SILESIAN UNIVERSITY OF TECHNOLOGY PUBLISHING HOUSE

SCIENTIFIC PAPERS OF SILESIAN UNIVERSITY OF TECHNOLOGY 2026
ORGANIZATION AND MANAGEMENT SERIES NO. 254

RELATIONAL AND ORGANIZATIONAL DETERMINANTS OF THE YOUNG EMPLOYEES' EFFECTIVENESS OF REMOTE WORK

Anna ALBRYCHIEWICZ-SŁOCIŃSKA

Częstochowa University of Technology; a.albrychiewicz-slocinska@pcz.pl, ORCID: 0000-0002-7245-4461

Purpose: The aim of this study is to present the results of a multi-faceted analysis of the factors determining the attitudes of Generation Z employees towards remote work.
Design/methodology/approach: The study focused on Generation Z representatives with a remote working experience. It analysed areas of remote working such as knowledge sharing/learning, communication, work organisation, WLB, motivation and employee relations. In the first phase of data analysis, the adopted measurement model was diagnosed using structural modelling (SEM), in the second phase an exploratory factor analysis was carried out, which resulted in a new latent factor structure. The obtained model was then assessed for relevance and the relationships present between the latent variables were determined.
Findings: The exploratory factor analysis led to the definition of a structure of indicators comprising 4 factors interpreted as: relational-organizational learning (ROL), organizational and performance aspects of work (OEW), employee comfort (EC) and formal communication (FC). Based on the diagnosed factors, a theoretical model was built assuming the mutual relations between the factors and their impact on the preferred form of work in the future. This model showed acceptable measures of the goodness of the model fitting into the empirical data. In addition, this model revealed a strong influence of ROL and OEW, as well as a relationship between OEW and EC. It is also worth noting that the ROU correlates statistically significantly with preferences in terms of the form of work in the future.
Research limitations/implications: Repeating the research, on a larger group of respondents, taking into account other age categories and using the method of confirmatory factor analysis, would bring an interesting voice to the discussion on the presented research results.
Practical implications: The results of the research indicate a somewhat non-stereotypical approach of Generation Z employees to the issue of awareness in the field of shaping employee relations, while revealing competence deficiencies in this area.
Originality/value: The findings of the study bring a new voice to the discussion about the factors shaping attitude of Gen Z to the remote work. In the literature the analysis of such a components was not discovered.
Keywords: organisational learning, WLB, remote work, Generation Z, SEM.
Category of the paper: Research paper.

1. Introduction

Remote working as a form of work has functioned on the Polish labour market for many years (Chomątowska, Chłopek, 2011), however, it has generally been assigned to specialist positions and was treated as a kind of prestigious benefit. The extent of the use of remote working was drastically altered by the COVID-19 pandemic, as a result of which employees who, because of the type of their tasks, were able to perform their work remotely, were shifted en masse to provide work off-site (PARP, 2022). An analysis of the literature points to the pandemic as a turning point in analysing the advantages and disadvantages of remote working. While prior to the pandemic, publications were mainly positive, highlighting the advantages of remote working from the perspective of both the employee and the employer, after the pandemic there was a veritable flood of research-based publications highlighting the many problems and challenges this form of working revealed. It should be noted, however, that the pre-pandemic reality favoured employees carrying out tasks remotely as majority of them carried out their duties in stationary form anyway, safeguarding the day-to-day running of the organisation. At the same time, many employers who are reluctant to use this form of work cited problems with the technical side of organising work and the challenges related to legal issues concerning the performance of remote work, from security, control and communication to aspects ensuring digital security as the main obstacles to widening the scope of remote work (Wąsik, 2020). During the pandemic, when employees switched to remote working out of necessity, it became apparent that the aforementioned obstacles could be easily removed, but other aspects such as issues of sustaining employee motivation and loyalty, organising and managing the work delivery process, or building employee relationships came to the fore (Marciniak, 2023). However, it should be emphasised that pandemic influenced both employees and employers who changed their general attitude towards remote working to a more positive one (PARP, 2022) albeit said attitude was also made more realistic by the real problems that are associated with this mode of work.

In addition to analyses related to remote working, labour market and HR researchers also focused on the young workers who are entering the labour market and who appear to be best prepared to provide work in this mode. On the other hand, it is difficult to find publications linking these two areas in the literature. The aim of this study is to analyse the key factors influencing work mode preferences for this particular group. This analysis was carried out using a structural equation model based on the results of a study carried out in December 2022 by a research team of staff from the Faculty of Management at Częstochowa University of Technology.

2. Remote working – challenges and problems

In order to present the theoretical background on the issue of remote working, the author decided to start by addressing the discussions that are still present in publications on how the different generations function in the workplace, which is the context for the analysis of the research results. Critical statements can be found in the literature regarding the validity and correctness of grouping employees according to age categories, also questioning the very definition of the term 'generation' (Urick et al., 2017, Guillen, 2025) although, on the other hand, we encounter various classifications of generational divisions based largely on year of birth (Bencsik et al. 2016). What stands out in this discussion is the work of Wiktorowicz et al. (2016), which objectively presents a sociological, psychological, anthropological and even cultural understanding of the term generation. This publication takes as its definitive approach the view that generation is not only a category determined by date of birth, but also by a community of experiences shaped by a particular society at a particular time (Sobierajski, Kuszewska, 2023). At the same time, the author recognises that it is extremely difficult to carry out quantitative social research in a population defined by a perceived identity bond with specific macro-experiences. For the purposes of the research, it was therefore taken the view that the division of generations presented in the literature, taking birthdays as the determinants of generation, would be the most appropriate for the purposes of carrying out the survey. The most popular division in the literature assumes that generation Z, which is the subject of the research, in relation to Poland, includes people born after 1995, although researchers sometimes include those born in 1990 among its representatives (Wiktorowicz et al., 2016). In the literature, we also find approaches that include in the Generation Z those who were born in 2000 and later (Dreyer, Stojanová, 2022). Works describing the characteristics of this generation emphasise attachment, or even a dependence of its representatives on modern information technologies and the tools used to operate them. For Gen Z, smartphones and iphones are essential communication tools far more important than face-to-face or telephone communication (Astorquiza-Bustos, Quintero-Peña, 2023; Bamieh, Ziegler, 2022). It would seem, therefore, that remote working as an IT-based form of working would be their preferred form of work. And indeed, during the years of the pandemic and in the short period after its cessation the research has shown that remote working was not only conducive to the satisfaction of young workers, but was also characterised by greater efficiency (Emanuel, Harrington, 2020) and increased employee well-being (Charalampous, 2020). Research by Emanuel and Harrington (2023b), even indicated that for many young people, remote work is so attractive and desirable that they are prepared to give up part of their salary so that they can do their work at a time and place that is convenient for them.

Remote working is therefore somewhat a matter of choice and negotiation between the aforementioned parties to the employment contract, and has both potentially positive and negative consequences for both parties. The perspective adopted in the study focuses on the consequences remote work has for the employee, not including aspects such as the impact of remote working on the employee's family environment, the shaping of the labour market, technical aspects of work organisation or issues of remuneration for remote workers.

According to the literature, the most important advantages of remote working are considered to be that it influences the following (Marciniak, 2023, Jeran, 2016; Dolot, 2023):

a) improved job satisfaction,
b) strengthened motivation to work,
c) increase of the employee's commitment and, as a result, loyalty to the employer,
d) better work-life balance,
e) flexible management of work processes,
f) independence, autonomy in work.

However, it should be remembered that in addition to the positive aspects, remote working can also have a negative impact on productivity (Bartel et al., 2012; Makowiec, Mikula, 2014; Jeran, 2016; Kawa, Grewinski, 2021; Tomaszuk, Wasiluk, 2023; Yarbrough, Ramos Salazar, 2023,):

a) disrupting the flow of information/knowledge between employees and supervisor and employees,
b) information overload or chaos,
c) dependency of the employee's efficiency on the technical ICT solutions,
d) impairment of the employee's well-being,
e) the distortion of labour relations,
f) diminished opportunities for promotion or the development of competences necessary to maintain or increase the market value of an employee,
g) deprivation of direct use of the organisation's resources,
h) a decrease in commitment and trust among employees.

In particular, informal relationships with colleagues and superiors, which are one of the most important sources of building an individual's relationship capital (Jeran, 2016) and influence feelings of job satisfaction, come to the fore. Working away from the employer's premises does not allow the employee to benefit from the spontaneous interactions that not only build emotional bonds between employees, but also facilitate the natural flows of knowledge, experience and information, thus creating organisational knowledge capital and organisational learning processes. Limiting communication to verbal, written and formal communication impoverishes the entire sphere of social interaction (Sikora, 2012) and leads to a sense of social (but also professional) isolation (Makowiec, Bober, 2008; Makowiec, Mikuła, 2014; Wyrzykowska, 2014). The flow of feedback on performed tasks also takes on a formalised character. Of course, it is important to bear in mind that from the employee's perspective,

a constant contact with the employer is, in a relational sense, a mean of a reciprocal relationship, but also carries a risk of eliciting a sense of being controlled constantly rather than a sense of belonging (Jeran, 2016). In contrast, flexible organisation of one's working process remotely, although potentially conducive to a greater sense of control over the work itself, also involves the need to be able to plan and organise one's own work, readiness to solve problems independently and being self-motivated and self-disciplined.

Another analytical layer regarding remote working is also the fact that this work is no longer associated only with specialised, complex, highly skilled jobs. Currently, the labour market also features positions that are low-quality, low-prestige jobs that are remunerated on a hourly basis and are also highly taxing (Wyrzykowska, 2014). These are rarely taken into account when discussing the advantages and disadvantages of remote working, but it should be noted that for Generation Z young workers, who might lack specific skills, these are often their first experiences with remote working.

3. Methodology

The survey carried out included 387 questionnaires in accordance with the survey indicators set for the representativeness of the population surveyed. Based on the Labour Statistical Yearbook 2021, the size of the working population in Poland in the age bracket covered by the study (born after 1995) was 4 802 000 people. The division into age subcategories results from the categorisation adopted by the Statistics Poland. For the population thus estimated and the following statistical assumptions: fraction size: 0.5; confidence level: 95%; maximum error: 5%, the research sample size was set at 384 people (redundant questionnaires do not disturb the planned structure of the research group). The survey was carried out by the market research agency Fieldstat sp. z o.o. using quantitative research methods that utilize the Computer Assisted Telephone Interview technique, applied to 50% of respondnets and Computer-Assisted Web Interview applied to the remaining 50% of respondnets.

The questionnaire design was based on an analysis of the determinants of remote working, within which a list of 57 primary indicators was constructed in the form of statements using a five-point Likert scale. The literature review found that most of the factors influencing the topic under consideration by the researchers are scattered, diverse and lack systematisation. Few researchers also consider the relationship and mechanism of action between these factors. The form of the indicators adopted was therefore the result of the outcome of research that a research team made up of employees from the Faculty of Management at Częstochowa University of Technology carried out in 2021/2022.

Adopted statistical approach involves testing the validity of the model built on the basis of causal relationships between latent indicators revealed by exploratory factor analysis. Structural equation modelling (SEM) is one of the most popular statistical methods used for quantitative analysis of the data concerning the behavior or consumers or employees (Kacprzak, 2018).

4. Research results

The starting point for conducting a factor analysis is the examination of the adequacy of the correlation matrix, which is assessed using the Kaiser-Meyer-Olkin (KMO) index. It is a measure of the appropriateness of the choice of variables (Kaiser, 1974). This factor compares the magnitudes of the observed correlation coefficients with the magnitudes of the partial correlation coefficients. The results of the KMO test and the Bartlett test for the dataset studied are shown in Table 1.

Table 1.
KMO test and Bartlet test

KMO	0.968
Bartlett's test of Chi^2 sphericity	20930.68
df	1485
significance	0.0000
Cronbach alpha	**0.970**

Source: own work.

The value of Cronbach's alpha coefficient for the 57 questionnaire items is 0.970 with recommended value being higher than 0.7 (Pietrzak, Żurek, 2012). Both reliability statistics show high values and allow us to conclude that the adopted research tool does indeed measure the same phenomenon, thus allowing an exploratory factor analysis (EFA) to be carried out.

A principal component analysis using Promax rotation revealed four main factors explaining nearly 65% of the variance. The Promax rotation was chosen as a non-orthogonal rotation, which allows for natural relationships between factors that may exist in the data or arise from theory.

The Cronbach's alpha reliability statistic reaches a value above 0.7 for each of the latent variables considered in the article and therefore it can be assumed that the sets of observable variables measure the same phenomenon.

Table 2.
Specification of the factors

Factors	Cronbach Alpha
F1 **relational-organisational learning (ROL)**	0.973
F2 **organisational and efficiential aspects of work (OEW)**	0.968
F3 **employee comfort (EC)**	0.914
F4 **formal communication (FC)**	0.820

Source: own study.

Analysing the individual factors substantively, it can be assumed that the first factor (ROL) relates to organisational knowledge exchange processes, with the variables most strongly loading this factor being those relating to employee relations and knowledge flows between employees, with the average responses of respondents indicating that remote working does not meet their expectations in this respect. The second factor (OEW) combines aspects of knowledge and information exchange with issues of motivation in the context of efficiency and the technical dimensions of remote working. The next factor (EC) focuses on the elements of WLB while emphasising the dimension of employee well-being and comfort. The last factor (FC) focuses on formal communication related to task performance.

The analysis of the relationship between the factors led to the construction of a model to determine the impact of the factors analysed on the preference for the form of work in the future (PFW) that respondents were asked about (Figure 1).

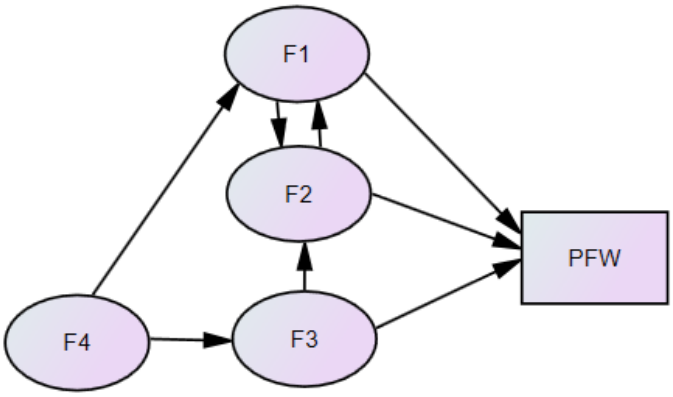


Figure 1. A model of the relationship between factors.

Source: own study.

The basis for assessing the admissibility of a theoretical model, which hypothesises the directions and significant strength of the relationship between variables, is the positive result of a procedure carried out to verify the research hypothesis on the admissibility of the model and the estimation of the unknown parameters of the model, together with an estimate of the significance of these parameters (Januszewski, 2011, Zając-Lamparska et al., 2018, Kacprzak 2018).

As highlighted by Tarka (2017), numerous limitations of the chi-squared test statistic have led to the development of various descriptive measures of SEM model fit, among which the following emphasising measures are identified: model simplicity, the ability to compare the null model with the postulated model, and the probability of model validation in independent data samples. In doing so, it should be emphasised that even a good fit of the model based on chi-squared statistics does not yet prove its veracity, but only allows it to be not rejected.

According to Tarka (2017), the correction of such limitations can be done through the analysis of indicators belonging to the class of absolute measures. One of them is the RMSEA index (root mean square of the error of approximation) as it has a built-in correction for the SEM model complexity and thus is extremely useful during selection of the right model from various alternative versions. Moreover, it allows for a test of the more realistic hypothesis of an approximate fit of the SEM model. The value of the RMSEA can be estimated according to the formula proposed by Browne and Cudeck (1993) for a 90 per cent confidence interval for the RMSEA, which allows the level of precision of the point estimate to be determined. Thus, when interpreting an index, even if we reject the postulated model, it becomes important to know the ranges (i.e. lower and upper limits) of this rejection. Overall, a good model fit determines an RMSEA value of ≤ 0.05 although a value of 0.08 is assumed for the social sciences.

Table 3.
Goodness-of-fit tests

Test index	X2/df	GFI	AGFI	NFI	CFI	IFI	RMSEA
Recommended values	< 5	> 0.90	> 0.80	> 0.90	> 0.90	> 0.90	< 0.08
Model	3.623	0.698	0.665	0.827	0.868	0.868	0.082 LO90 = 0.079 HI90 = 0.086

Source: own study.

Taking the aforementioned considerations into account, it should be concluded that the proposed model can be considered acceptable with regard to the RMSEA and X2/df statistics, indicating a good, acceptable fit of the model to the data (Table 7). The deviation of the other statistics obtained for the model may be due to an insufficiently large test sample, given the number of observations. Also for some explicit variables, the analysis of skewness and kurtosis indicates deviations from a normal distribution.

Analysis of standardised and unstandardised estimators confirm that PFW is most influenced by F1 and F3 and this is a positive relationship, while F2 has a negative impact. It is also noteworthy that high estimates are observed for the impact of F2 on F1 and of F3 impact on F2. The F2 indicator acts as a mediator in this case and shows an indirect effect on F1.

5. Discussion of the results

Assuming that the presented model shows an acceptable fit to the actual data and that the examined relationships between the factors are statistically significant, it is possible to discuss the impact of individual factors on young people's preference for remote working. It is noteworthy that the two dominant latent factors are related to aspects of organisational learning, with the first linking the exchange of knowledge, experience and information with employee relations, while the second one makes organisational knowledge and information exchange dependent on technical issues and links them with the effectiveness of task performance. Interestingly, the model reveals that formal communication is responsible for respondents' feelings of comfort and well-being and that this, in turn, shapes organisational and performantial aspects of work. The latter factor also influences the relational dimensions of the organisational learning. This seems to be tied with the importance of the organisational learning factor, in the light of which young people understand the importance of establishing interpersonal relationships in the workplace, as these influence the learning and work motivation processes. These are crucial elements for young people who gain work experience and benefit from the experience of colleagues with more knowledge and seniority. This observation is also corroborated by the studies of Dreyer and Stojanová (2022) and Hegade and Shettar (2022), which emphasise the importance of personal contacts and face-to-face communication at work have for the associated skills (Hans et al., 2023).

The negative relationship between the organisational effectiveness factor of remote working and the preferred form of work is confirmed by the work of Emanuel and Harrington (2023b, 2023a, 2024) based on repeated studies that were more in-depth relative to the original ones, which research highlights the negative impact of remote working on employee effectiveness. These regularities were confirmed in the studies by Atkin et al. (2023) and Gibbs et al. (2022). Furthermore, it seems that, as Marciniak (2023) argues, the most important managerial aspect of remote working is to provide employees with constant and perceptible assistance in solving difficulties related to both professional tasks and employee-organisation or employee-employee relationships.

According to Jeran (2016), the relational dimension of work is tied to its performance in a team and in a strictly social context. Even the most individualised and self-performed job duties introduce an interactional and relational context both in terms of responsibilities and the work situation itself. In addition to the formalised level, the organisational structure also has an informal dimension. Staff meetings are not only work team deliberations, but also joint breaks, spontaneous short meetings in common spaces, or a shared commuting to and from work. Working remotely deprives the employee of most of these contacts, as the circumstances in which they are made are eliminated.

6. Summary

The results of the research allow us to make several conclusions. The first one concerns the awareness of the importance of inter-working relationships exhibited by the representative of Generation Z, both in terms of organisational learning and the shaping of work performance in the case of remote working. However, despite said awareness, they prefer formalised and deferred non-direct communication, which significantly affects their wellbeing and sense of comfort. It can be hypothesised here that this is related to a lack of social competence in terms of establishing and maintaining relationships. Another interesting observation is that both ROL, OPW and EC affect their preferences for the future forms of work with similar significance. From the perspective of the issue under scrutiny, it may come as some surprise that the work-life balance elements so often raised in the context of both advantages and disadvantages of remote working are not the main determinant of attitudes towards remote working. Perhaps this is a result of the personal situation of the respondents, who, as relatively young and independent, do not yet feel the problems and challenges of working, whether on-site or remotely.

Additional study covering a larger group of respondents, including other age categories and using the confirmatory factor analysis method would undoubtedly bring an interesting voice to the discussion about the presented research results.

References

1. Astorquiza-Bustos, B.A., Quintero-Peña, J.W. (2023). Who can work from home? A remote working index for an emerging economy. *Telecommunications Policy, 47*(10). https://doi.org/10.1016/j.telpol.2023.102669.
2. Atkin, D., Schoar, A., Shinde, S. (2023). Working from Home, Worker Sorting and Development (Working Paper, 31515). *National Bureau of Economic Research*. https://doi.org/10.3386/w31515
3. Bamieh, O., Ziegler, L. (2022). Are remote work options the new standard? Evidence from vacancy postings during the COVID-19 crisis. *Labour Economics, 76*. https://doi.org/10.1016/j.labeco.2022.102179
4. Bartel, C.A., Wrzesniewski, A., Wiesenfeld, B.M. (2012). Knowing where you stand: Physical isolation, perceived respect, and organizational identification among virtual employees. *Organization Science, 23*(3), 743-757.
5. Bencsik, A., Horváth-Csikós, G., Juhász, T. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness, 8*(3), 90-106. https://doi.org/10.7441/joc.2016.03.06

6. Browne, M.W., Cudeck, R. (1993). Alternative ways of assessing model fit. In: K.A. Bollen, J.S. Long (Eds.), *Testing structural equation models*. New-bury Park, CA: Sage.
7. Charalampous, M. (2020). A review of the agile working literature in relation to five facets of well-being. In: *Agile Working and Well-Being in the Digital Age* https://www.palgrave.com/gb/book/9783030602826.
8. Chomątowska, B., Chłopek, P. (2011). Telepraca – nowa forma organizacji pracy. Nowy obszar dysfunkcji i patologii? In: Z. Janowska (Ed.), *Dysfunkcje i patologie w sferze zarządzania zasobami ludzkimi*, *4*. Łódź: Wydawnictwo Uniwersytetu Łódzkiego.
9. Dolot, A. (2023). Praca zdalna – aspekty HR. In: Ł. Prasołka (Ed.), *Praca zdalna: aspekty prawa pracy, BHP, IT, RODO i HR*, Warszawa: C.H. Beck.
10. Dreyer, C., Stojanová, H. (2022), How entrepreneurial is German Generation Z vs. Generation Y? A Literature Review. *Procedia Computer Science 217*, 155-164. https://doi.org/10.1016/j.procs.2022.12.211.
11. Emanuel, N., Harrington, E. (2020). *The Payoffs Of Higher Pay: Elasticities Of Productivity And Labor Supply With Respect To Wages, Job Market Paper.* Retreived from: https://scholar.harvard.edu/files/nataliaemanuel/files/emanuel_jmp.pdf, 07.02.2024.
12. Emanuel, N., Harrington, E. (2023a). *Is Work-from-Home Working?* (SSRN Scholarly Paper 4486370). Retreived from: https://papers.ssrn.com/abstract=4486370. 07.02.2024.
13. Emanuel, N., Harrington, E. (2023b). *Working Remotely? Selection, Treatment, and the Market for Remote Work* (SSRN Scholarly Paper 4466130). https://doi.org/10.2139/ssrn.4466130, 07.02.2024.
14. Emanuel, N., Harrington, E., Pallais, A. (2024). *The Power of Proximity to Coworkers: Training for Tomorrow or Productivity Today?* https://scholar.harvard.edu/pallais/publications/power-proximity-coworkers-training-tomorrow-or-productivity-today, 07.02.2024.
15. Gibbs, M., Mengel, F., Siemroth, C. (2022). *Work from Home and Productivity: Evidence from Personnel and Analytics Data on Information Technology Professionals* (SSRN Scholarly Paper 3841457). https://doi.org/10.2139/ssrn.3841457, 07.02.2024.
16. Główny Urząd Statystyczny / Obszary tematyczne / Roczniki statystyczne / Roczniki Statystyczne / Rocznik Demograficzny (2022). Retreived from: https://stat.gov.pl/obszary-tematyczne/roczniki-statystyczne/roczniki-statystyczne/rocznik-demograficzny-2023,3,17.html, 07.02.2024.
17. Guillen Mauro, F. (2025). *Perennialsi. Megatrendy tworzące społeczeństwo postpokoleniowe.* Warszawa: Studio EMKA.
18. Hans, S., Nayeem, A.M., Mikkilineni, S., Gupta, R. (2023). Exploring the relationship between generational diversity and knowledge sharing: The moderating role of workplace intergenerational climate, boundary-spanning leadership and respect. *Employee Relations, 45*(6), 1437-1454. https://doi.org/10.1108/ER-11-2022-0507.

19. Hegade, P., Shettar, A. (2022). Elevate-Z: A Model to Create Learning Spaces for Generation Z Students. *Journal of Engineering Education Transformations, 35*(Special Issue 1), 175-180.
20. Januszewski, A. (2011). Modele równań strukturalnych w metodologii badań psychologicznych. Problematyka przyczynowości w modelach strukturalnych i dopuszczalność modeli. *Studia Z Psychologii, 17.*
21. Jeran, A. (2016). Praca zdalna jako źródło problemów realizacji funkcji pracy. *Opuscula Sociologica, 2*(16). https://doi.org/10.18276/os.2016.2-04.
22. Kacprzak, A. (2018). Modelowanie strukturalne w analizie zachowań konsumentów: porównanie metod opartych na analizie kowariancji (CB-SEM) i częściowych najmniejszych kwadratów (PL-SEM). *Handel Wewnętrzny, 6*(377), 247-261.
23. Kaiser, H.F. (1974). An index of factorial simplicity. *Psychometrika, 39*, 31-36. https://doi.org/10.1007/BF02291575.
24. Kawa, M., Grewiński, M. (2021). Nowe formy zatrudnienia na europejskim rynku pracy w kontekście zmian technologicznych i pandemii COVID-19. *Polityka Społeczna, 5-6*, 1-10.
25. Makowiec, M., Bober, T. (2008). Wpływ pracy na człowieka zatrudnionego na zasadach telepracy. In: A. Chodyński (Ed.), *Zarządzanie rozwojem przedsiębiorstw i regionów. Wybrane aspekty ekologiczne i społeczne*. Kraków: Krakowska Szkoła Wyższa im. Andrzeja Frycza Modrzewskiego.
26. Makowiec, M., Mikuła, B. (2014). Dehumanizacja w telepracy domowej. *Studia i Materiały*. *Miscellanea Oeconomicae, 18*(1), 61-70.
27. Marciniak, J. (2023). *Praca zdalna i hybrydowa. Aspekty organizacyjne i prawne*. Warszawa: Wolters Kluwer Polska Sp. z o.o.
28. PARP (2022). *Aspekty prac zdalnej z perspektywy pracownika, pracodawcy i gospodarki*, https://www.parp.gov.pl/component/publications/publication/aspekty-pracy-zdalnej-z-perspektywy-pracownika-pracodawcy-i-gospodarki.
29. Pietrzak, M.B., Żurek, M. (2012). Ład społeczny w powiatach - analiza przy użyciu modelowania równań strukturalnych SEM. *Warmińsko-Mazurski Kwartalnik Naukowy, Nauki Społeczne, 4*, 189-200.
30. Qinying Zhu, Luyang Yu, Jing Luo, Songlin Cao (2021), *AMOS-based analysis of factors influencing customer loyalty*, E3S Web of Conferences 251, 03068, TEES 2021, https://doi.org/10.1051/e3sconf/202125103068.
31. Sikora, J. (2012). Telepraca – o walorach i pułapkach elastycznego zatrudnienia. In: Z.E. Zieliński (Ed.), *Rola informatyki w naukach ekonomicznych i społecznych. Innowacje i implikacje interdyscyplinarne*. Kielce: Wydawnictwo Wyższej Szkoły Handlowej.
32. Sobierajski, T., Kuszewska, M. (2023). *Pokolenia. Jak uczyć się od siebie nawzajem*. Poznań: Grupa Wydawnictwo Filia sp. z o.o.

33. Tarka, P. (2017). Wskaźniki WRMR i RMSEA oraz Statystyka Chi-Kwadrat w ocenie dobroci dopasowania modeli SEM dla danych porządkowych. *Prace Naukowe Uniwersytetu Ekonomicznego We Wrocławiu, 469, Taksonomia, 29*, 197-207.
34. Tomaszuk, A., Wasiluk, A. (2023). Pokolenie Z – perspektywa zaufania do przełożonych i współpracowników. *Przegląd Organizacji, 2*, 83-93. https://doi.org/10.33141/po.2023.2.9
35. Urick, M.J., Hollensbe, E.C., Fairhurst, G.T. (2017). Differences in Understanding Generation in the Workforce. *Journal of Intergenerational Relationships, 15*(3), 221-240. https://doi.org/10.1080/15350770.2017.1329583
36. Wąsik, A. (2020). Zasady pracy zdalnej. In: *HR praca zdalna, E-book, 2*. HR Personel & Zarządzanie.
37. Wiktorowicz, J., Warwas, I., Kuba, M., Staszewska, E., Woszczyk, P., Stankiewicz, A., Kliombka-Jarzyna, J. (2016). *Pokolenia - co się zmienia? Kompendium zarządzania multigeneracyjnego*. Warszawa: Wolters Kluwer.
38. Wyrzykowska, B. (2014). Przedsiębiorstwo bez pracowników – telepraca. *Logistyka, 4*, 3801-3813.
39. Yarbrough, J.W., Ramos Salazar, L. (2023). Virtual onboarding and socialization, an exploration of employee discussions and experiences. *Corporate Communications, 28*(5), 707-723. https://doi.org/10.1108/CCIJ-12-2022-0158.
40. Zając-Lamparska, L., Warchoł, Ł., Deja, M. (2018). Analiza danych podłużnych: Modelowanie latentnych Krzywych rozwojowych. *Polskie Forum Psychologiczne, 23(2),* 395-412.