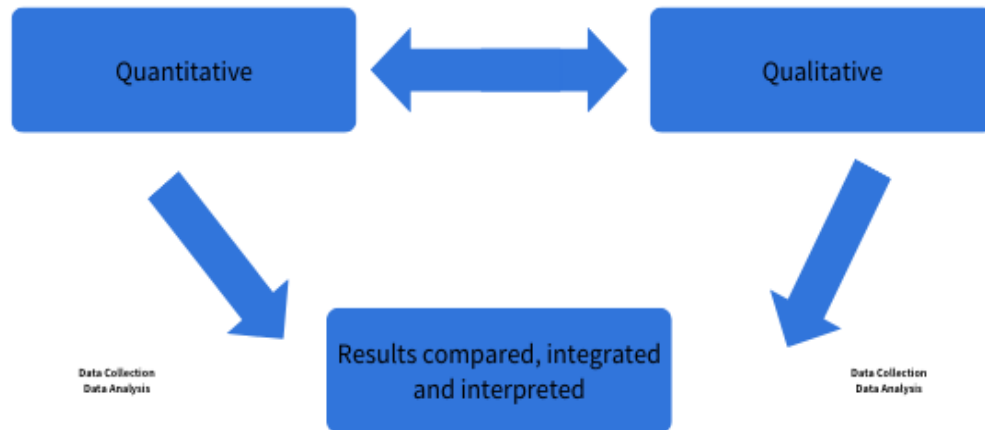
By testing these hypotheses, the study aims to contribute to the understanding of the factors influencing job satisfaction in the work-from-home setting in Hong Kong and the subsequent impact on job performance. The findings of this study may provide valuable insights for organizations seeking to optimize remote work practices and enhance employee well-being and productivity.

3.2 Triangulation

Triangulation in research is a method that involves using multiple approaches (methods, data sources, researchers, or theories) to study a phenomenon, in order to increase the credibility and validity of the findings. The four main types of triangulation are methodological, data, investigator, and theoretical triangulation. By approaching a research question from different angles, triangulation helps to cross-

verify data, methods, and interpretations, leading to a more comprehensive and robust understanding of the topic under investigation (Olsen, Haralambos and Holborn, 2004).

Figure 3.2 Illustration of Quantitative and Qualitative Research Methodology



Source: Constructed by Author

3.3 Quantitative and Qualitative Research

Quantitative and qualitative research are two distinct approaches to conducting research. Quantitative research focuses on numerical data, statistical analysis, and hypothesis testing, seeking to generalize findings to a larger population. In contrast, qualitative research focuses on non-numerical data, exploring and interpreting social phenomena in-depth within a specific context or group. The main differences between the two approaches lie in the type of data collected, research objectives, sample sizes, data collection methods, data analysis techniques, and the researcher's role. While each approach has its strengths and weaknesses, researchers often combine them in mixed-methods studies to gain a more comprehensive understanding of the topic under investigation (Grand Canyon University, 2023).

3.3.1 Quantitative Research

In this study, quantitative research methodology plays a crucial role. The data will be collected from participants in Hong Kong, and the proposed model will be empirically tested and evaluated using statistical analysis techniques.

3.3.2 Qualitative Research

A comprehensive literature review will also be conducted as part of the qualitative research component. This review will involve critically analyzing and synthesizing findings from relevant academic journals and publications that explore remote work and its associated variables, such as job satisfaction, work-life balance, and organizational commitment. The insights gained from this qualitative analysis will complement the quantitative findings and provide a more nuanced understanding of the research topic.

3.4 Individual Interviews

In the context of discussing remote work practices and job satisfaction, individual interviews offer several advantages compared to focus groups. These include the ability to conduct in-depth explorations of personal experiences, reduced social influence, flexibility and adaptability in scheduling and questioning, assured confidentiality, and the capturing of diverse perspectives (QuestionPro, 2024). While focus groups have their merits in generating group discussions and identifying shared experiences, individual interviews provide a more personalized, confidential, and comprehensive approach to gathering rich and authentic data on remote work and job satisfaction.

Some key finding will be inserted in final dissertation.

3.5 Questionnaire Survey Method

Due to the widespread adoption of remote work practices by numerous companies and the large population of employees involved in this arrangement, it is not feasible to gather data from all remote workers. Therefore, this research will employ non-probability sampling, in which respondents with access to the internet will participate in an online survey.

This method offers several advantages, including cost-effectiveness and the ability to reach a wider audience through the internet. Non-probability sampling allows for the efficient collection of data from a diverse range of participants, while minimizing the financial and logistical challenges associated with traditional probability sampling methods. By leveraging online platforms, the survey can be distributed to a geographically dispersed population, ensuring a more representative sample of remote workers across various industries and locations Fleetwood (2020).

Adopting a Likert scale in this research offers several advantages. It effectively measures attitudes and opinions, is easy for participants to understand and complete, generates quantitative data for statistical analysis, allows for comparisons across respondents, and provides flexibility in data collection. These benefits make Likert scales a valuable tool for assessing participants' views on remote work practices and job satisfaction in this study (Rensis Likert, 1932).

3.6 Pilot Test

A pilot test will be conducted before the official launch of the questionnaire, offering numerous benefits. This includes assessing the feasibility of the research design, refining the survey instrument, estimating response rates, evaluating data quality, identifying potential data analysis issues, and saving time and costs. By addressing these factors in advance, researchers can ensure a more efficient and effective data collection process, leading to more reliable and meaningful results. Investing in a pilot test is a valuable step that helps minimize the risk of collecting invalid or incomplete data, ultimately enhancing the overall quality of the research (Hassan, Schattner and Mazza, 2006).

3.7 Final Survey (will provide later)

3.7.1 Target Population

3.7.2 Sampling Method

3.7.3 Sampling Size

3.8 Data Analysis Techniques

3.9 Research method Limitation

3.10 Research Ethics

3.11 Summary

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APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Luk Yau Yee			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student ☒
3	Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David			
4	Campus:	HKMA			
5	E-mail address:	rebeccaluk@hkma.org.hk 2247753@student.uwtsd.ac.uk			
6	Contact Telephone Number:	+852 6740 6254			
For students:					

7	Student Number:	2247753
8	Programme of Study:	MBA
9	Director of Studies/Supervisor:	Dr Katherine Mo

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☒
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in)		☐			

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	<i>[List any other relevant documents here]</i>	☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐

9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐
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Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	An investigation of the Impact of Work-Life Balance, Time Saving, System Security, Perceived Trust, Team cohesiveness, and Family Conflict on Job Satisfaction of the Work-from-Home setting in Hong Kong			
2	Proposed start date:	25 Apr 2024	Proposed end date:	18 Nov 2024	
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>				
3	Purpose of Research Activity The purpose of this research is to explore the factors influencing job satisfaction in the work-from-home (WFH) setting in Hong Kong. The study aims to investigate the impact of work-life balance, time-saving, system security, perceived trust, team cohesiveness, and family conflict on employees' job satisfaction while working remotely. With the rapid adoption of WFH practices due to the COVID-19 pandemic, it is crucial to understand how these factors contribute to employees' well-being and satisfaction in this new work arrangement. (this box should expand as you type)				
4	Research Question An investigation of the Impact of Work-Life Balance, Time Saving, System Security, Perceived Trust, Team cohesiveness, and Family Conflict on Job Satisfaction of the Work-from-Home setting in Hong Kong (this box should expand as you type)				
5	Aims of Research Activity The primary aim of this research is to investigate the impact of work-life balance, time-saving, system security, perceived trust, team cohesiveness, and family conflict on job satisfaction among employees working from home in Hong Kong. The study seeks to provide a holistic understanding of how these factors interact and influence employees' overall satisfaction with their remote work arrangements. (this box should expand as you type)				

6	Objectives of Research Activity To achieve the research aims, several objectives will be pursued. A comprehensive literature review will identify existing research on work-life balance, time-saving, system security, perceived trust, team cohesiveness, family conflict, and job satisfaction in remote work. A conceptual framework will be developed to illustrate the hypothesized relationships between these factors and job satisfaction in the work-from-home (WFH) setting. An online survey will be designed and administered to collect data from a representative sample of WFH employees in Hong Kong, using validated scales. The collected data will be analyzed using appropriate statistical techniques to examine the relationships between the predictor variables and job satisfaction. The findings will be interpreted and discussed, focusing on their implications for organizations, managers, and employees in Hong Kong. Recommendations for enhancing job satisfaction in the WFH setting will be provided. The research outcomes will be disseminated through academic publications, conferences, and workshops to contribute to the knowledge on remote work practices and inform policy and practice in Hong Kong. Fulfilling these objectives will provide a comprehensive understanding of the factors influencing job satisfaction in WFH, ultimately contributing to the development of evidence-based strategies for supporting employees and optimizing remote work arrangements in Hong Kong. <i>(this box should expand as you type)</i>
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Individual interviews, literature review, pilot test, SPSS (ANOVA, Statical analysis, independent T test) <i>(this box should expand as you type)</i>
	Location of research activity Identify all locations where research activity will take place.
8	Hong Kong <i>(this box should expand as you type)</i>
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	<i>(this box should expand as you type)</i>

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	<i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☒	☐
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒

13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☐	☒
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	600 (questionnaires) 14-16 (individual interviews) (this box should expand as you type)
11	Who will the participants be?	Who has remote work experience

		<i>(this box should expand as you type)</i>
12	How will you identify the participants?	Who has remote work experience by non-probability <i>(this box should expand as you type)</i>

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	<i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.		
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☐
		No	☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: (this box should expand as you type)	How you will mitigate the risk to participants: (this box should expand as you type)	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	(this box should expand as you type)		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: (this box should expand as you type)	How you will mitigate the risk to the investigator: (this box should expand as you type)	
5	University/institutional risks For example: adverse publicity, financial loss, data protection		
	Risk to the University: (this box should expand as you type)	How you will mitigate the risk to the University: (this box should expand as you type)	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems		
	Risk to the environment: (this box should expand as you type)	How you will mitigate the risk to environment: (this box should expand as you type)	

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	No <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Will state clearly in the beginning of the questionnaires <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	All data collected will for the research purpose only. Personal information will be required in this survey <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	X
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	<i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4			

	<i>(this box should expand as you type)</i>
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	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	<i>(this box should expand as you type)</i>		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, ~~postcodes~~ , ~~faxes~~ , emails or telephone numbers?	☒	☐
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Google form will be used and sent to friends, colleagues etc. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	My supervisor and myself. <i>(this box should expand as you type)</i>		

23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	<i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/	
1	Signature of applicant:	Luk Yau Yee Date: 9/6/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Katherine Mo	Date: 9/6/2024
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☒	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.



STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.