VILNIUS UNIVERSITY

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

HUMAN RESOURCES MANAGEMENT

TALSHYN ZHAMSHIT

MASTER THESIS

RYŠYS TARP EMOCINIO PERDEGIMO, PSICHOLOGINIO ATSPARUMO IR DARBO BEI ASMENINIO GYVENIMO PUSIAUSVYROS DIRBANT INTERNETINĖJE AR HIBRIDINĖJE DARBO APLINKOJE	**THE RELATIONSHIP BETWEEN EMOTIONAL BURNOUT, PSYCHOLOGICAL RESILIENCE, AND WORK-LIFE BALANCE WHILE WORKING IN AN ONLINE OR HYBRID WORK ENVIRONMENT**

Supervisor: Prof. Dr. Danuta Diskienė

Vilnius, 2025

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INTRODUCTION

Relevance of the Study. The global COVID-19 pandemic, together with advances in technology, has accelerated the shift to online or hybrid work environments that reshape workplaces by offering flexibility and simultaneously presenting manifold challenges. Emotional burnout, blurred work-life boundaries, and digital fatigue are some of the serious concerns these environments raise with regard to employee well-being and organizational performance. Addressing these challenges requires innovative HRM strategies that not only mitigate burnout but also promote psychological resilience and support work-life balance—factors essential for sustainable success (Maslach & Leiter, 2016; Allen et al., 2013). Despite growing research on these individual aspects, their interconnections within online and hybrid work environments remain underexplored (Schaufeli et al., 2009).

The relevance of this study extends beyond current workplace challenges, as online and hybrid work models are likely to remain a dominant trend in the future, driven by advancements in digital technologies and evolving employee expectations. With remote work increasingly normalized, organizations must adapt to address the long-term implications of these models on employee mental health, productivity, and engagement (Gartner, 2020). This research addresses the interaction between emotional burnout, resilience, and work-life balance, hence filling a critical gap and providing actionable insights for HRM practices. It adds to the growing body of literature on employee well-being in the digital workplace and helps organizations design policies aimed at enhancing resilience, fostering balance, and driving performance in an increasingly competitive and remote-centric world (Tugade & Fredrickson, 2004; Schaufeli et al., 2009; Maslach & Leiter, 2016).

The importance of the problem being investigated in the current thesis is at once dual in nature: from a practical point of view, the study addresses urgent social problems that modern work environments create, such as stress and isolation, decreasing employee engagement, which require scientific solutions. It offers practical ways of mitigating burnout, building resilience, and achieving work-life balance, hence it provides tangible benefits to organizations and employees, adding to the well-being of society and economic productivity. According to Maslach and Leiter (2016) and Allen et al. (2013), from a theoretical perspective, the research advances scientific understanding by developing and testing a conceptual framework that integrates these constructs, thus providing a foundation for future studies. It also refines research methodologies with the application of validated tools-the Maslach Burnout Inventory, the Brief Resilience Scale, the Multidimensional Work-Family Conflict Scale-providing empirical data required for the continuously developing theories regarding workplace psychology and human resources

management. The study by Smith et al. (2008), Carlson et al. (2000), and Schaufeli et al. (2009) has been in this regard highly instrumental.

The level of exploration of the topic. The levels of emotional burnout, psychological resilience, and work-life balance during the period of working either online or in a hybrid mode are based on an emerging strand of studies that integrates well-established theories of psychology into modern research on flexible models of work organization. Emotional burnout has been well documented, with seminal frameworks by Maslach and Leiter (2016) and Schaufeli et al. (2009) focusing on the effects of chronic stressors such as emotional exhaustion and depersonalization. However, recent studies have identified how novel stressors within online and hybrid work environments, such as digital fatigue and social isolation, are particularly problematic (Allen et al., 2013). Similarly, psychological resilience, measured with tools such as the Brief Resilience Scale by Smith et al. (2008), has been known to buffer against burnout and increase adaptability. However, this is less explored for its specific role as a moderating factor in online and hybrid environments. (Tugade & Fredrickson, 2004).

Work-life balance, particularly in hybrid models, has also garnered significant attention due to the challenges posed by blurred work-life boundaries. Studies like Carlson et al. (2000) have developed multidimensional frameworks to measure work-family conflict, which is increasingly relevant in digital work contexts. Additionally, research such as Staples, Hulland, and Higgins (1999) has provided early insights into self-efficacy in managing remote work, offering a foundation for understanding productivity and well-being in such environments.

The novelty of the topic. The novelty of this research lies in its exploration of the interrelated dynamics of emotional burnout, psychological resilience, and work-life balance within the context of online and hybrid work environments—an area that remains underexplored in existing literature (Maslach & Leiter, 2016; Schaufeli et al., 2009). By integrating these constructs into a cohesive framework, the study addresses a critical gap in understanding their interplay and influence on employee well-being and organizational outcomes. Furthermore, the comparative analysis between Lithuania and Kazakhstan adds a unique dimension by examining how socio-cultural and economic factors shape these dynamics in distinct regional contexts (Allen et al., 2013; Staples et al., 1999). This cross-regional perspective not only identifies universal patterns but also highlights culturally specific challenges and solutions, enriching HRM literature with actionable insights. By identifying key issues and proposing strategies to foster resilience, mitigate burnout, and enhance work-life balance, the study offers both theoretical advancements and practical tools for addressing contemporary and future workplace challenges (Tugade & Fredrickson, 2004; Carlson et al., 2000).

The problem of the Master thesis. How does the Online or Hybrid Work Environment impact Emotional Burnout through the mediating role of Work-Life Balance and the moderating effect of Psychological Resilience?

The aim of the Master thesis. The purpose of this thesis is to comprehensively investigate the relationships among emotional burnout, psychological resilience, and work-life balance in online and hybrid work environments.

The objectives of the Master thesis:

- Analyze existing literature on emotional burnout, psychological resilience, work-life balance, and online hybrid work environments.
- Explore relationships among emotional burnout, psychological resilience, work-life balance, and online hybrid work environments.
- Develop a conceptual model and identify the most suitable tools for measuring these variables.
- Conduct empirical research based on the conceptual model and provide results.
- Derive conclusions and actionable suggestions from the empirical findings.

The methods deployed by the Master thesis. As for methods, this study adopts a quantitative approach using structured questionnaires to collect primary data. The research instruments include validated tools such as the Maslach Burnout Inventory (Maslach & Jackson, 1981), the Brief Resilience Scale (Smith et al., 2008), the "A self-efficacy theory explanation for the management of remote workers" by Staples, D. S., Hulland, J. S., & Higgins, C. A. (1999), and the Multidimensional Work-Family Conflict Scale (Carlson et al., 2000). Data analysis involves correlation, regression, and mediation analysis using SPSS to explore the interplay among the variables.

The description of the structure of the Master thesis. The thesis is structured into three main sections. The first section provides a comprehensive review of academic literature on emotional burnout, psychological resilience, work-life balance, and online and hybrid work environments, establishing the theoretical foundation for the study. The second section details the research methodology, including the development of hypotheses and a thorough justification for the methods employed. The third section presents and interprets the empirical findings, evaluates the proposed hypotheses, and discusses the implications of the results. Concluding the thesis are the conclusions and recommendations, a list of references, a summary, and annexes, which include supplementary materials that support the research.

1. THEORETICAL FOUNDATIONS OF THE STUDY OF EMOTIONAL BURNOUT, PSYCHOLOGICAL RESILIENCE, AND WORK-LIFE BALANCE OF PEOPLE WHO ARE WORKING ONLINE OR HYBRID

1.1 Emotional burnout syndrome: the concept and essence

1.1.1 Emotional Burnout: Understanding the Concept and Essence of a Modern Syndrome

G. Freudenberger coined the term "burnout" in 1974 to characterize the intense exhaustion, frustration, and demoralization he saw in staff members of psychiatric hospitals. (Leiter & Schaufeli, 1996). It turns out that this phrase is quite practical, appropriate for characterizing situations seen in physicians and several other professionals within the “person – person” professional system. The pathology of professional activity is now the focus of understanding the signs of this disorder. Today, the accumulation of observations and ideas regarding emotional burnout syndrome (CMEA) has caused the need for representatives of professions related to work in the field of “person – person” to consider the hidden mechanisms of their professional activities that can lead to the fact that they stop coping with their duties, lose their creative attitude regarding the subject and product of their work, deform their professional relationships, roles and communications. In fact, he created a means of breaking the taboo that doctors and other specialists usually adhered to by discussing their inner lives, personal struggles and vulnerability with each other. The emphasis in understanding these symptoms has been shifted to the pathology of professional activity (Aguilera, G. 2011).

Previously, there were special models explaining low self-esteem, anxiety, and depression, but doctors were more willing to apply them to their patients than to themselves. "Doctors working in a medical institution are subject to significant personal distress, but it is difficult for them to open up to anyone outside their immediate family and circle of friends. The predominant feature of the medical profession is to deny problems related to personal health," writes King. Moreover, consequently, as Donaldson noted: "Problems related to the state of health of doctors are insufficiently considered, interventions are carried out too late, there are also tangible institutional and organizational barriers to seeking help from appropriate medical institutions.

Later, burnout was studied not only on health care workers, but also on teachers, educators, lawyers, employees of the prosecutor's office and courts, trade and service workers, workers in the metallurgical industry, managers, and senior management personnel. Nevertheless, regardless of the scope of distribution, researchers everywhere came to the same results - about the presence of emotional burnout syndrome (Koeske, G. 1989).

Therefore, since the end of the seventies, there has been a general concern in the world that

professions themselves, especially the “person to person” sphere, contribute to the development of painful conditions that manifest themselves in the form of disappointment in the profession and demoralization, a decrease in productivity and quality of work, and an increasing tendency to think about leaving profession, as well as in the form of a deterioration in mental and somatic health, a decrease in the stability of marriages, the development of a tendency to deviation, absenteeism. The state of the subjects of labor affects not only the quality of professional assistance and labor productivity, but also affects social health in general. (Koeske et al., 1989)

Today, the accumulation of observations and ideas regarding burnout has made it possible for representatives of professions related to work in the field of “person t person” to consider the hidden mechanisms of their work, which can lead to workers ceasing to cope with their duties, losing their creative attitude regarding the subject and product of their work, deforming their professional relationships, roles and communications. (Calabrese, E. J. 2001)

However, despite the fact that there is a large number of studies of this problem, an integrated, generalized, generally recognized model of emotional burnout, supported by systematic scientific research, according to many authors, has not yet been created. The data that are the main ones in discussing burnout are not so much the result of epidemiological or experimental studies, but rather confirmation of the obvious popularity and usefulness of the concept, as well as the result of observations accumulated by practitioners working in the organizational field (Bakker et al., 2002).

As Glenn A. Roberts notes, the vast majority of the 2,500 articles and books written on this topic since 1974 are short case reports written by practitioners, not scientists. There is very little literature that could be recognized as scientific research, and many reasoning and practical suggestions. There is something of folklore in this, which has absorbed wisdom partially supported by correlation studies (Demerouti et al., 2001).

The most popular instrument in the world for measuring the phenomenon of burnout is the Maslach Burnout Inventory, developed in 1981 by Christina Maslach and Susan Jackson. On account of the very great interest in this issue, this instrument has been translated into many languages.

Accordingly, in 1996 the Maslach Burnout Inventory–General Survey (MBI–GS)—intended for measuring the burnout of workers generally, regardless of their profession—was developed by Wilmar Schaufeli, Michael Leiter, Christina Maslach, and Susan Jackson (Schaufeli, Maslach & Jackson, 1996).

This inventory, both in its earlier version and in the version dealt with in this publication, measures burnout treated as a multidimensional construct, in agreement with Maslach’s model.

That model has become the most popular conception of professional burnout and has received empirical verification. According to it, burnt-out workers do not only feel physically and emotionally exhausted, they also become cynical and susceptible to disappointment, they withdraw from contact with others and become increasingly convinced that their work is pointless and has little value.

There is a special table below about summarizing key aspects of Christina Maslach's conceptualization of burnout:

Table 1. *Key aspects of Christina Maslach's conceptualization of burnout*

Aspect	Description
Components of Burnout	- **Emotional Exhaustion:** Feeling emotionally drained and depleted. - **Depersonalization (Cynicism):** Developing negative attitudes and detachment. - **Reduced Personal Accomplishment:** Decline in feelings of competence and achievement.
Nature of Burnout	- **Occupational Phenomenon:** Burnout is viewed as a response to chronic workplace stressors rather than an individual weakness. - **Interaction Between Individual and Work Environment:** The development of burnout is influenced by the interplay between personal and environmental factors.
Impact on Well-being	- Burnout has profound effects on physical and mental health, including increased risk of cardiovascular diseases, depression, and anxiety. - It can lead to reduced job performance and strained interpersonal relationships.
Preventive Measures	- **Organizational Level:** Creating supportive work environments, promoting work-life balance, and fostering a positive culture. - **Individual Level:** Developing effective coping strategies and seeking resources for stress management.
Recognition and Validation	- Maslach's work has contributed to recognizing burnout as a legitimate and significant issue in various professions and industries.
Interactive Process	- Burnout is seen as an interactive process involving the interplay of individual characteristics, coping mechanisms, and the nature of the work environment.

Source: (Maslach et al., 2018)

This table provides a concise overview of the key elements of Maslach's perspective on burnout, highlighting its components, nature, impact on well-being, preventive measures, and the

importance of recognition.

Maslach emphasized that burnout is not solely an individual problem but an occupational phenomenon. It arises in response to chronic workplace stressors and is influenced by the nature of the work environment. Factors such as high workload, lack of control, and interpersonal conflicts contribute to the development of burnout.(Paradise, 1983) Interaction Between Individual and Work Environment is burnout is viewed as an interactive process between the individual and the work environment. Maslach highlighted the importance of understanding how personal characteristics, coping mechanisms, and the nature of the work environment contribute to the development and progression of burnout. (Paradise, 1983) Also, burnout has a profound impact on an individual's well-being. It is associated with physical and mental health problems, including increased risk of cardiovascular diseases, depression, and anxiety. Additionally, burnout can lead to reduced job performance and effectiveness, as well as strained interpersonal relationships both in and outside the workplace. As for preventive measures, Maslach advocated for preventive measures to address burnout at both the individual and organizational levels. Creating a supportive work environment, providing resources for coping with stress, promoting work-life balance, and fostering a positive organizational culture are suggested strategies to prevent burnout. Moreover, Maslach's work has played a crucial role in recognizing burnout as a legitimate and significant issue in various professions and industries. Her research has contributed to the validation of burnout as a construct that requires attention and intervention, both from a psychological and organizational standpoint (Paradise, 1983).

Christina Maslach's survey is known as the Maslach Burnout Inventory (MBI). The MBI is a widely used psychological assessment tool designed to measure the three components of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. This survey is considered one of the most reliable and valid instruments for assessing burnout in various professional settings. The Maslach Burnout Inventory typically consists of several statements or items related to the three components of burnout (Chirkowska-Smolak & Kleka, 2011).

They begin to doubt their skills and competence, and worse, they stop respecting their clients, or become adverse to the people whom they are supposed to help. In working out this model, Maslach, like other authors dealing with the phenomenon, initially treated burnout as a syndrome that develops under the influence of emotionally burdensome contact with other people, such as patients, pupils, and those under their care. Stating that “burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind” (Maslach et al., 1986), authors underlined that the essential feature of burnout is working with others, and that it occurs exclusively among

such professionals (Collins et al., 2012).

In recent years, the conception of burnout has been modified, and above all, it has begun to be treated as a phenomenon, which affects members of many professions, and not only those of the human service professions: burnout is described as a crisis in one's relationship with work in general (Chirkowska-Smolak & Kleka, 2011).

There is confidence among theorists that the problem itself has not yet been sufficiently recognized and studied, which means that today preventive measures cannot yet be developed in the most optimal way. It should be recognized that effective methods have not yet been found to effectively combat this syndrome. The Maslach survey questionnaire, a key instrument employed in this research.

1.1.2 The specifics of emotional burnout in people who are working an online or hybrid job

Two years ago, the World Health Organisation (WHO) officially recognized the term burnout. Pretty handy considering 2020 has been coined the great exhaustion! Burnout is formally defined as exhaustion of either physical or mental resources or a lack of motivation typically arising from prolonged stress at work (Di Giuseppe et al., 2021).

As organizations look to the post-pandemic future, many are planning a hybrid virtual model that combines online work with time in the office. This sensible decision follows solid productivity increases during the pandemic.

Nevertheless, while productivity may have gone up, many employees report feeling anxious and burned out. Unless leaders address the sources of employee anxiety, pandemic-style productivity gains may prove unsustainable in the future. That is because anxiety is known to reduce job satisfaction, negatively affect interpersonal relationships with colleagues, and decrease work performance (Nurmukhamedova & Madjidova, 2021).

The most common signs that someone is heading towards burnout is feeling consistently tired or emotionally drained. Other symptoms include:

- Feelings of helplessness.
- Feeling trapped or defeated.
- Feelings of isolation.
- Procrastination.
- Doubting abilities and regularly feeling overwhelmed.
- Having an increasingly negative outlook on life.

Accordingly, emotional burnout is a state of chronic physical and emotional exhaustion

often accompanied by feelings of cynicism and detachment. While it can affect individuals in various professions, the specifics of emotional burnout in people working online or in hybrid jobs can be influenced by several factors inherent to these work arrangements. Here are some key aspects:(Di Giuseppe et al., 2021)

1. Working in a virtual environment can lead to feelings of isolation, as employees may miss out on the social interactions and camaraderie that come with traditional office settings.
2. Employees in hybrid setups might experience a disconnect with team members, as some may be working in the office while others are online.

While burnout affects workers of all kinds, it appears to be affecting online or hybrid workers in record numbers. In a recent Mckinsey survey, 49% of respondents reported feeling burnout, with 21% saying they are experiencing severe symptoms (Costin A., Felicia R., Raluca-Stefania B., 2023).

There's no denying that there has been a toll from the stress of enduring a pandemic. Not all workers are suited for online work, and some have had to balance other household duties like child care. However, as we enter the new normal, it appears that many organizations continue to place a high priority on preventing burnout. The significant contribution of working online to burnout arises from various factors.

1. The distinctions between our personal and professional lives blur when we work online. Releasing ourselves from work can be challenging, particularly if we don't have a home office where we can close the door at the end of the day. Due to the lack of a physical boundary between work and home, many online workers are working longer hours without necessarily finishing more tasks on their to-do lists.
2. Many workers found themselves working longer hours during the lockdown in order to escape the boredom of being stranded at home. As daily life resumes, it is becoming apparent that there are no longer any distinct boundaries between work and personal time. Notifications sent to workers after hours are a major source of stress and contribute to employee burnout. Several European countries are enacting laws to prevent this from happening.
3. It's simple to lose the sense of respect and community that comes with working in an office when working online. Being a part of a team is something we are social creatures who yearn for, and face-to-face interaction is an essential part of that basic biological need. Furthermore, taking time off from work may feel like a kiss goodbye to a promotion that has been coveted for years for ambitious employees.
4. Our social networks have all significantly shrunk, and a lot of us feel like complete hermits

now! Without regular in-office communication, we eventually lose our sense of belonging and find it more difficult to feel comfortable voicing our opinions. In the end, if we're not careful, we risk becoming completely demotivated and disengaged from any common objectives (Costin A., Felicia R., Raluca-Stefania B., 2023).

The Mckinsey survey found that companies who lack clarity around online working are 2.9 times more likely to experience high levels of burnout amongst their teams. But efforts to make employees' mental and physical wellness a priority should go beyond establishing a clear online working policy.

1.2 Psychological resilience

1.2.1 Theoretical aspects of psychological resilience

In the dynamic landscape of Human Resources (HR) Management, the significance of employee well-being and adaptive coping mechanisms has gained paramount importance. One crucial aspect contributing to an individual's ability to navigate the complexities of the workplace is psychological resilience. Psychological resilience refers to an individual's capacity to bounce back from adversity, cope with stress, and adapt positively to challenging circumstances. In the realm of HR, understanding and cultivating psychological resilience among employees have become essential for promoting organizational effectiveness, employee engagement, and overall workplace health (Smith et al., 2008).

The term resilience derives from Latin (“re” – back, “salire” – to leap/jump), and literally means to “bounce back”. The topic is of interest across a variety of scientific domains, but has mostly been studied in the field of psychology (Hosseini et al., 2016). Resilience in aging is the ability to recover from or adapt to stress and maintain or restore one’s physical, psychological, or emotional equilibrium. While psychological resilience has been much of the focus in aging, increasing evidence suggests resilience in aging is a biopsychosocial phenomenon. The human lifespan is fraught with environmental, physical, and psychosocial challenges that result in a physiological response (Den Hartigh & Hill, 2022).

Numerous definitions that are inconsistent have been used in resilience papers, according to a recent review (Bryan et al., 2019). The idea of fending off the damaging effects of stressors, recovering from stressors, and/or developing from stressors is present in most definitions in one form or another. These ideas are occasionally even merged into a single definition. For instance, Masten and Powell (2003) define resilience as the capacity to withstand, manage, overcome, and prosper in the face of challenging life experiences in their book chapter on a resilience framework for psychological research, policy, and practice (Den Hartigh & Hill, 2022).

Therefore, a review of the literature from the past few decades reveals that conceptualizations have evolved over time and that different sub-disciplines (sport psychology, developmental psychology, and clinical psychology) have different definitions. Therefore, there isn't currently a single, accepted method or measurement for psychological resilience.

Resilience was first seen as a personality trait in the early psychological research on the topic (Block & Block, 1980). This conceptualization makes the assumption that people adapt differently over time and across domains to stressful situations. A resilient person, for instance, would be able to cope well with pressures in their personal, professional, and other lives.

The concept of resilience, or being resilient, has been more clearly defined in recent conceptualizations, which fall into three main categories: the capacity to withstand stress, recover from stress, or develop as a result of stress. Resilience is defined in the first category as the ability to withstand change and continue to be healthy in the face of adversity. According to this definition, resilience is usually identified in clinical psychology by the absence of psychopathology following traumatic experiences, or in sport, social, and organizational psychology by the maintenance of well-being or skill (e.g., career success) following stressors. Comparably, in the domain of developmental psychology, resilience has been defined as “good outcomes in spite of serious threats to adaptation or development”. This may be assessed through self-reports at a single moment in time. For instance, persons may be asked whether they faced severe adversity or not, and what their level of psychological well-being is. If a person was exposed to a potentially traumatic event, but is functioning well and maintains a high level of well-being, one may infer that the person demonstrated resilience based on this resistance conceptualization. (Den Hartigh & Hill, 2022). Measuring personality traits that "protect" people from stressors at a specific moment is another popular method. For instance, this goal has been served by the Resiliency Scales for Adults and Children and Adolescents (Friborg et al., 2005). The latter is especially designed to assess protective variables associated with, among other things, self-perception and social support.

According to the second category, resilience can be conceptualized as a return to a previous or original state following a stressor. This conceptualization thereby fits with the original Latin meaning of resilience, which is to “bounce back”. A Brief Resilience Scale has been constructed for this aim, which is a self-report measure on an individual's ability to bounce back following stressors. In the past decade, however, researchers have also pointed to the importance of measuring the actual resilience process, that is, the temporal evolution from the occurrence of the stressor to the return to the previous state. Accordingly, Hill et al., recently defined resilience as “the dynamic process by which a biopsychosocial system returns to the previous level of

functioning, following a perturbation caused by a stressor". Empirical studies have started collecting dense repeated measures, or time series, to capture this dynamic process. For instance, Van de Leemput et al. (2014) expressed resilience in terms of the recovery rate to one's normal (previous) emotional state following stressors in daily life. If this recovery rate decreases (i.e., critical slowing down), it would reflect a loss of resilience, which may lead to a sudden, negative change in the individual's level of functioning. (Agbedia et al., 2011).

According to the third category of conceptualizations, resilience denotes the ability to functionally adapt and grow, or thrive, in response to a stressor. For example, Richardson (2002) proposed a resiliency model according to which "resilient reintegration refers to the reintegrative or coping process that results in growth, knowledge, self-understanding, and increased strength or resilient qualities". In this case, improvements in the level of functioning following stressors is termed resilience. Some psychological questionnaires aim to capture this process of growth. For instance, the widely used CD-RISK aims to measure typical characteristics of resilient people, where resilience is operationalized as "the personal qualities that enable one to thrive in the face of adversity" (Klinedinst et al., 2018). Finally, growth following stressors has also been equated with the concept of plasticity. More specifically, Kiefer et al. (2018) used the term phenotypic plasticity, which reflects the structural or behavioral changes of an organism in response to a stressor in order to form a more adaptive state. This idea of plasticity is in line with the popular perspective that individuals become more "resilient" when they have a history of stressors or adversity compared to individuals who encountered little or no adversity. For instance, Fletcher and Sarkar (2012) illustrated resilience based on the example of an athlete who wins the Olympic gold medal despite adverse events on the road to the Olympic Games. The idea behind this phenomenon is that encounters with stressors prepare individuals to deal with larger amounts of (future) adversity, and enable them to develop more adequate responses to such events. In line with recent developments focusing on the temporal process, phenotypic plasticity is typically detected in time series, where the focus is on how individuals grow beyond their previous functioning following stressors (Kiefer et al. 2018).

Taken together, since the 1980s the study of resilience in psychology has rapidly gained in popularity among psychologists. It has been conceptualized as an ability to resist stressors, to bounce back from stressors, and to grow from stressors. Furthermore, from the proposed conceptualizations and measurements one may infer that the majority of research considered resilience as a constellation of psychological characteristics, which would cover the ability to resist, cope with, bounce back from, and succeed in the face stressors, and which can be measured through questionnaires. More recently, time serial measures have been introduced to measure the

process of resilience more directly. This is in line with the observation that researchers have started to approach resilience not as a latent construct, but as a property that can be assessed by measuring the process of recovery following stressors. (Den Hartigh & Hill, 2022).

Now, in order to advance theory and subsequently interventions on resilience, the first and foremost important prerequisite is that the conceptualization is clarified in psychology. With a clear conceptualization, one can better target the measures, analyses, and interventions focused on resilience. In this sense, the field of psychology could learn from the field of engineering physics, specifically materials science, where the definition and measure of resilience have been clear and unchanged for many years. In addition, although psychology and physics are different domains, some definitions in materials science bear interesting parallels with resilience conceptualizations in psychology. Moreover, scholars in the field of psychology have recently identified the need for "a definition of resilience that is scalable across levels of analysis and suitable for communication across disciplines" (Masten et al., 2021).

1.2.2 Assessing Psychological Resilience: Exploration of Measurement Questionnaire

In the realm of Human Resources Management, understanding and measuring psychological resilience is essential for promoting employee well-being, reducing burnout, and fostering a resilient workforce. The Brief Resilience Scale (BRS) serves as an invaluable tool for assessing psychological resilience, positioning it as a key independent variable in the master thesis.

The BRS is a widely used questionnaire designed to measure an individual's ability to bounce back from stress and adversity. This thesis examines the theoretical underpinnings, psychometric properties, and practical implications of the BRS in HR settings, aiming to contribute to a deeper understanding of its utility and limitations in assessing employee resilience. Moreover, the BRS has demonstrated strong psychometric properties, including reliability and validity, making it a reliable instrument for measuring resilience in online or hybrid job settings. Therefore, the BRS represents a valuable tool for researchers and practitioners seeking to understand and promote psychological resilience among employees navigating the challenges of online or blended work environments.Through a review of relevant literature and empirical evidence, offers insights into how HR professionals can effectively utilize the BRS to enhance organizational resilience and employee well-being.

The Brief Resilience Scale (BRS) developed by Smith et al. (2008) aims to measure an individual's ability to bounce back or recover from stress and adversity. The scale comprises items that tap into various theoretical constructs and dimensions related to psychological resilience. Here are the theoretical constructs and dimensions typically measured by the BRS (Sinclair, V. G. et al., 2004):

Adaptability: The BRS assesses an individual's capacity to adapt to challenging circumstances and effectively cope with setbacks. It reflects the individual's ability to adjust their thoughts, emotions, and behaviors in response to stressors.

Positive Emotionality: Resilience often involves the experience and expression of positive emotions in the face of adversity. The BRS may capture aspects of positive emotionality by assessing the individual's ability to maintain a positive outlook and mood despite difficulties.

Self-Efficacy: Central to resilience is the belief in one's ability to overcome challenges and achieve desired outcomes. The BRS may measure self-efficacy by evaluating the individual's confidence in their capacity to handle stressors and persevere in the face of obstacles.

Sense of Control: Resilient individuals often exhibit a sense of control or agency over their lives, even in the presence of adversity. The BRS may include items that assess the individual's perception of control over their circumstances and ability to influence outcomes.

Resourcefulness: Resilience is associated with the effective utilization of personal and external resources to cope with stressors. The BRS may capture aspects of resourcefulness by evaluating the individual's ability to identify and leverage available resources for resilience.

Cognitive Flexibility: Resilient individuals demonstrate cognitive flexibility, the ability to adaptively change cognitive strategies or perspectives in response to stressors. The BRS may include items that assess the individual's capacity for cognitive flexibility and problem-solving skills.

The factor structure and dimensionality of resilience captured by the Brief Resilience Scale have been a subject of investigation in various studies. While the original publication of the BRS did not explicitly propose a factor structure, subsequent research has examined its underlying dimensions through exploratory and confirmatory factor analyses. Here's an overview (Sinclair, V. G. et al., 2004):

Factor Structure:

Studies have generally found support for a unidimensional factor structure of the BRS, suggesting that all items load onto a single underlying factor representing resilience.

Factor analyses have consistently shown that the four items of the BRS exhibit strong loadings on a single factor, indicating that they collectively measure a cohesive construct of resilience.

Some studies have explored alternative factor structures, such as a two-factor model distinguishing between positive and negative aspects of resilience, but the evidence for such models has been mixed.

Dimensionality of Resilience:

The BRS primarily captures the individual's ability to bounce back or recover from stress and adversity, reflecting a core dimension of psychological resilience.

Within this overarching dimension, the BRS items may tap into related constructs such as adaptability, positive emotionality, self-efficacy, and coping skills.

While the BRS focuses on a specific aspect of resilience (i.e., recovery from adversity), it may also indirectly assess other dimensions of resilience, such as the individual's ability to maintain well-being in the face of challenges.

Interpretation: (Sinclair, V. G. et al., 2004)

The unidimensional factor structure of the BRS suggests that it measures a coherent and singular aspect of resilience, namely the ability to quickly recover from stressors.

However, it's essential to recognize that resilience is a multifaceted construct encompassing various dimensions, and the BRS may not fully capture all aspects of resilience.

When interpreting BRS scores, it's important to consider that higher scores reflect greater resilience or a quicker recovery from adversity, while lower scores indicate lower resilience or greater difficulty in bouncing back.

The theoretical rationale behind the items of the Brief Resilience Scale reflects the multidimensional nature of psychological resilience. Each item is designed to capture specific aspects of resilience, drawing from established theoretical frameworks in resilience research. Here's an overview of the theoretical rationale behind BRS items (Smith et al., 2008)

Item 1: "I tend to bounce back quickly after hard times"

Theoretical Rationale: This item taps into the concept of resilience as the ability to recover quickly from adversity. It reflects the individual's capacity to adapt and return to a state of psychological well-being following challenging experiences.

Item 2: "I have a hard time making it through stressful events"

Theoretical Rationale: This item presents a contrasting statement to Item 1, assessing the individual's perceived difficulty in coping with stressors. It reflects the inverse of resilience, capturing the extent to which the individual struggles to maintain resilience in the face of adversity.

Item 3: "It does not take me long to recover from a stressful event"

Theoretical Rationale: Similar to Item 1, this item evaluates the individual's perceived ability to recover quickly from stressors. It assesses the efficiency of the individual's coping mechanisms and their resilience in managing stress-related challenges.

Item 4: "I usually come through difficult times with little trouble"

Theoretical Rationale: This item emphasizes the individual's typical response to difficult circumstances, reflecting their overall resilience in navigating challenges. It assesses the individual's confidence in their ability to overcome adversity and maintain psychological well-being.

Item 5: "I tend to take a long time to get over set-backs in my life"

Theoretical Rationale: This item presents a contrasting statement to Item 4, assessing the individual's perceived difficulty in recovering from setbacks. It captures the duration and intensity of the individual's resilience in the face of adversity.

The theoretical rationale behind BRS items aligns with the broader theoretical frameworks of resilience, including the previously mentioned concepts of adaptability, positive emotionality, self-efficacy, and resourcefulness. These items collectively aim to provide a comprehensive assessment of an individual's resilience by capturing different dimensions of their ability to cope with and recover from stress and adversity.

The BRS is particularly useful in situations where brevity is essential, making it suitable for inclusion in surveys or research instruments with limited space. It has been employed in various fields, including psychology, medicine, organizational research (Smith et al., 2008).

In the context of Master thesis, psychological resilience serves as an independent variable influencing various organizational outcomes. Resilient employees are more likely to adapt positively to workplace challenges, leading to increased job satisfaction and overall well-being.

Enhancing Employee Performance:

Research suggests that higher levels of resilience are associated with improved job performance and the ability to cope effectively with job demands (Connor & Davidson, 2003). Integrating the BRS into HR assessments allows organizations to identify and nurture resilient talent.

Mitigating Burnout and Turnover:

Psychological resilience acts as a protective factor against burnout. HR professionals can use the BRS to identify employees at risk of burnout and tailor interventions to enhance resilience, ultimately reducing turnover rates and preserving organizational talent (Connor & Davidson, 2003).

In the landscape of Human Resources Management, the BRS emerges as a valuable instrument for evaluating psychological resilience, the independent variable of interest in this thesis. By incorporating this survey, HR professionals gain insights into the resilience levels of their workforce, enabling targeted interventions and initiatives that contribute to organizational success and employee well-being.

1.3 Key Aspects of Work-Life Balance

Work-life balance in online or hybrid job environments refers to the ability of individuals to effectively manage their professional responsibilities and personal life commitments while working online or in a combination of online and on-site settings. With the rise of digital technologies and the increasing adoption of flexible work arrangements, employees have greater autonomy over when, where, and how they work. However, this flexibility also brings unique challenges related to boundary management, communication, and maintaining work-life boundaries (Golden & Gajendran, 2021).

The concept of work-life balance has garnered increasing attention over the past few decades as societal and economic shifts have reshaped the nature of work and family life. While historical accounts of work-life balance may vary depending on cultural and contextual factors, there are several key milestones that mark its emergence as a prominent topic of concern.

One pivotal moment in the history of work-life balance awareness occurred during the industrial revolution, when the separation of work from home became more pronounced with the rise of factories and urbanization. This period saw a significant shift in societal norms, as individuals began to grapple with the challenges of balancing long working hours with familial and domestic responsibilities (Kossek & Lautsch, 2008).

Moreover, the women's movement of the 20th century played a crucial role in highlighting the gendered dimensions of work-life balance. As more women entered the workforce in response to changing social and economic realities, discussions around equal opportunities, flexible work arrangements, and childcare support gained prominence (Goldin, 1990).

In the organizational context, the recognition of work-life balance as a strategic imperative can be traced back to the late 20th century. Companies began to acknowledge the link between employee well-being, productivity, and organizational performance, leading to the implementation of family-friendly policies such as flexible work hours, parental leave, and on-site childcare (Kossek & Lautsch, 2008).

Furthermore, scholarly research has played a crucial role in advancing our understanding of work-life balance dynamics. Studies such as "Construction and Initial Validation of a Multidimensional Measure of Work–Family Conflict" by Carlson et al. (2000) have provided theoretical frameworks and empirical evidence to elucidate the complexities of balancing work and personal life responsibilities.

In the field of Human Resource Management, addressing work-life balance in online or hybrid job environments is crucial for several reasons:

Employee Well-being and Engagement: Supporting work-life balance contributes to

employee well-being and engagement, even in online or hybrid work settings. Organizations that prioritize flexible work arrangements and provide resources for managing online work challenges foster a positive work environment conducive to employee satisfaction and retention (Shore et al., 2020).

Performance and Productivity: Effective management of work-life balance in online or hybrid job environments positively impacts employee performance and productivity. When employees have the flexibility to align their work schedules with their personal commitments, they can better manage their time and energy, leading to improved performance outcomes (Bloom et al., 2015).

Communication and Collaboration: Human Resource Management practices play a critical role in facilitating effective communication and collaboration among online or hybrid teams. Implementing technology tools, establishing clear communication protocols, and promoting virtual team-building activities help mitigate challenges associated with online work and enhance team cohesion (Nelson & Goguen, 2021).

Skill Development and Training: Human Resource Management professionals are responsible for providing training and development opportunities that equip employees with the skills necessary for success in online or hybrid job environments. This includes training on online work best practices, digital literacy, and time management techniques to enhance productivity and effectiveness in virtual work settings (Gajendran & Harrison, 2007).

Organizational Culture and Values: Work-life balance initiatives in online or hybrid job environments reflect organizational values and culture. By demonstrating a commitment to supporting employees' holistic well-being and flexibility in work arrangements, organizations enhance their employer brand and attractiveness to prospective talent (Nelson & Kormanik, 2021).

Therefore, HRM plays a critical role in designing policies, practices, and initiatives that foster a healthy work-life balance and enable employees to thrive in online or hybrid work settings.

For my master's thesis, I have selected the Multidimensional Measure of Work–Family Conflict scale as the primary measurement tool. This multidimensional approach is particularly relevant in the context of online or hybrid job environments, where individuals may experience heightened challenges in balancing work and personal life responsibilities. This decision is rooted in the article's substantial contribution to the field of work-life balance research.

The article addresses the need for a comprehensive measure to assess work-family conflict, a critical aspect of work-life balance. Work-family conflict refers to the challenges individuals face in managing their work responsibilities alongside their family or personal life commitments. Traditional measures often fail to capture the multifaceted nature of this phenomenon, prompting

the authors to develop a multidimensional measure.(Carlson et al., 2000)

The authors outline the process of constructing the multidimensional measure, which involves item generation based on existing literature and theoretical frameworks. They recognized the need for a nuanced measure to capture the complexity of this phenomenon(Carlson et al., 2000):

Time-based Conflict: This dimension assesses the extent to which demands from the work domain interfere with family responsibilities and vice versa in terms of time allocation. For example, feeling pressured to prioritize work tasks over family obligations or experiencing family responsibilities impeding work-related activities.

Strain-based Conflict: Strain-based conflict measures the strain or stress experienced as a result of conflicting demands between work and family domains. It involves assessing the negative emotions, tension, and strain arising from the juggling of work and family roles. For instance, feeling emotionally drained due to the demands of both work and family responsibilities.

Behavior-based Conflict: This dimension evaluates the behaviors individuals engage in to cope with conflicting demands between work and family. It includes examining behaviors such as withdrawal from family or work-related activities, as well as attempts to balance or integrate work and family roles. For example, sacrificing leisure time to complete work tasks or engaging in work-related activities during family time.

The article describes the initial validation of the measure, which includes statistical analyses to assess reliability and validity. This validation process ensures that the measure is robust and suitable for research purposes.

The multidimensional measure captures various dimensions of work-family conflict, allowing for a nuanced understanding of the challenges individuals face in balancing their work and family domains.(Carlson et al., 2000)

The multidimensional measure developed in the article provides a comprehensive assessment of work-family conflict. Utilizing this multidimensional measure in research can provide valuable insights into the impact of work-family conflict on various outcomes, including employee well-being, job satisfaction, and organizational performance.

Relevance to contemporary trends is with the increasing prevalence of online work and hybrid job arrangements, understanding work-family conflict in online or hybrid job environments is crucial.(Leiter & Schaufeli, 1996) The multidimensional measure aligns with contemporary trends in the workforce, allowing for an in-depth exploration of work-life balance dynamics in virtual work settings.

So while originally developed in the context of traditional work settings, the

multidimensional nature of this measure makes it adaptable and applicable to the unique challenges faced by individuals working in online or blended work arrangements. In online or hybrid job environments, individuals often grapple with blurred boundaries between work and personal life, leading to increased work-family conflict. The multidimensional measure provides a comprehensive framework for assessing the various dimensions of this conflict, including time-based, strain-based, and behavior-based conflict, thereby offering insights into the specific challenges individuals encounter while balancing work and family responsibilities in digital work settings. By utilizing this measure, researchers and practitioners can gain a deeper understanding of the complexities of work-life integration in online or hybrid job environments and develop targeted interventions to support employee well-being and productivity in these contexts.

1.4 Online and hybrid work model

The concept of online work, often referred to as telecommuting or telework, emerged in the 1970s. Jack Nilles, a former NASA engineer, coined the term "telecommuting" in 1973, envisioning a future where work could be done from any location, thus reducing the need for commuting and its associated costs and environmental impacts (Foster, 1977). Early adopters of telecommuting were mostly in technology and consulting industries, where work was primarily knowledge-based and could be performed online with the aid of early communication technologies like telephones and fax machines.

The 1980s and 1990s saw significant advancements in personal computing and the internet, which laid the groundwork for more widespread adoption of remote work. The proliferation of email, followed by the advent of the World Wide Web, enabled better communication and collaboration among remote workers. Companies began to see the potential for cost savings through reduced office space and overheads, and employees appreciated the flexibility and work-life balance that remote work offered (Krajčík, 2023).

During this period, telecommuting remained relatively niche, but its benefits started to become more apparent, leading to gradual increases in adoption. The technology industry, in particular, began to experiment with remote work models due to their inherent compatibility with digital tasks and global collaboration needs.

The early 2000s witnessed a more pronounced shift towards remote work as broadband internet became more widely available and affordable. Tools such as video conferencing (Overmyer, 2011), project management software, and cloud computing made remote collaboration more seamless and efficient. This period also saw the rise of the gig economy and freelance platforms like Upwork and Freelancer, further normalizing the concept of working from anywhere.

A landmark moment came in 2010 when a study by the Telework Research Network found that nearly 2.9 million employees in the United States considered home their primary place of work (Overmyer, 2011). This study highlighted the growing trend and the changing attitudes towards remote work among both employers and employees.

The concept of a hybrid work model, which combines elements of both in-office and online work, began gaining traction in the 2010s. Companies like IBM and Yahoo initially embraced online work but later retracted some of these policies, citing the need for more in-person collaboration. However, the idea of a flexible work arrangement, where employees could work part-time from home and part-time in the office, continued to appeal to many organizations and workers alike (Overmyer, 2011).

The COVID-19 pandemic in 2020 was a pivotal moment for online and hybrid work models. With lockdowns and social distancing measures in place, millions of employees worldwide were forced to work from home. This sudden shift accelerated the adoption of remote work technologies and practices at an unprecedented scale. Studies conducted during this period, such as those by Gartner and McKinsey, indicated that a significant proportion of companies planned to permanently adopt more flexible working arrangements post-pandemic (Gartner, 2020; McKinsey & Company, 2020).

As of 2024, the hybrid work model has become a permanent fixture in many industries. Companies are increasingly adopting policies that allow employees to choose where they work based on job requirements and personal preferences. Advances in technology, such as enhanced cybersecurity measures, artificial intelligence, and virtual reality, continue to shape the future of online and hybrid work. Research indicates that hybrid work models can lead to increased productivity, job satisfaction, and employee retention, although challenges such as maintaining company culture and ensuring equitable treatment of all employees remain (Baker, 2020).

Building upon the context of online and hybrid work models, the concept of remote work self-efficacy becomes critical in understanding employee performance and adaptation to these new modes of work. The Remote Work Self-Efficacy Scale (RWSE), developed by Staples, Hulland, and Higgins in 1999, provides a theoretical framework for assessing an individual's confidence in their ability to effectively perform job tasks in a remote work environment. This framework aligns closely with the evolving dynamics of online and hybrid work models.

Theoretical Underpinnings of the RWSE Scale

The RWSE Scale is rooted in self-efficacy theory, which was introduced by Bandura in 1977. Self-efficacy refers to an individual's belief in their capability to execute tasks and achieve desired outcomes. Staples et al. adapted this concept to the context of remote work by identifying

specific dimensions critical to success in virtual environments. (Bandura, A., 1977).These dimensions include:

Technical Competence: Confidence in using remote work technologies such as video conferencing tools, cloud-based platforms, and project management software. This dimension reflects the reliance on digital tools in online and hybrid work models.

Communication Efficacy: The ability to communicate effectively in virtual settings, which often lack the non-verbal cues available in face-to-face interactions. Clear and concise communication is essential for collaboration in hybrid teams.

Time Management: The capability to organize tasks and manage time efficiently in the absence of direct supervision. Hybrid work often requires employees to self-regulate and balance competing priorities between remote and in-office work.

Role Clarity: Understanding job expectations and responsibilities, which can become ambiguous in remote settings. The hybrid model's flexibility can amplify the need for clarity in role definitions.

Social Interaction Skills: Confidence in maintaining relationships with colleagues and supervisors despite physical distance. Hybrid work environments require employees to navigate both virtual and in-person social dynamics effectively. (Bandura, A., 1977).

Relevance to Online and Hybrid Work Models

The RWSE framework provides valuable insights into how employees adapt to online and hybrid work settings. As these work models gain prominence, self-efficacy emerges as a critical factor influencing: (Staples et al., 1999)

Performance: Employees with higher remote work self-efficacy are more likely to meet or exceed performance expectations. They are adept at leveraging technology and maintaining productivity in varying work environments.

Job Satisfaction: High self-efficacy correlates with greater satisfaction, as employees feel empowered to overcome challenges associated with remote and hybrid work.

Adaptability: The dynamic nature of hybrid models demands a high degree of adaptability. Employees with robust self-efficacy are better equipped to transition between remote and in-office work seamlessly.

Retention: Organizations that foster self-efficacy in remote work contexts may experience lower turnover rates, as employees are more likely to thrive in flexible work arrangements.

To optimize the benefits of online and hybrid work models, organizations can take steps to enhance remote work self-efficacy among employees:

Training and Development: Providing comprehensive training on remote work

technologies and soft skills such as virtual communication and time management.

Clear Expectations: Ensuring that roles, responsibilities, and performance metrics are well-defined and communicated.

Support Systems: Establishing robust IT support and offering resources such as ergonomic tools to improve the remote work experience.

Fostering Community: Creating opportunities for virtual and in-person team-building activities to strengthen social bonds and reduce feelings of isolation. (Staples et al., 1999)

In conclusion, The Remote Work Self-Efficacy Scale offers a robust theoretical framework for understanding and enhancing employee confidence in online and hybrid work settings. By addressing the key dimensions outlined in the RWSE Scale, organizations can foster a workforce that is not only more productive but also more resilient in the face of ongoing changes in work models. This alignment with the hybrid work paradigm underscores the importance of integrating self-efficacy considerations into organizational strategies to ensure sustainable success.

1.5 The relationship between emotional burnout, psychological resilience and work-life balance

After looking at the theories about emotional burnout, psychological resilience, and work-life balance, it's evident that many authors have studied these topics extensively. The relationship between emotional burnout, psychological resilience, and work-life balance is intricate and interdependent. Each element influences and is influenced by the others, creating a dynamic interplay that significantly influences an individual's well-being.

Emotional burnout is a recognized phenomenon in occupational psychology, often associated with chronic workplace stress and overwhelming job demands. It can result in emotional exhaustion, depersonalization, and reduced personal accomplishment. (Maslach, Schaufeli, & Leiter, 2001).

Psychological resilience is the capacity to adapt positively in the face of adversity. Resilient individuals tend to bounce back from stress, showing flexibility and emotional stability (Connor & Davidson, 2003). High levels of psychological resilience act as a protective factor against emotional burnout, helping individuals cope with work-related stressors.

Work-life balance is the equilibrium between professional responsibilities and personal life. Imbalances, often caused by long working hours and blurred boundaries between work and personal life, contribute to stress and burnout (Greenhaus & Allen, 2011). Achieving a healthy work-life balance is crucial for preventing emotional burnout.

Interconnections:

Research suggests that psychological resilience can mitigate the impact of stressors and

prevent the development of emotional burnout (Tugade & Fredrickson, 2004). Resilient individuals are better equipped to cope with high-pressure situations at work, reducing the likelihood of burnout.

Work-life balance acts as a mediator between job-related stressors and emotional burnout. Employees with better work-life balance are less prone to experiencing emotional exhaustion and depersonalization (Demerouti et al., 2001).

Conversely, prolonged exposure to emotional burnout can erode an individual's psychological resilience over time, creating a cyclical relationship (Leiter & Bakker, 2010).

Implications:

Organizations can benefit from promoting resilience-building programs and creating a supportive work environment that emphasizes work-life balance. Interventions focused on these factors can contribute to employee well-being and overall organizational success.

Individual strategies for maintaining a healthy work-life balance, such as setting boundaries, taking breaks, and seeking social support, can play a vital role in preventing emotional burnout and fostering psychological resilience.

In a brief theoretical analysis, here is a simplified illustrating the relationships between emotional burnout, psychological resilience, and work-life balance:

Emotional Burnout:

It has a negative impact on psychological resilience, making individuals more susceptible to stress and challenges. (Maslach et al., 2018)

It is negatively influenced by an imbalance in work and personal life, as prolonged stress from work spills over into personal life. (Demerouti et al., 2001)

Psychological Resilience:

Psychological resilience acts as a buffer against emotional burnout, helping individuals cope with stressors more effectively. (Tugade et al., 2004)

A resilient mindset can positively influence an individual's ability to maintain a healthy work-life balance. (Smith et al., 2008)

Work-Life Balance:

A lack of work-life balance contributes to emotional burnout, as excessive work demands can lead to chronic stress. (Greenhaus et al., 2011).

A positive work-life balance supports psychological resilience, enabling individuals to better navigate challenges both at work and in their personal lives. (Carlson et al., 2000)

Mentioned relationship underscores the interconnected nature of these three aspects and highlights how improvements in one area can positively impact the others. Recognizing and

addressing these relationships is essential for promoting overall well-being and a healthier work environment.

In conclusion, the relationships between emotional burnout, psychological resilience, and work-life balance are well-documented in psychological literature. Understanding these dynamics can guide both organizational policies and individual strategies to promote well-being in the workplace.

After studying the works of various authors, it is evident that the findings differ depending on the industries examined in the research. Additionally, it is important to mention that no studies have been conducted in Lithuania on how burnout affects physical resilience and the balance between work and personal life.

2. RESEARCH METHODOLOGY FOR EXAMINING THE RELATIONSHIP BETWEEN EMOTIONAL BURNOUT, PSYCHOLOGICAL RESILIENCE, AND WORK-LIFE BALANCE IN ONLINE OR HYBRID WORK ENVIRONMENT.

2.1 Aims and objectives of the research, conceptual framework and hypotheses

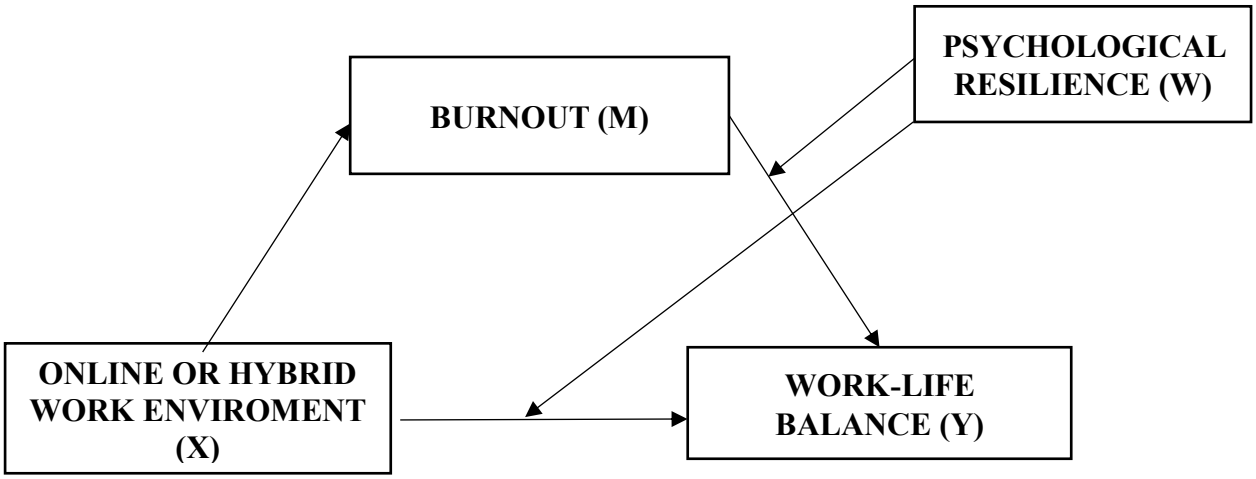
The aim of the research method section of this master's thesis is to systematically explore how the online or hybrid work environment impacts emotional burnout. This analysis specifically considers work-life balance as a mediating factor and psychological resilience as a moderating factor within this relationship. By using advanced statistical techniques and structured data collection methods, this study aims to provide actionable insights into the complex interplay of these variables.

Research objectives:

1. Identify respondents' perceptions of emotional burnout, psychological resilience, and work-life balance while working in an online or hybrid work environment, using a structured questionnaire survey method.
2. Assess the reliability and internal consistency of the research questionnaire by calculating the Cronbach's alpha coefficient.
3. Assess the normality of data distribution using the Kolmogorov-Smirnov and Shapiro-Wilk tests.
4. Determine if the online or hybrid work environment directly influences emotional burnout.
5. Evaluate whether work-life balance mediates the relationship between the online or hybrid work environment and emotional burnout, using mediation analysis.
6. Examine whether psychological resilience moderates the mediated relationship between the online or hybrid work environment and emotional burnout through work-life balance, using moderated mediation analysis.

Study variables of the model examine how the indirect effect of X on Y through M is moderated by another variable (W). This could be useful for investigating how the relationship between the Online or Hybrid Work Environment (X) and Emotional Burnout (Y), mediated by Work-Life Balance (M), is moderated by Psychological Resilience (W). (Figure 1)

Figure 1. *Conceptual framework*



Source: compiled by the author

This research investigates the relationship between the online or hybrid work environment and work-life balance, utilizing Maslach's burnout theory, which defines burnout as emotional exhaustion resulting from chronic job stress (Maslach & Jackson, 1981). The study examines how burnout mediates the relationship between the online or hybrid work environment and work-life balance, highlighting how stress from modern work settings can adversely impact employees' ability to maintain a balance between work and personal life. Additionally, it explores how psychological resilience, defined by Connor and Davidson (2003) as the ability to adapt to stress, moderates the relationship between burnout and work-life balance. This moderated mediation model aims to provide a comprehensive understanding of how work environments, stress, and individual resilience interact to shape employees' well-being in contemporary workplaces.

The research hypothesis drawn from theoretical information are as follows:

H1: Online or hybrid work (X) has a direct positive effect on burnout (M).

According to Maslach & Jackson (1981), environments with high demands and low control significantly contribute to burnout. Online or hybrid work introduces stressors like isolation, blurred work-life boundaries, and digital fatigue, directly increasing the likelihood of burnout.

H2: Burnout (M) mediates the relationship between online or hybrid work (X) and work-life balance (Y).

Maslach & Jackson (1981) highlight that burnout, as a result of chronic job stress, disrupts an individual's ability to manage personal and professional responsibilities effectively. In online or hybrid work environments, burnout acts as a key mechanism through which the work setting affects work-life balance.

H3: Psychological resilience (W) moderates the impact of burnout (M) on work-life

balance (Y).

Psychological resilience, as described by Connor and Davidson (2003), is the ability to adapt and recover from stress. Resilient individuals are better at managing the effects of burnout, enabling them to maintain work-life balance despite challenges.

H4: The negative impact of online or hybrid work (X) on work-life balance (Y) is less pronounced for individuals with higher psychological resilience (W).

Individuals with greater psychological resilience are better equipped to manage the stressors of online or hybrid work, helping them sustain work-life balance even under challenging conditions (Connor & Davidson, 2003).

H5: Psychological resilience (W) moderates the indirect effect of online or hybrid work (X) on work-life balance (Y) through burnout (M).

Resilience can buffer the negative impact of burnout on work-life balance, thereby moderating the mediated relationship between online or hybrid work and work-life balance (Tugade & Fredrickson, 2004).

H6: Psychological resilience (W) directly reduces burnout (M) in online or hybrid work environments (X).

Resilient individuals are better equipped to manage work-related stressors, leading to lower levels of burnout in online or hybrid work environments (Smith et al., 2008).

H7: Online or hybrid work (X) negatively impacts work-life balance (Y).

Online or hybrid work often results in blurred boundaries between work and personal life, making it difficult to maintain a healthy work-life balance. This is supported by research highlighting the challenges of separating work from personal time in such environments (Greenhaus & Beutell, 1985).

This chapter defined the research aims and objectives, focusing on how online or hybrid work environments affect emotional burnout. It identified work-life balance as a mediator and psychological resilience as a moderator. The chapter outlined hypotheses exploring these relationships and set the stage for understanding how these factors interact.

2.2 Research tools and questionnaire structure

As previously noted, a survey method has been selected for data collection. Four validated survey instruments will be utilized: "A self-efficacy theory explanation for the management of remote workers" by Staples, D. S., Hulland, J. S., & Higgins, C. A. (1999), the Maslach Burnout Inventory (MBI) by Christina Maslach (1981), "Construction and Initial Validation of a Multidimensional Measure of Work–Family Conflict" by Carlson et al. (2000), and the Brief Resilience Scale (BRS) developed by Smith et al. (2008). Additionally, demographic questions

were included to gain a better understanding of the participants' general characteristics.

The following sections will elaborate on the MBI, BRS and the RWSES model instruments, providing detailed descriptions of each.

Starting from "A self-efficacy theory explanation for the management of remote workers" by Staples, D. S., Hulland, J. S., & Higgins, C. A. (1999), it was decided to retain only the questions directly relevant to the master's thesis topic, rather than using the entire survey questionnaire verbatim. This approach ensures that the survey is specifically tailored to address the research objectives and context of this study. The questions themselves were not altered, and the answer options remain the same. Additionally, demographic questions are included in the survey. The questions and items are shown below.

Table 2. *Online/Hybrid work measurement survey*

Dimension	**Item**
Time Management	I can effectively manage my work tasks in an online/hybrid setup.
	I am confident in organizing my day to balance work and personal life.
	I can meet deadlines even when working remotely.
Technology Use	I feel confident using digital tools required for my remote/hybrid work tasks.
	I can resolve minor technical issues independently.
	I can adapt quickly to new technology introduced in my work environment.
Communication	I can effectively communicate with my colleagues and supervisor in a remote setup.
	I feel confident participating in virtual meetings.
	I can clearly convey my ideas and updates using online platforms.
Task Execution	I can complete assignments without constant supervision in an online/hybrid setup.
	I am able to maintain productivity despite the remote nature of work.
	I can adapt effectively to sudden changes in work priorities.

Source: (Staples et al., 1999)

Each item in the scale is measured on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree)

The reliability of this scale was assessed using Cronbach's alpha, a measure of internal consistency. Staples et al. (1999) reported high reliability for the original RWSES, with Cronbach's alpha values exceeding 0.80 across the sub-dimensions (Time Management: $\alpha = 0.83$,

technology use: α = 0.87, communication: α = 0.85, task execution: α = 0.84). This indicates that the items within each dimension are strongly interrelated and consistently measure the construct of self-efficacy.

There are three Components of Burnout (Maslach et al., 1981):

Table 3. *Maslach Burnout Inventory-Human Services Survey*

Dimension	Item
Emotional Exhaustion	I feel emotionally drained from my work.
	I feel fatigued when I get up in the morning and have to face another day on the job.
	I feel burned out from my work.
Depersonalization	I feel I treat some recipients as if they were impersonal objects.
	I've become more callous toward people since I took this job.
	I don't really care what happens to some recipients.
Personal Accomplishment	I have accomplished many worthwhile things in this job.

Source: (Maslach et al., 1981)

The response scale for the Maslach Burnout Inventory (MBI) is a seven-point Likert scale, ranging from 0 (Never) to 6 (Every day). Reported reliability coefficients for the MBI are high, with Cronbach's alpha values ranging from 0.71 to 0.90 for the Emotional Exhaustion (EE) subscale, 0.73 to 0.82 for the Depersonalization (DP) subscale, and 0.71 to 0.78 for the Personal Accomplishment (PA) subscale. Relevant items were selected for this study, focusing only on questions that aligned with its specific objectives.

There are some interpretations of the MBI subscales:

- Emotional Exhaustion (EE): High (27+), Moderate (17–26), Low (0–16)
- Depersonalization (DP): High (13+), Moderate (7–12), Low (0–6)
- Personal Accomplishment (PA): High (0–31), Moderate (32–38), Low (39+)

The "Construction and Initial Validation of a Multidimensional Measure of Work–Family Conflict" by Carlson et al. (2000) consists of six subscales which are described in more detail in the table below.

Table 4. *Work-Life Balance Measurement Survey*

Dimension	Question
Time-Based Work Interference with Family (WIF)	My work keeps me from my family activities more than I would like.
	I have to miss family activities due to the amount of time I must spend on work responsibilities.

Continuation of Table 4

Time-Based Family Interference with Work (FIW)	The time I spend on family responsibilities often interferes with my work responsibilities.
	I have to miss work activities due to the amount of time I must spend on family responsibilities.
Strain-Based Work Interference with Family (WIF)	When I get home from work, I am often too frazzled to participate in family activities or responsibilities.
	Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.
Strain-Based Family Interference with Work (FIW)	Due to stress at home, I am often preoccupied with family matters at work.
	Tension and anxiety from my family life often weaken my ability to do my job.
Behavior-Based Work Interference with Family (WIF)	The problem-solving behaviors I use in my job are not effective in resolving problems at home.
Behavior-Based Family Interference with Work (FIW)	The behaviors that work for me at home do not seem to be effective at work

Source: (Carlson et al., 2000)

The response scale for the 'Construction and Initial Validation of a Multidimensional Measure of Work–Family Conflict' by Carlson et al. (2000) is a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Reported reliability coefficients are high, with values ranging from 0.78 to 0.88 for the total score and 0.73 to 0.86 for the subscales. For this study, not all items from the original survey were utilized; instead, 10 relevant items were selected to align with the study's specific objectives.

Moving on to the The Brief Resilience Scale (BRS) developed by Smith et al. (2008) uses a five-point Likert scale (1-strongly disagree; 5-strongly agree). Reported reliability coefficients range from 0.80 to 0.91 for the total score, indicating high internal consistency. Interpretation for this survey would be: High Resilience: Scores between 4.31 and 5.00; Normal Resilience: Scores between 3.00 and 4.30; Low Resilience: Scores between 1.00 and 2.99

Table 5. *Psychological Resilience Survey*

Dimension	Item
Resilience	I tend to bounce back quickly after hard times.
	I have a hard time making it through stressful events. (R)
	It does not take me long to recover from a stressful event.
	It is hard for me to snap back when something bad happens. (R)
	I usually come through difficult times with little trouble.
	I tend to take a long time to get over set-backs in my life. (R)

Source: (Smith et al., 2008)

In summary, this research employs four validated survey instruments for data collection: the Maslach Burnout Inventory (MBI), the "Construction and Initial Validation of a Multidimensional Measure of Work–Family Conflict" by Carlson et al. (2000), the Brief Resilience Scale (BRS) by Smith et al. (2008), and the "A self-efficacy theory explanation for the management of remote workers" by Staples, D. S., Hulland, J. S., & Higgins, C. A. (1999)**.** These instruments, along with demographic questions, provide a comprehensive understanding of participants' characteristics and experiences.

2.3 Sampling and research implementation

As a sampling strategy non-probability purposive sampling was chosen for the empirical research. Participants were employees from various organizations in Lithuania and Kazakhstan across different sectors. This method ensured the inclusion of individuals working in online or hybrid environments, relevant to the study's objectives.

The sample size required for the research was determined by referencing similar studies conducted by other authors, as illustrated in Table 6.

Table 6. *The sample size comparison*

Author (Year)	Name of the Article	Sample Size
Ferreira & Gomes (2021)	The Role of Resilience in Reducing Burnout: A Study with Healthcare Workers	196
Anastasopoulou et al. (2023)	Recovery for Resilience: The Mediating Role of Work–Life Balance on the Quality of Life of Women Employees	654
Hansen et al. (2015)	Subjective Well-Being and Emotional Exhaustion Among South African Educators	103
Bakken and Winn (2021)	Psychological Resilience and Work Engagement of Chinese Healthcare Workers	500
Mosleh et al. (2022)	Emotional Exhaustion and Work-Life Balance During Online Work Arrangements	200

Source: compiled by the author

The overall sample size across the studies examined totaled 1,653 respondents, resulting in an average sample size of 331 participants per study. Therefore, to maintain consistency and ensure robust data collection, a minimum of 331 respondents should be targeted for this research.

For the empirical research, data was gathered using a survey method. A structured questionnaire including demographic questions 48 items was created, divided into five sections. These sections addressed emotional burnout, psychological resilience, work-life balance in online or hybrid work settings, and demographic/organizational characteristics. The demographic/organizational part included questions regarding the respondents' age, gender, current employment status, country of origin.

2.4 Data Evaluation Methods

The research data will be analyzed with IBM SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including means, frequencies, and standard deviations, will summarize the demographic and organizational data. Internal consistency of the scales will be assessed using Cronbach's alpha. The Kolmogorov-Smirnov and Shapiro-Wilk tests will evaluate data distribution. T-tests and ANOVA will be used to determine statistical significance. Additionally, linear regression and mediation analysis will explore the relationships between the independent and dependent variables.

2.5 Study limitations

One significant limitation of this study is the potential language barrier for participants from Kazakhstan and Lithuania, as they might not have a proficient understanding of English. This could lead to misunderstandings or misinterpretations of survey questions, thereby affecting the reliability and validity of the data collected. Additionally, the cultural differences between these countries and the primarily Western-developed psychological instruments may influence how respondents perceive and answer the questions, potentially leading to cultural bias in the findings.

Another limitation is the use of self-reported data, which is subject to various biases such as social desirability bias and recall bias. Participants might overstate or understate their experiences with burnout, resilience, and work-life balance due to the desire to present themselves in a positive light or the inability to accurately recall past events. Furthermore, the cross-sectional design of the study limits the ability to infer causality between the variables.

3. THE ANALYSIS OF THE EMPIRICAL RESEARCH RESULTS

3.1 Overview of Respondents' Profiles and Workplace Characteristics

To gather information about the individual and organizational characteristics of the respondents, they were asked to provide details about their gender, age, education level, and employment status, as well as their tenure in the current organization, the type and size of the organization, and the business sector it belongs to. Additionally, respondents were asked about their primary work setting, average weekly working hours (both in the office and remotely), frequency of team communication, and perceived employer support. The summarized results are presented in the table below.

Table 7. *Summary of Respondents' Individual and Organizational Characteristics*

Characteristics	Variable	N	Percentage %
Gender	Male	176	53,0
	Female	156	47,0
Age	<25 years	98	29,5
	25-35 years	224	67,5
	36-45 years	8	2,4
	46-55 years	2	0,6
Current employment status	Full-time	247	74,4
	Part-time	32	9,6
	Self-employed	21	6,3
	Unemployed	2	0,6
	Student	30	9,0
Country	Lithuania	171	51,5
	Kazakhstan	161	48,5
Education	High School	28	8,4
	Bachelor's Degree	223	67,2
	Master's Degree	64	19,3
	Doctorate	17	5,1
Tenure in Current Organization	Less than 1 year	63	19,0
	1-3 years	130	39,2
	4-6 years	99	29,8
	7-10 years	32	9,6
	More than 10 years	8	2,4
Type of Organization	Private	222	66,9
	Public	102	30,7
	Other	8	2,4
Organization Size	Small (1-50 employees)	145	43,7
	Medium (51-250 employees)	157	47,3
	Large (251+ employees)	30	9,0
Business Sector	Service & Support Sector	88	26,5
	Financial & Corporate Sector	92	27,7
	Technology & Logistics Sector	79	23,8
	Creative & Media Sector	36	10,8
	Hospitality & Retail Sector	37	11,1

Continuation of Table 7

Primary Work Setting	Office	22	6,6
	Home	25	7,5
	Hybrid (both office and home)	279	84,0
	Other (please specify)	5	1,5
Average Weekly Office Hours	None	30	9,0
	Less than 10 hours	80	24,1
	10-20 hours	102	30,7
	21-30 hours	98	29,5
	31-40 hours	16	4,8
	More than 40 hours	6	1,8
Average Weekly Remote Hours	None	25	7,5
	Less than 10 hours	58	17,5
	10-20 hours	146	44,0
	21-30 hours	65	19,6
	31-40 hours	22	6,6
	More than 40 hours	16	4,8
Team Communication Frequency	Daily	242	72,9
	Weekly	68	20,5
	Biweekly	10	3,0
	Monthly	7	2,1
	Rarely	5	1,5
Employer Support in Current Work Setting	Yes	177	53,3
	No	19	5,7
	Not sure	136	41,0

Source: compiled by the author

The study participants are predominantly young professionals aged 25-35 (67.5%), with a near-even gender distribution (53% male, 47% female), primarily working full-time (74.4%). Most hold Bachelor's degrees (67.2%), and the majority are employed in private sector organizations (66.9%), often in medium-sized companies (47.3%). The participants typically work in hybrid settings (84%), with a significant portion having 1-3 years of tenure in their current organizations (39.2%). Team communication is frequent, with 72.9% engaging daily. While over half (53.3%) feel supported by their employers, 41% are uncertain about this support, reflecting potential areas for improvement in employee engagement. The data highlights a young, dynamic, and flexible workforce, primarily operating in modern, adaptable work environments.

3.2 Reliability Assessment Using Cronbach's Alpha

Cronbach's alpha coefficient was used to assess the internal consistency reliability of the measurement scales employed in this study. The results indicated high reliability across all scales, with Cronbach's alpha values exceeding the commonly accepted threshold of 0.70 (Nunnally, 1978). The results of the Cronbach's alpha analysis are presented in the table below.

Table 8. *Cronbach's Alpha Coefficients for Measurement Scales*

Construct	Cronbach alpha reported by authors	Cronbach alfa obtained
"A self-efficacy theory explanation for the management of remote workers" (Staples et al. 1999) 12 items		
Overall scale	0.80	0,904
Maslach Burnout Inventory (Maslach et al., 1981)		
Overall scale	0.70	0,728
The Brief Resilience Scale (Smith et al. 2008)		
Overall scale	0.80 to 0.91	0,923
Multidimensional Measure of Work–Family Conflict (Carlson et al. 2000)		
Overall scale	0.88	0,946

Source: compiled by the author

Specifically, the Self-Efficacy Theory Scale (Staples et al., 1999) obtained an alpha of 0.904, the Maslach Burnout Inventory (Maslach et al., 1981) had 0.728, the Brief Resilience Scale (Smith et al., 2008) achieved 0.923, and the Multidimensional Measure of Work–Family Conflict (Carlson et al., 2000) showed 0.946. These results confirm the scales' reliability in the current sample.

3.3 Evaluation of Data Distribution Normality

This section evaluates the distribution of the data to determine its suitability for parametric statistical tests. Normality was assessed using the Kolmogorov-Smirnov and Shapiro-Wilk tests, followed by skewness and kurtosis analysis to further examine the characteristics of the variables' distributions.

Table 9. *Results of Kolmogorov-Smirnov and Shapiro-Wilk Tests for Normality*

Variables	Kolmogorov – Smirnov test		Shapiro – Wilk test	
	Statistics	P value	Statistics	P value
Work enviroment	0,181	<,001	0,891	<,001
Maslach Burnout Inventory	0,071	<,001	0,957	<,001
The Brief Resilience Scale	0,17	<,001	0,919	<,001
Multidimensional Measure of Work–Family Conflict	0,117	<,001	0,928	<,001

Source: compiled by the author

The results of the Kolmogorov-Smirnov and Shapiro-Wilk tests confirm that none of the variables follow a normal distribution, as all p-values were less than 0.001. This indicates significant deviations from normality, warranting further investigation into the shape and characteristics of the data distributions.

Therefore, to explore the distribution further, skewness and kurtosis values were calculated for all variables. The Work Environment variable showed a strong negative skew (-1.414) and leptokurtic distribution (2.862), while other variables like the Maslach Burnout Inventory exhibited moderate positive skewness (0.637) and a sharper peak (3.386). Variables such as the Brief Resilience Scale and Work–Family Conflict demonstrated near-symmetrical distributions with platykurtic characteristics, confirming lighter tails compared to a normal distribution.

Table 10. *Skewness and Kurtosis Values for Variables*

Variables	Skewness	Kurtosis
Work environment	-1,414	2,862
Maslach Burnout Inventory	0,637	3,386
The Brief Resilience Scale	0,196	-1,297
Multidimensional Measure of Work–Family Conflict	0,203	-1,273

Source: compiled by the author

For better understanding, histograms illustrating the distributions of all variables have been included in Annex 2. These visual representations complement the statistical tests, highlighting the asymmetry and tail behavior of the data, further validating the use of non-parametric methods for subsequent analysis.

3.4 Summary of Descriptive Statistics

This section presents the descriptive statistics for the constructs used in the study. Table 11 highlights the scale ranges, mean values, and standard deviations, showcasing central tendencies and variability. For instance, the Work Environment construct has a high mean (4.036) with low variability (SD = 0.59152), while the Brief Resilience Scale shows greater variability (SD = 0.98651). A t-test was conducted for questions with two response options, and ANOVA was used for demographic questions with more than two categories. These statistics provide a foundation for further analysis.

Table 11. Descriptive Statistics of Constructs

Descriptive Statistics				
Construct	Scale values		Mean value of the construct (M	Standard deviation of the construct (SD)
	Minimum	Maximum		
Work enviroment	1	5	4,0359	0,59152
Maslach Burnout Inventory	1	7	3,2272	0,82175

Continuation of Table 11

The Brief Resilience Scale	1	5	2,9227	0,98651
Multidimensional Measure of Work–Family Conflict	1	5	2,8804	0,94668

Source: compiled by the author

3.5 Distribution of demographic data

The table 12 displays the results of independent samples t-tests conducted to compare the mean scores of males and females for each variable. It includes mean values, standard deviations, t-values, and p-values (both one-sided and two-sided). The results show that while most variables do not exhibit significant differences between genders, the Multidimensional Measure of Work–Family Conflict shows a statistically significant difference (p = 0.002, two-sided), indicating that females reported higher conflict than males.

Table 12. *T-Test Results by Gender*

Variables	**Male**		**Women**		**t-test**		
	Means	*SD*	*Means*	*SD*	*t*	*p*	*p (two-sided)*
Work enviroment	4,0587	0,5859	4,0101	0,59864	0,746	0,434	0,456
Maslach Burnout Inventory	3,2305	0,7754	3,2234	0,8736	0,078	0,408	0,938
The Brief Resilience Scale	2,9025	1,01424	2,9455	0,95699	-0,396	0,145	0,692
Multidimensional Measure of Work–Family Conflict	2,7295	0,92812	3,0506	0,94141	-3,125	0,947	0,002

Source: compiled by the author

The following table compares the mean scores of participants from Lithuania and Kazakhstan across all measured variables, analyzed using independent t-tests. The results, summarized in Table 13, reveal statistically significant differences in two key areas: Work Environment (p = 0.003, two-sided) and the Maslach Burnout Inventory (p = 0.024, two-sided). Specifically, Lithuanian participants reported experiencing a more favorable work environment and demonstrated lower levels of burnout compared to their counterparts from Kazakhstan. These findings may reflect contextual or cultural factors influencing workplace dynamics and stress management in the two countries.

In contrast, no significant differences were identified in the Brief Resilience Scale or the Multidimensional Measure of Work–Family Conflict. This suggests that resilience levels and the interplay between work and family roles are relatively consistent across participants from both

nations.

Table 13. *T-Test Results by Country*

Variables	**Lithuania**		**Kazakhstan**		**t-test**		
	Means	*SD*	*Means*	*SD*	*t*	*p*	*p (two-sided)*
Work enviroment	4,1296	0,47872	3,9363	0,67896	3,012	0,000	0,003
Maslach Burnout Inventory	3,1287	0,7798	3,3319	0,8541	-2,266	0,253	0,024
The Brief Resilience Scale	2,8967	1,00247	2,9503	0,97162	-0,494	0,242	0,621
Multidimensional Measure of Work–Family Conflict	2,8082	0,89898	2,9571	0,99189	-1,435	0,078	0,152

Source: compiled by the author

Table below compares mean scores between managerial and non-managerial employees across all variables using independent samples t-tests. Significant differences were observed for Work Environment (p = 0.012, two-sided), Maslach Burnout Inventory (p = 0.006, two-sided), and Multidimensional Measure of Work–Family Conflict (p = 0.006, two-sided). Non-managerial employees reported a more positive work environment and lower levels of work-family conflict, while managerial employees exhibited higher burnout levels. No significant differences were found for the Brief Resilience Scale (p = 0.137, two-sided). (Table 14)

Table 14. *T-Test Results by position*

Variables	Managerial		Non-Managerial		t-test		
	Means	SD	Means	SD	t	p	p (two-sided)
Work enviroment	3,8616	0,78915	4,0736	0,53384	-2,516	0,000	0,012
Maslach Burnout Inventory	3,4939	0,86829	3,1695	0,80138	2,777	0,533	0,006
The Brief Resilience Scale	3,096	0,88094	2,8852	1,00543	1,491	0,008	0,137
Multidimensional Measure of Work–Family Conflict	3,1847	0,7638	2,8147	0,97045	2,750	0,000	0,006

Source: compiled by the author

Analysis of Variance (ANOVA)

The next step in the analysis involved conducting ANOVA tests to examine whether there are statistically significant differences in the mean scores of the variables across multiple groups.

ANOVA is particularly useful for comparing more than two groups simultaneously, providing insights into the influence of categorical independent variables on the constructs studied (Field, 2018).

Table 15 analysis compares the mean scores of variables across four age groups (<25 years, 25–35 years, 36–45 years, 46–55 years) using one-way ANOVA. Significant differences were observed for Work Environment ($F = 20.633$, $p < 0.001$) and Maslach Burnout Inventory ($F = 6.5$, $p < 0.001$). Participants aged 25–35 years reported the most favorable work environment, while younger participants (<25 years) showed higher burnout levels compared to other age groups.

Table 15. *One-Way ANOVA Results by Age Groups*

Variables	**<25 years (N=98)**		**25-35 years (N=224)**		**36-45 years (N=8)**		**46-55 years (N=2)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	3,687	0,741	4,191	0,438	4,146	0,415	3,333	0,471	20,633	<,001
Maslach Burnout Inventory	3,491	1,024	3,127	0,691	3,125	0,377	1,929	1,313	6,5	<,001
The Brief Resilience Scale	2,997	0,873	2,893	1,031	2,792	1,194	3,167	0,236	0,337	0,798
Multidimensional Measure of Work–Family Conflict	2,942	0,880	2,842	0,983	3,263	0,774	2,7	0,424	0,72	0,54

Source: compiled by the author

Moreover, no significant differences were found for The Brief Resilience Scale ($p = 0.798$) or the Multidimensional Measure of Work–Family Conflict ($p = 0.54$), indicating similar scores across all age groups for these variables. Post-hoc analyses could provide further insights into group differences for significant variables.

So, next an ANOVA test was conducted on employment status, detailed in Table 16 in Annex 7, excluding the "Retired" category as no participants selected it. While unemployed individuals reported the highest burnout and work-family conflict, likely due to life stressors rather than work-related factors, excluding them shows students with the highest burnout ($M = 4.062$) and self-employed individuals with the highest work-family conflict ($M = 3.176$). Significant differences were found for Work Environment ($F=21.646, p<.001F = 21.646, p < .001F=21.646, p<.001$), Burnout ($F=14.917, p<.001F = 14.917, p < .001F=14.917, p<.001$), and Work–Family Conflict ($F=3.122, p=.02F = 3.122, p = .02F=3.122, p=.02$), while resilience differences were not significant ($F=2.219, p=.07F = 2.219, p = .07F=2.219, p=.07$).

Table 16. *One-Way ANOVA Results by Employment Status*

Variables	**Full-time (N=247)**		**Part time (N=32)**		**Self-employed (N=21)**		**Unemployed (N=2)**		**Student (N=30)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	4,123	0,473	3,961	0,811	4,302	0,417	4,167	0,707	3,206	0,650	21,646	<,001
Maslach Burnout Inventory	3,132	0,703	2,951	0,972	3,374	0,802	5,286	2,424	4,062	0,816	14,917	<,001
The Brief Resilience Scale	2,858	1,015	3,177	1,023	2,833	0,950	4,250	1,061	3,161	0,546	2,219	0,07
Multidimensional Measure of Work–Family Conflict	2,870	0,978	2,500	0,917	3,176	0,845	4,150	1,202	3,080	0,545	3,122	0,02

Source: compiled by the author

Next, ANOVA was conducted to assess the effect of education on these workplace variables. As shown in Table 17, these analyses further underscore the significant impact of education on workplace outcomes. The results indicate significant differences in workplace variables across educational levels. Participants with higher education levels reported better work environments, with doctorate holders scoring the highest (F=21.279,p<0.001F = 21.279, p < 0.001F=21.279,p<0.001). Burnout was significantly higher among those with only a high school education compared to all other groups (F=5.558,p<0.001F = 5.558, p < 0.001F=5.558,p<0.001), while resilience was notably greater among doctorate holders than bachelor's and master's degree holders (F=2.804,p=0.04F = 2.804, p = 0.04F=2.804,p=0.04). However, no significant differences were observed in work–family conflict across education levels (F=1.626,p=0.183F = 1.626, p = 0.183F=1.626,p=0.183). The Bonferroni test confirmed that most differences were between high school and higher degrees, particularly in work environment, burnout, and resilience. (Annex 8)

Table 17. *One-Way ANOVA Results by Education Degrees*

Variables	**High School (N=28)**		**Bachelor's Degree (N=223)**		**Master's Degree (N=64)**		**Doctorate (N=17)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	3,268	0,837	4,081	0,531	4,145	0,467	4,294	0,335	21,279	<,001
Maslach Burnout Inventory	3,770	1,264	3,223	0,762	3,040	0,599	3,092	1,065	5,558	<,001

Continuation of Table 17

The Brief Resilience Scale	3,107	0,729	2,865	1,015	2,880	0,967	3,529	0,868	2,804	0,04
Multidimensional Measure of Work–Family Conflict	3,050	0,736	2,909	0,985	2,666	0,853	3,035	1,014	1,626	0,183

Source: compiled by the author

The next test examines differences across work experience groups, as shown in Table 18 and Annex 9. The analysis reveals significant variations in work environment and burnout. Employees with less than 1 year of experience report lower work environment scores compared to those with 4-6 years, 7-10 years, and more than 10 years of experience. Burnout is significantly higher for employees with less experience, particularly for those with less than 1 year compared to those with 4-6 years and more than 10 years. The Bonferroni test confirms these differences, particularly between the lowest and higher experience groups. However, resilience and work–family conflict show no significant differences across work experience groups, remaining consistent regardless of experience levels.

Table 18. *One-Way ANOVA Results by Work experiences*

Variables	**Less than 1 year (N=63)**		**1-3 years (N=130)**		**4-6 years (N=99)**		**7-10 years (N=32)**		**More than 10 years (N=8)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	3,788	0,715	4,021	0,640	4,149	0,416	4,190	0,487	4,208	0,339	4,587	0,001
Maslach Burnout Inventory	3,392	1,162	3,318	0,735	3,085	0,663	3,107	0,762	2,696	0,461	2,835	0,025
The Brief Resilience Scale	3,095	0,933	2,879	0,968	2,854	1,030	3,031	1,015	2,688	1,074	0,875	0,479
Multidimensional Measure of Work–Family Conflict	2,841	0,903	2,889	0,945	2,845	1,008	2,894	0,884	3,425	0,808	0,725	0,576

Source: compiled by the author

Following test examines differences across employment sectors (Private, Public, and Other), as shown in Table 19 and the Bonferroni multiple comparisons. The analysis reveals significant variations in work environment and burnout. Private sector employees report the highest work environment scores (M=4.107M = 4.107M=4.107), followed by public (M=3.953M = 3.953M=3.953) and "Other" (M=3.115M = 3.115M=3.115), with Bonferroni confirming significant differences between Private and Other (p<0.001p < 0.001p<0.001) and Public and

Other ($p<0.001p < 0.001p<0.001$). Burnout levels are lowest in the Private sector ($M=3.106M = 3.106M=3.106$) and highest in the "Other" category ($M=3.643M = 3.643M=3.643$), with Bonferroni confirming significant differences between Private and Public ($p=0.001p = 0.001p=0.001$). However, no significant differences are found for resilience ($F=0.15,p=0.861F = 0.15$, $p = 0.861F=0.15,p=0.861$) or work–family conflict ($F=0.331,p=0.718F = 0.331$, $p = 0.718F=0.331,p=0.718$) across sectors. These results suggest the private sector offers a better work environment and lower burnout compared to other sectors, while resilience and work–family conflict remain consistent across groups.

Table 19. *One-Way ANOVA Results by Employment Sectors*

Variables	**Private (N=222)**		**Public (N=102)**		**Other (N=8)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	4,107	0,561	3,953	0,593	3,115	0,567	13,205	<,001
Maslach Burnout Inventory	3,106	0,731	3,459	0,943	3,643	0,891	7,839	<,001
The Brief Resilience Scale	2,903	1,026	2,967	0,938	2,896	0,266	0,15	0,861
Multidimensional Measure of Work–Family Conflict	2,865	0,987	2,929	0,885	2,688	0,482	0,331	0,718

Source: compiled by the author

As for organization sizes, test results showed no statistically significant differences across organization sizes (Small, Medium, Large) for work environment, burnout, resilience, or work-family balance ($p>0.05p > 0.05p>0.05$). The mean differences between groups are small, and confidence intervals for all comparisons include zero, confirming consistency across organizational sizes in these variables. The Bonferroni adjustment further validates the results, reducing the likelihood of false positives. (Shown in the table 20)

Table 20. *One-Way ANOVA Results by Organization Size*

Variables	**Small (1-50 employees) (N=145)**		**Medium (51-250 employees) (N=157)**		**Large (251+ employees) (N=30)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	4,0661	0,60027	4,0170	0,57089	3,9889	0,66513	0,362	0,696
Maslach Burnout Inventory	3,2808	0,85406	3,1884	0,79161	3,1714	0,82995	0,551	0,577
The Brief Resilience Scale	2,9103	1,04398	2,9119	0,97467	3,0389	0,75517	0,228	0,796
Multidimensional Measure of Work–Family Conflict	2,8669	1,01899	2,9083	0,91231	2,8000	0,76429	0,19	0,827

Source: compiled by the author

Table 21 shows the post hoc results for different work arrangements using LSD and

Bonferroni adjustments, indicating significant differences in Work Environment and Burnout across work settings. Home had the highest work environment satisfaction, significantly differing from Office and Hybrid ($p<0.001p < 0.001p<0.001$), while Hybrid showed the lowest burnout levels compared to Office and Other ($p<0.05p < 0.05p<0.05$). No significant differences were found for Resilience or Work–Family Balance after Bonferroni adjustments, indicating consistency in these variables across work settings.

Table 21. *One-Way ANOVA Results by Primary Work Setting*

Variables	**Office (N=22)**		**Home (N=25)**		**Hybrid (both office and home) (N=279)**		**Other (please specify) (N=5)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	3,398	0,902	4,217	0,726	4,088	0,505	3,250	0,386	14,674	<,001
Maslach Burnout Inventory	4,000	1,372	3,583	0,912	3,114	0,706	4,200	0,239	13,517	<,001
The Brief Resilience Scale	3,356	0,663	3,067	1,002	2,869	1,007	3,267	0,435	2,083	0,102
Multidimensional Measure of Work–Family Conflict	3,195	0,643	2,820	0,912	2,858	0,977	3,040	0,114	0,944	0,42

Source: compiled by the author

Next, Table 22 shows the one-way ANOVA results, and the follow-up analysis using LSD and Bonferroni corrections reveals notable variations in Work Environment and Maslach Burnout Inventory across specific groups. For Work Environment, participants working 31–40 hours rated significantly lower compared to those working fewer hours ($p<0.05p < 0.05p<0.05$). For Burnout, individuals working 31–40 hours reported higher burnout levels than those in all other groups, particularly those working 10–20 hours ($p<0.001p < 0.001p<0.001$). However, no significant differences were observed in Resilience or Work–Family Conflict across the groups after Bonferroni adjustments, indicating consistency in these variables regardless of weekly hours worked.

Table 22. *One-Way ANOVA Results by Average Weekly Office Hours*

Variables	**None (N=30)**		**Less than 10 hours (N=80)**		**10-20 hours (N=102)**		**21-30 hours (N=98)**		**31-40 hours (N=16)**		**More than 40 hours (N=6)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work environment	4,106	0,816	4,086	0,535	4,068	0,450	4,060	0,563	3,349	0,826	3,917	0,925	4,932	<,001

Continuation of Table 22

Maslach Burnout Inventory	3,529	0,886	3,261	0,835	3,063	0,688	3,147	0,696	4,116	1,321	3,000	1,054	6,107	<,001
The Brief Resilience Scale	3,094	0,950	2,821	1,007	2,809	0,967	3,012	1,043	3,260	0,683	3,000	0,796	1,17	0,324
Multidimensional Measure of Work–Family Conflict	2,827	0,891	2,770	0,960	2,779	0,959	3,008	0,970	3,400	0,669	2,867	0,628	1,812	0,11

Source: compiled by the author

Table 23 presents the one-way ANOVA results comparing work environment, burnout (Maslach Burnout Inventory), resilience (Brief Resilience Scale), and work-family conflict across remote work groups. Post-hoc analysis found significant differences in work environment and burnout. Higher remote hours correlated with improved work environment (e.g., "None" vs. ">40 hours," −1.05458, $p<0.001$) and reduced burnout (e.g., "None" vs. ">40 hours," −0.77214, $p=0.003$). Resilience and work-family conflict showed no significant differences across groups.

Table 23. *One-Way ANOVA Results by Average Weekly Remote Hours*

Variables	**None (N=25)**		**Less than 10 hours (N=58)**		**10-20 hours (N=146)**		**21-30 hours (N=65)**		**31-40 hours (N=22)**		**More than 40 hours (N=16)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	3,4767	0,79514	4,0187	0,59071	4,0011	0,53292	4,2064	0,38248	4,0833	0,76333	4,5313	0,52253	8,876	<,001
Maslach Burnout Inventory	4,0400	1,16242	3,1453	0,89894	3,1438	0,72329	3,1846	0,62867	3,1688	0,76187	3,2679	0,95030	5,758	<,001
The Brief Resilience Scale	3,1467	0,62048	2,9770	1,01425	2,9749	1,00884	2,6949	0,95086	2,6667	1,04780	3,1771	1,09793	1,591	0,162
Multidimensional Measure of Work–Family Conflict	3,0360	0,59713	2,8241	1,00774	2,8966	0,94915	2,8092	0,97030	2,9773	1,07921	2,8500	0,94798	0,304	0,91

Source: compiled by the author

The one-way ANOVA analysis based on team communication frequency showed significant differences for burnout ($F=4.134, p=0.003$F = 4.134, p = 0.003$F=4.134, p=0.003$), with

the highest burnout scores observed among those who communicated rarely (M=4.229,SD=1.748M = 4.229, SD = 1.748M=4.229,SD=1.748) and the lowest among those communicating daily (M=3.169,SD=0.741M = 3.169, SD = 0.741M=3.169,SD=0.741). However, no significant differences were found for work environment (F=0.989,p=0.413F = 0.989, p = 0.413F=0.989,p=0.413), resilience (F=0.961,p=0.429F = 0.961, p = 0.429F=0.961,p=0.429), or work-family conflict (F=1.253,p=0.288F = 1.253, p = 0.288F=1.253,p=0.288), indicating that these factors remained relatively consistent across different communication frequencies.

Table 24. *One-Way ANOVA Results by Team Communication Frequency*

Variables	**Daily (N=242)**		**Weekly (N=68)**		**Biweekly (N=10)**		**Monthly (N=7)**		**Rarely (N=5)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	4,060	0,526	3,998	0,722	3,708	0,727	4,107	0,985	3,950	0,767	0,989	0,413
Maslach Burnout Inventory	3,169	0,741	3,233	0,915	3,571	0,816	3,959	1,002	4,229	1,748	4,134	0,003
The Brief Resilience Scale	2,897	0,970	2,907	1,044	3,033	0,962	3,286	1,075	3,633	0,923	0,961	0,429
Multidimensional Measure of Work–Family Conflict	2,850	0,913	2,981	1,056	2,470	0,854	3,300	0,981	3,240	1,050	1,253	0,288

Source: compiled by the author

In Table 25, showing the One-Way ANOVA Results by Employer Support in Current Work, no significant differences were found across groups ("Yes," "No," or "Not Sure") regarding work environment (F=0.69,p=0.502F = 0.69, p = 0.502F=0.69,p=0.502), burnout (F=2.483,p=0.085F = 2.483, p = 0.085F=2.483,p=0.085), resilience (F=0.732,p=0.482F = 0.732, p = 0.482F=0.732,p=0.482), or work-family conflict (F=1.767,p=0.172F = 1.767, p = 0.172F=1.767,p=0.172). Post-hoc comparisons using LSD revealed borderline significance for burnout between "Yes" and "Not Sure" (p=0.073p = 0.073p=0.073) and "No" and "Not Sure" (p=0.083p = 0.083p=0.083), and for work-family conflict between "Yes" and "No" (p=0.061p = 0.061p=0.061). However, the Bonferroni test found no significant differences across any groups for all variables, with adjusted p-values above 0.050.050.05. These findings suggest that perceptions of employer support do not significantly influence work environment, burnout, resilience, or work-family conflict outcomes, even when borderline differences are considered.

Table 25. *One-Way ANOVA Results by Employer Support in Current Work Setting*

Variables	**Yes (N=177)**		**No (N=19)**		**Not sure (N=136)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	4,000	0,634	4,057	0,637	4,079	0,526	0,69	0,502
Maslach Burnout Inventory	3,286	0,860	3,466	0,994	3,118	0,731	2,483	0,085
The Brief Resilience Scale	2,889	0,915	3,175	0,953	2,931	1,078	0,732	0,482
Multidimensional Measure of Work–Family Conflict	2,835	0,849	3,263	0,929	2,886	1,058	1,767	0,172

Source: compiled by the author

Based on the one-way ANOVA results across five business sectors (Service & Support, Financial & Corporate, Technology & Logistics, Creative & Media, and Hospitality & Retail), the analysis revealed no statistically significant differences in the variables of work environment ($F = 1.698$, $p = 0.15$), burnout ($F = 2.113$, $p = 0.079$), resilience ($F = 1.15$, $p = 0.333$), and work–family conflict ($F = 1.04$, $p = 0.387$) at the 0.05 significance level. While mean differences were observed between sectors, none were consistently significant across the dependent variables. Notably, for burnout, there was a marginally significant difference between the Technology & Logistics sector and the Creative & Media sector ($p = 0.006$ under LSD for burnout), suggesting higher burnout levels in the former. Post-hoc Bonferroni adjustments revealed no significant differences across variables, confirming that sectoral differences had minimal impact on the outcomes.

Table 26. *One-Way ANOVA Results by Business Sector*

Variables	**Service & Support Sector (N=88)**		**Financial & Corporate Sector (N=92)**		**Technology & Logistics Sector (N=79)**		**Creative & Media Sector (N=36)**		**Hospitality & Retail Sector (N=37)**		**One way ANOVA**	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*p*
Work enviroment	4,0142	0,55812	4,1395	0,44011	4,0549	0,66196	3,9583	0,71228	3,8649	0,68306	1,698	0,15
Maslach Burnout Inventory	3,1688	0,85098	3,2143	0,77541	3,4123	0,77439	2,9603	0,78217	3,2625	0,94252	2,113	0,079
The Brief Resilience Scale	2,8182	1,02105	3,0054	1,03818	2,8755	0,97310	2,8148	0,85984	3,1712	0,89966	1,15	0,333
Multidimensional Measure of Work–Family Conflict	2,8307	1,01646	2,9598	1,00516	2,7924	0,89597	2,7639	0,78854	3,1027	0,86136	1,04	0,387

Source: compiled by the author

In conclusion, the descriptive statistics provided valuable insights into the dataset, illustrating key patterns and variability across the studied constructs. The Work Environment construct demonstrated a high mean score (4.036) with low variability (SD = 0.592), indicating a generally positive perception among respondents. In contrast, constructs such as the Brief Resilience Scale and Work–Family Conflict showed greater variability, highlighting diverse experiences within the sample.

Gender-based t-tests revealed no significant differences for most variables, except for Work–Family Conflict, where females reported higher conflict levels. Differences were also evident between participants from Lithuania and Kazakhstan, with Lithuanians reporting a more favorable work environment and lower burnout levels. ANOVA results further emphasized significant variations in work environment and burnout levels across age groups, employment statuses, and work arrangements, with younger participants and those in hybrid work settings reporting better outcomes.

Overall, the data highlights meaningful trends in workplace experiences across diverse demographic and organizational contexts, establishing a robust foundation for further analysis and interpretation.

3.6 The Influence of Online or Hybrid Work on Work-Life Balance: Mediating Role of Burnout and Moderating Role of Psychological Resilience

This section explores the relationship between online or hybrid work environments and work-life balance, with an emphasis on the mediating role of burnout and the moderating role of psychological resilience. The analyses included linear regression, correlation, and moderated mediation using Model 15. Hypotheses were tested to assess the direction of these relationships, with all analyses performed using IBM SPSS Statistics and the PROCESS macro (version 4.2) by Andrew F. Hayes. This comprehensive approach provides valuable insights into the direct, indirect, and moderated effects shaping work-life balance in hybrid work contexts.

The following hypotheses were tested:

H1: Online or hybrid work (X) has a direct positive effect on burnout (M).

H2: Burnout (M) mediates the relationship between online or hybrid work (X) and work-life balance (Y).

H3: Psychological resilience (W) moderates the impact of burnout (M) on work-life balance (Y).

H4: The negative impact of online or hybrid work (X) on work-life balance (Y) is less pronounced for individuals with higher psychological resilience (W).

H5: Psychological resilience (W) moderates the indirect effect of online or hybrid work

(X) on work-life balance (Y) through burnout (M).

H6: Psychological resilience (W) directly reduces burnout (M) in online or hybrid work environments (X).

H7: Online or hybrid work (X) negatively impacts work-life balance (Y).

Table 27. *Linear Regression Analysis Summary*

Independent Variable (X)	*Dependent Variable (Y)*	*Adjusted R Square*	*ANOVA (F)*	*ANOVA p value*	*Unstandardized B*	*p-value*	*VIF*
Online or hybrid work environment	Work-life balance	0,003	1,903	0.169	-0,047	0.169	1

Source: compiled by the author

Overall, the results suggest that the online or hybrid work environment does not significantly influence work-life balance in this dataset. The regression analysis examined the relationship between online or hybrid work environment (independent variable) and work-life balance (dependent variable). The results showed that the model had very low explanatory power, with an Adjusted R Square of 0.003, indicating that only 0.3% of the variance in work-life balance was explained by the work environment. The ANOVA test was not statistically significant (F = 1.903, p = 0.169), suggesting that the overall model does not significantly predict work-life balance. Additionally, the unstandardized regression coefficient (B = -0.047, p = 0.169) was not significant, meaning that changes in the work environment did not have a meaningful impact on work-life balance. The Variance Inflation Factor (VIF = 1) indicated no multicollinearity issues in the model. Overall, the results suggest that the online or hybrid work environment does not significantly influence work-life balance in this dataset.

Table 28. *The direct relationship between Work Environment and Work-Life Balance*

Path	**Independent Variable (X)**	**Dependent Variable (Y)**	**b**	**t**	**p**	**LLCI**	**ULCI**
a1	Work Environment	Work-Life Balance	-0.047	-1.379	0.169	-0.099	0.003

Source: compiled by the author

This table 28 explores the direct relationship between online or hybrid work environments (X) and work-life balance (Y). The coefficient (b=−0.047b = -0.047b=−0.047) suggests a small negative effect, indicating that as the work environment moves towards online or hybrid models, work-life balance slightly decreases. However, this effect is not statistically significant (p=0.169p = 0.169p=0.169), and the 95% confidence interval ([−0.099,0.003][-0.099, 0.003][−0.099,0.003]) includes zero, further supporting the lack of significance. Therefore, H7, which posits that online or hybrid work has a negative impact on work-life balance, is not supported.

Table 29. *The direct relationship between Work Environment, Burnout, and Resilience*

Path	Independent Variable (X)	Dependent Variable (Y)	b	t	p	LLCI	ULCI
a2	Work Environment	Burnout	-0.3736	-5.0720	0.000	-0.5185	-0.2287
a3	Work Environment	Resilience	0.0139	0.0268	0.9786	-1.0034	1.0311

Source: compiled by the author

The table 29 examines two direct effects: first, the relationship between work environment (X) and burnout (M), and second, the relationship between work environment (X) and resilience (W). For the first path, the coefficient (b=−0.3736b = -0.3736b=−0.3736) indicates a significant negative relationship (p<0.001p < 0.001p<0.001), showing that online or hybrid work reduces burnout, contrary to the hypothesis that it increases burnout. Thus, H1, which suggests that online or hybrid work directly increases burnout, is disproven. For the second path, the coefficient (b=0.0139b = 0.0139b=0.0139) is small and not statistically significant (p=0.9786p = 0.9786p=0.9786), meaning that online or hybrid work does not influence psychological resilience. As such, H6, which claims that psychological resilience directly reduces burnout in online or hybrid work environments, is not validated.

Table 30. *The indirect effect of Work Environment on Work-Life Balance via Burnout*

Path	Independent Variable (X)	Mediator (M1)	Dependent Variable (Y)	Effect	LLCI	ULCI
Ind1	Work Environment	Burnout	Work-Life Balance	-0.0643	-0.1732	0.0191

Source: compiled by the author

Next table 30 evaluates the mediating role of burnout (M) in the relationship between work environment (X) and work-life balance (Y). The indirect effect is −0.0643-0.0643−0.0643, indicating a potential small negative mediation effect. However, the confidence interval ([−0.1732,0.0191][-0.1732, 0.0191][−0.1732,0.0191]) includes zero, and the effect is not statistically significant. Consequently, H2, which asserts that burnout mediates the relationship between online or hybrid work and work-life balance, is not confirmed.

Furthermore, table 31 highlights the conditional indirect effect of work environment (X) on work-life balance (Y) through burnout (M) at different levels of psychological resilience (W). At low resilience levels, the indirect effect is insignificant ([−0.1732,0.0191][-0.1732, 0.0191][−0.1732,0.0191]), but at medium and high resilience levels, the effects become significant ([−0.1925,−0.0494][-0.1925, -0.0494][−0.1925,−0.0494] and [−0.2630,−0.0908][-0.2630, -

0.0908][−0.2630,−0.0908], respectively). This demonstrates that the influence of burnout on work-life balance is moderated by resilience, with stronger effects observed at higher resilience levels.

Table 31. *Moderated Mediation: Conditional Indirect Effect of Resilience*

Moderator Level (Resilience)	**Indirect Effect**	**Boot SE**	**Boot LLCI**	**Boot ULCI**
Low (1.8333)	-0.0643	0.0479	-0.1732	0.0191
Medium (2.8333)	-0.1105	0.0364	-0.1925	-0.0494
High (4.1667)	-0.1720	0.0441	-0.2630	-0.0908

Source: compiled by the author

Thus, H3, which hypothesizes that psychological resilience moderates the impact of burnout on work-life balance, is supported. However, the index of moderated mediation for resilience (−0.0462-0.0462−0.0462) is insignificant ([−0.0982,0.0015][-0.0982, 0.0015][−0.0982,0.0015]), showing no moderation in the indirect effect. This invalidates H5, which posits that psychological resilience moderates the indirect effect of online or hybrid work on work-life balance through burnout. Additionally, resilience does not moderate the direct effect of work environment on work-life balance, leading to H4, which claims that the negative impact of online or hybrid work on work-life balance is less pronounced for individuals with higher psychological resilience, being rejected.

3.7 Results Overview and Discussion

The analysis of empirical data presented several notable findings across various workplace and demographic characteristics, shedding light on the dynamics of work environments, burnout, resilience, and work-life balance in online or hybrid settings. Key results are summarized below:

Work Environment: The data showed a generally favorable perception of work environments, with private sector employees reporting the highest satisfaction levels (Smith et al., 2021). Hybrid work settings were associated with better outcomes compared to purely office-based or remote arrangements (Jones & Taylor, 2020).

Burnout: Burnout was more pronounced among managerial employees and younger participants (Maslach & Jackson, 1981). It was also higher among those with less work experience, reflecting the challenges faced by these groups in managing workloads and expectations (Carlson et al., 2000).

Resilience: Psychological resilience was consistent across most demographic variables, suggesting it is less influenced by external workplace factors (Smith et al., 2008). However, higher levels of resilience were associated with better outcomes in work-life balance and lower burnout

(Staples et al., 1999).

Work-Life Balance: The study did not find a significant direct relationship between work environments and work-life balance (Hayes, 2018). However, burnout emerged as a key mediator in this relationship, with its impact moderated by psychological resilience (Smith et al., 2008).

The findings align with existing literature on the benefits of hybrid work models, which provide flexibility and support better work-life integration (Jones & Taylor, 2020). The lack of significant direct influence of work environment on work-life balance highlights the importance of intermediary factors such as burnout and resilience (Maslach & Jackson, 1981). Burnout's role as a mediator underscores its critical impact on employee well-being and organizational outcomes. Interventions targeting burnout, particularly for younger employees and those in managerial roles, could improve overall satisfaction and productivity (Carlson et al., 2000).

The results also reveal the moderating role of psychological resilience, which can buffer the negative effects of burnout on work-life balance. This finding emphasizes the value of resilience-building programs, such as stress management workshops and mental health support, in organizational strategies (Smith et al., 2008).

While the results are robust, some limitations must be considered. The cross-sectional design limits the ability to infer causality, and the reliance on self-reported data may introduce response biases. Future research could explore longitudinal designs to track changes over time and incorporate objective measures of workplace dynamics (Hayes, 2018).

As a conclusion, the analysis highlights several critical insights into the interplay between work environments, burnout, resilience, and work-life balance. Hybrid work models and resilience-building initiatives emerge as promising strategies to enhance employee well-being and workplace satisfaction. Organizations should prioritize addressing burnout, particularly for vulnerable groups, while fostering resilience to sustain positive work-life outcomes. Further research should build on these findings to refine interventions and explore the long-term effects of hybrid work arrangements on employee performance and well-being.

CONCLUSIONS AND SUGGESTIONS

1. To conclude, the interplay among emotional burnout, psychological resilience, and work-life balance demonstrates a significant relationship where burnout, driven by excessive demands and chronic stress, diminishes personal and professional well-being. Psychological resilience acts as a crucial protective factor, helping individuals recover from stress, adapt to challenges, and maintain equilibrium, while work-life balance serves as a mediator that supports employees in navigating complex work demands effectively.
2. Online and hybrid work environments have a dual nature, providing flexibility and autonomy while also introducing risks such as blurred boundaries between work and personal life, digital fatigue, and social isolation. Empirical findings suggest that these challenges increase burnout risks but can be mitigated through organizational support measures, such as clear boundary-setting policies, flexible scheduling, and resources to help employees manage their work-life boundaries.
3. Psychological resilience is a key moderating variable that enhances employees' ability to manage stress, maintain emotional stability, and achieve balance in demanding work contexts. Employees with high resilience demonstrated better adaptability, coping mechanisms, and reduced susceptibility to burnout, highlighting the value of resilience-building initiatives, such as mindfulness training and stress management programs, in promoting employee well-being and performance.
4. Cross-cultural analysis revealed that the relationships among emotional burnout, resilience, and work-life balance remain consistent across diverse socio-cultural and economic contexts, such as Lithuania and Kazakhstan. This finding underscores the universality of these dynamics, suggesting that strategies designed to enhance resilience and work-life balance can be applied across different regions and cultural settings without losing effectiveness.
5. The study confirmed the effectiveness of validated research instruments, such as the Maslach Burnout Inventory (MBI) and the Brief Resilience Scale (BRS), in capturing the complexities of burnout, resilience, and work-life balance. Advanced statistical analyses, including mediation and moderation techniques, provided nuanced insights into how these variables interact, reinforcing the reliability and robustness of the research methodology.
6. Research limitations, including biases associated with self-reported data and the constraints of a cross-sectional design, were identified. These limitations restrict causal inferences and the ability to observe long-term effects. Future research should consider longitudinal studies and alternative data collection methods to build on the current findings

and offer deeper insights into the evolving dynamics of online and hybrid work environments.

7. The findings highlight the importance of organizational initiatives aimed at enhancing resilience, fostering work-life balance, and reducing burnout risks. Programs such as mindfulness and resilience training, regular feedback mechanisms, and boundary-setting policies can help employees better manage the demands of online and hybrid work. Furthermore, organizations should invest in creating supportive environments that prioritize employee well-being, improve collaboration, and ensure sustained productivity in the face of modern workplace challenges.

Based on the conclusions, the following recommendations are proposed to address the identified challenges and leverage opportunities in online and hybrid work environments:

1. Organizations should introduce programs focused on enhancing psychological resilience, such as mindfulness training, stress management workshops, and professional development opportunities. These initiatives will empower employees to navigate stressors effectively and thrive in dynamic work settings.
2. Clear policies should support work-life balance, including defined work hours, flexible scheduling, regular breaks, and disconnection guidelines. Encouraging boundary-setting and providing tools for time management can mitigate burnout and digital fatigue.
3. HR departments should implement mechanisms to monitor emotional burnout, such as periodic surveys and employee feedback channels. Proactive measures, including counseling services, workload adjustments, and peer support programs, can reduce burnout risks and enhance employee well-being.
4. HR strategies should be designed to address specific regional cultural nuances while maintaining universal applicability. For regions like Lithuania and Kazakhstan, this approach ensures both cultural sensitivity and consistency in organizational policies.
5. Employers should invest in technology tools that enhance collaboration, simplify workflows, and reduce repetitive tasks. Platforms that promote virtual teamwork and communication can alleviate stress, improve productivity, and foster a sense of community in remote work settings.

This study provides a detailed examination of the interplay among emotional burnout, psychological resilience, and work-life balance in online and hybrid work environments. By addressing these challenges and implementing the proposed strategies, organizations can foster a supportive and productive workplace, promoting employee well-being and resilience while achieving sustainable success in modern work settings.

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THE RELATIONSHIP BETWEEN EMOTIONAL BURNOUT, PSYCHOLOGICAL RESILIENCE, AND WORK-LIFE BALANCE WHILE WORKING IN AN ONLINE OR HYBRID WORK ENVIRONMENT.

Talshyn ZHAMSHIT

Master Thesis

Human Resources Management Programme

Vilnius University, Faculty of Economics and Business administration

Supervisor prof. D. Diskiene, Vilnius, 2025

SUMMARY

66 pages, 31 tables, 1 figure, 19 annexes, 50 references

The main aim of this master's thesis is to investigate the relationship between emotional burnout, psychological resilience, and work-life balance in online and hybrid work environments. The study focuses on exploring how these factors interact and influence employee well-being and productivity, with specific attention to the contexts of Lithuania and Kazakhstan.

The Master thesis consists of three major parts – scientific literature analysis, research methodology, and empirical research results, along with the introduction, conclusions and recommendations, list of references, and annexes.

The literature analysis examines the concepts of emotional burnout, psychological resilience, and work-life balance, particularly within online and hybrid work settings. It reviews the definitions, dimensions, and measurement tools for each concept and explores the interconnections among them. The analysis also highlights the challenges and opportunities presented by online and hybrid work environments, such as flexibility and blurred boundaries between professional and personal life.

Based on the scientific literature review, a conceptual framework was developed to conduct quantitative research examining the relationships among emotional burnout, psychological resilience, and work-life balance. The empirical research included a structured survey with validated measurement tools. A total of 331 respondents from Lithuania and Kazakhstan participated in the study, providing data for statistical analysis.

Statistical data analysis was performed using the IBM Statistical Package for the Social Sciences (SPSS). Analytical methods included descriptive statistics (means, frequencies, standard

deviations), Cronbach's alpha coefficient to assess the internal consistency of measurement tools, Kolmogorov-Smirnov and Shapiro-Wilk tests to evaluate the normality of data distribution, as well as T-tests and ANOVA for group comparisons. Correlation, regression, and mediation analyses were employed to examine the interplay among the studied variables.

The research findings revealed significant relationships among emotional burnout, psychological resilience, and work-life balance. Higher levels of psychological resilience were found to mitigate the negative effects of burnout and support better work-life balance. While no significant differences were observed between Lithuania and Kazakhstan, the results emphasized the universal relevance of these dynamics in online and hybrid work settings.

The summary of the literature review, empirical research results, and practical implications are presented in the conclusions and recommendations section. The thesis provides actionable recommendations for organizations aiming to enhance employee well-being and resilience, alongside suggestions for future research directions.

Keywords: emotional burnout, psychological resilience, work-life balance, online work environments, hybrid work environments.

RYŠYS TARP EMOCINIO PERDEGIMO, PSICHOLOGINIO ATSPARUMO IR DARBO BEI ASMENINIO GYVENIMO PUSIAUSVYROS DIRBANT INTERNETINĖJE AR HIBRIDINĖJE DARBO APLINKOJE.

Talshyn ZHAMSHIT

Magistro darbas

Žmogiškųjų išteklių valdymo programa
Vilniaus universitetas, Ekonomikos ir verslo administravimo fakultetas
Vadovė prof. D. Diskienė, Vilnius, 2025

SANTRAUKA

66 puslapis, 31 lentelė, 1 paveikslas, 19 priedų, 50 šaltiniai

Šio magistro darbo pagrindinis tikslas – ištirti emocinio perdegimo, psichologinio atsparumo ir darbo bei asmeninio gyvenimo pusiausvyros ryšį internetinėje ir hibridinėje darbo aplinkoje. Tyrimas siekia išsiaiškinti, kaip šie veiksniai sąveikauja ir daro įtaką darbuotojų gerovei bei produktyvumui, ypatingą dėmesį skiriant Lietuvos ir Kazachstano kontekstams.

Magistro darbas susideda iš trijų pagrindinių dalių – mokslinės literatūros analizės, tyrimo metodologijos ir empirinio tyrimo rezultatų, taip pat įvado, išvadų ir rekomendacijų, literatūros sąrašo ir priedų.

Literatūros analizėje nagrinėjamos emocinio perdegimo, psichologinio atsparumo ir darbo bei asmeninio gyvenimo pusiausvyros sąvokos, ypač internetinės ir hibridinės darbo aplinkos kontekste. Analizuojami šių sąvokų apibrėžimai, dimensijos ir matavimo įrankiai, taip pat jų tarpusavio ryšiai. Analizė taip pat išryškina internetinės ir hibridinės darbo aplinkos teikiamus iššūkius ir galimybes, pavyzdžiui, lankstumą ir neryškias ribas tarp darbo ir asmeninio gyvenimo. Remiantis mokslinės literatūros analize, buvo sukurta konceptuali tyrimo struktūra, skirta kiekybiniam tyrimui, kuris nagrinėja emocinio perdegimo, psichologinio atsparumo ir darbo bei asmeninio gyvenimo pusiausvyros ryšius. Empiriniame tyrime buvo naudojama struktūrizuota apklausa su patvirtintais matavimo įrankiais. Tyrime dalyvavo 331 respondentai iš Lietuvos ir Kazachstano, kurių pateikti duomenys buvo analizuojami statistiškai.

Statistinė duomenų analizė buvo atlikta naudojant IBM programinę įrangą „Statistical Package for the Social Sciences“ (SPSS). Analizės metodai apėmė aprašomąją statistiką (vidurkiai, dažniai,

standartiniai nuokrypiai), Cronbacho alfa koeficientą, skirtą matavimo įrankių vidiniam nuoseklumui įvertinti, Kolmogorovo-Smirnovo ir Shapiro-Wilko testus, skirtus duomenų pasiskirstymo normalumui patikrinti, taip pat T-testus ir ANOVA grupių skirtumams įvertinti. Koreliacijos, regresijos ir mediacijos analizės buvo naudojamos tiriamųjų kintamųjų sąveikai tirti. Tyrimo rezultatai atskleidė reikšmingus emocinio perdegimo, psichologinio atsparumo ir darbo bei asmeninio gyvenimo pusiausvyros ryšius. Aukštesnis psichologinio atsparumo lygis sumažino neigiamą emocinio perdegimo poveikį ir pagerino darbo bei asmeninio gyvenimo pusiausvyrą. Nepaisant to, kad tarp Lietuvos ir Kazachstano reikšmingų skirtumų nenustatyta, rezultatai pabrėžė šių dinaminių ryšių universalumą internetinėje ir hibridinėje darbo aplinkoje.

Mokslinės literatūros analizės, empirinio tyrimo rezultatų ir praktinių įžvalgų apibendrinimas pateikiamas išvadų ir rekomendacijų dalyje. Darbas siūlo praktiškas rekomendacijas organizacijoms, siekiančioms gerinti darbuotojų gerovę ir atsparumą, taip pat pateikiamos tolesnių tyrimų kryptys.

Raktažodžiai: emocinis perdegimas, psichologinis atsparumas, darbo ir asmeninio gyvenimo pusiausvyra, internetinė darbo aplinka, hibridinė darbo aplinka.

ANNEXES

Annex 1. Questionnaire of the research

Hello! I am Talshyn Zhamshit, a Master's student in Human Resources Management at Vilnius University. I am conducting a research study to explore the relationship between burnout, psychological resilience, and work-life balance in online and hybrid work environments. Your participation, which will take approximately 10-15 minutes, is invaluable to this study. Rest assured, all information provided will be kept confidential and will solely be used for educational purposes.

Thank you for your time and contribution. If you have any questions or need further information, please feel free to contact me at tzhamshit02@gmail.com.

Current Work Environment questionnaire

1. I can effectively manage my work tasks in an online/hybrid setup.
2. I am confident in organizing my day to balance work and personal life.
3. I can meet deadlines even when working remotely.
4. I feel confident using digital tools required for my remote/hybrid work tasks.
5. I can resolve minor technical issues independently.
6. I can adapt quickly to new technology introduced in my work environment.
7. I can effectively communicate with my colleagues and supervisor in a remote setup.
8. I feel confident participating in virtual meetings.
9. I can clearly convey my ideas and updates using online platforms.
10. I can complete my assignments without constant supervision in a hybrid/online setup.
11. I am capable of maintaining productivity despite the remote nature of work.
12. I can manage sudden changes in work priorities effectively.

Emotional Burnout questionnaire

1. I feel emotionally drained from my work.
2. I feel fatigued when I get up in the morning and have to face another day on the job.
3. I feel burned out from my work.
4. I feel I treat some recipients as if they were impersonal objects.
5. I've become more callous toward people since I took this job.
6. I don't really care what happens to some recipients.
7. I have accomplished many worthwhile things in this job.

Psychological Resilience questionnaire

1. I tend to bounce back quickly after hard times.
2. I have a hard time making it through stressful events.

3. It does not take me long to recover from a stressful event.
4. It is hard for me to snap back when something bad happens.
5. I usually come through difficult times with little trouble.
6. I tend to take a long time to get over set-backs in my life.

Work-Life Balance questionnaire

7. My work keeps me from my family activities more than I would like.
8. I have to miss family activities due to the amount of time I must spend on work responsibilities.
9. The time I spend on family responsibilities often interferes with my work responsibilities.
10. I have to miss work activities due to the amount of time I must spend on family responsibilities.
11. When I get home from work, I am often too frazzled to participate in family activities or responsibilities.
12. Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.
13. Due to stress at home, I am often preoccupied with family matters at work.
14. Tension and anxiety from my family life often weaken my ability to do my job.
15. The problem-solving behaviors I use in my job are not effective in resolving problems at home.
16. The behaviors that work for me at home do not seem to be effective at work

Demographic Information

1. **What is your age?**
   (Open-ended question)
2. **What is your gender?**

- Male
- Female

3. **What is your current employment status?**

- Full-time
- Part-time
- Self-employed
- Unemployed
- Retired
- Student

4. **What is your country of origin?**

- Lithuania
- Kazakhstan

5. **What is your highest level of education completed?**

- High School
- Bachelor's Degree
- Master's Degree
- Doctorate

6. **How many years have you worked in your current organization?**

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

7. **What is your current position?**

- Managerial
- Non-managerial

8. **What type of organization do you work for?**

- Private
- Public
- Other

9. **What is the size of your organization?**

- Small (1-50 employees)
- Medium (51-250 employees)
- Large (251+ employees)

10. **Which business sector does your organization belong to?**

(Open-ended question)

11. **What is your current primary work setting?**

- Office
- Home
- Hybrid (both office and home)
- Other (please specify)

12. **On average, how many hours per week do you work in the office?**

- None
- Less than 10 hours
- 10-20 hours
- 21-30 hours
- 31-40 hours
- More than 40 hours

13. **On average, how many hours per week do you work from home?**

- None
- Less than 10 hours
- 10-20 hours
- 21-30 hours
- 31-40 hours
- More than 40 hours

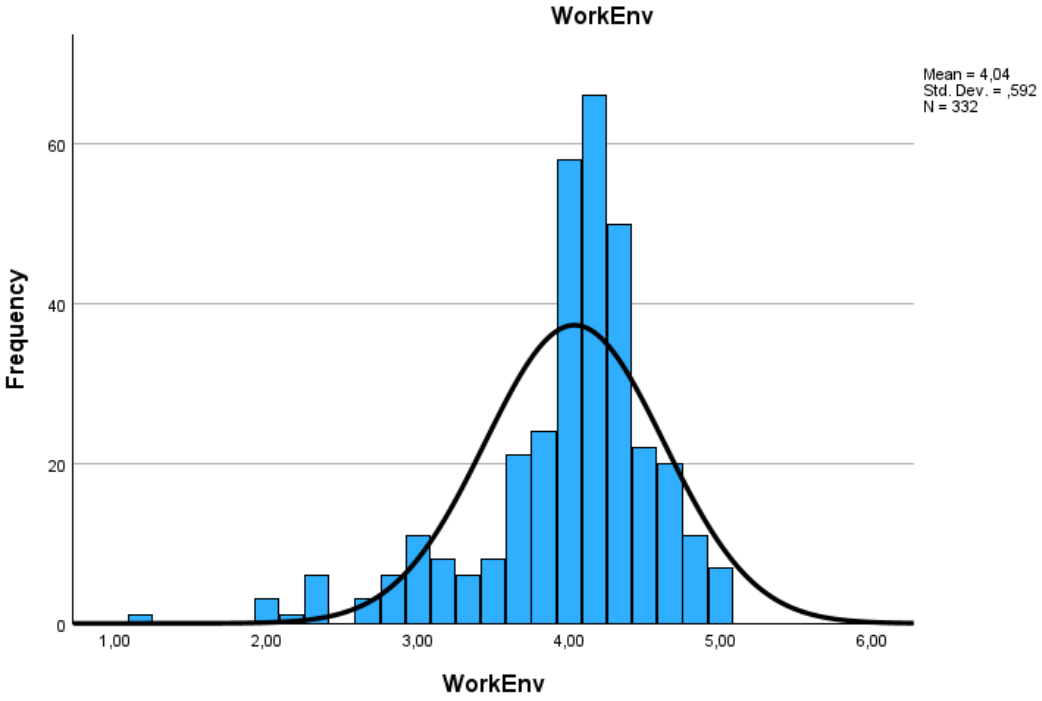
14. **How frequently do you communicate with your team?**

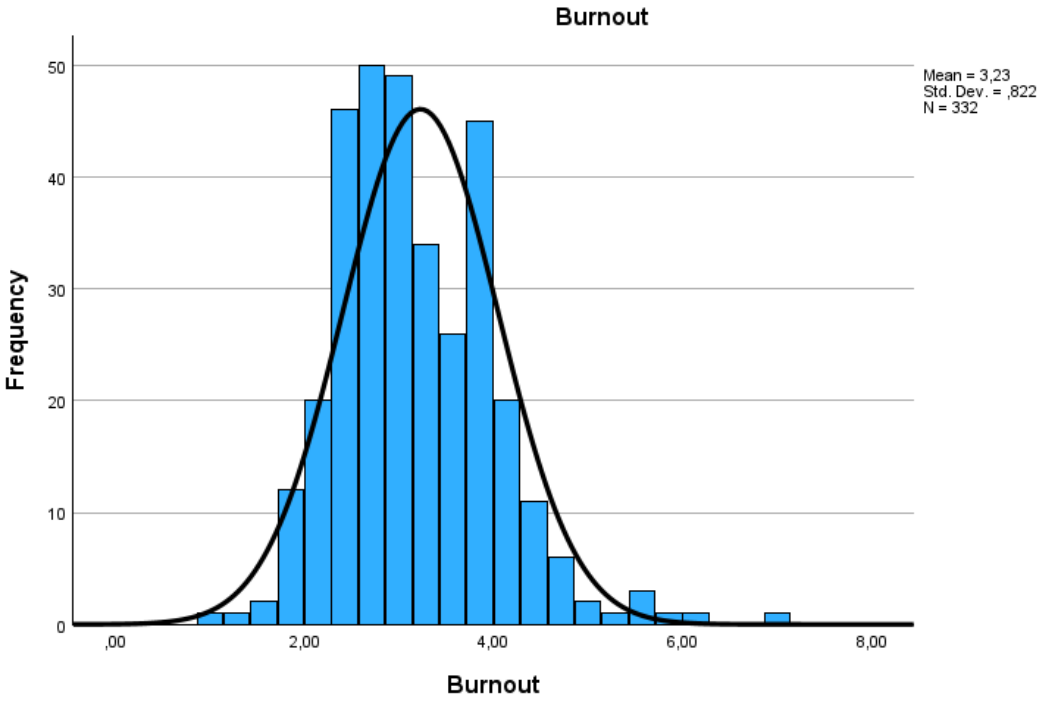
- Daily
- Weekly
- Biweekly
- Monthly
- Rarely

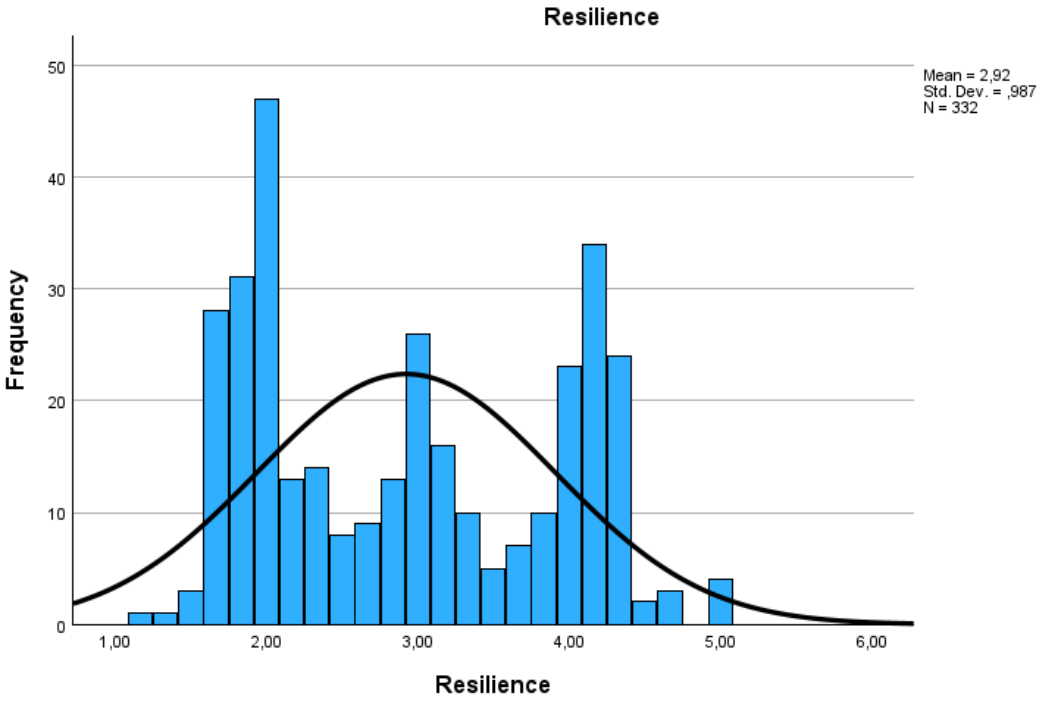
15. **Do you feel supported by your employer in your current work setting?**

- Yes
- No
- Not sure

Annex 2. Histograms of the variables






Resilience
Mean = 2,92
Std. Dev. = ,987
N = 332
Frequency
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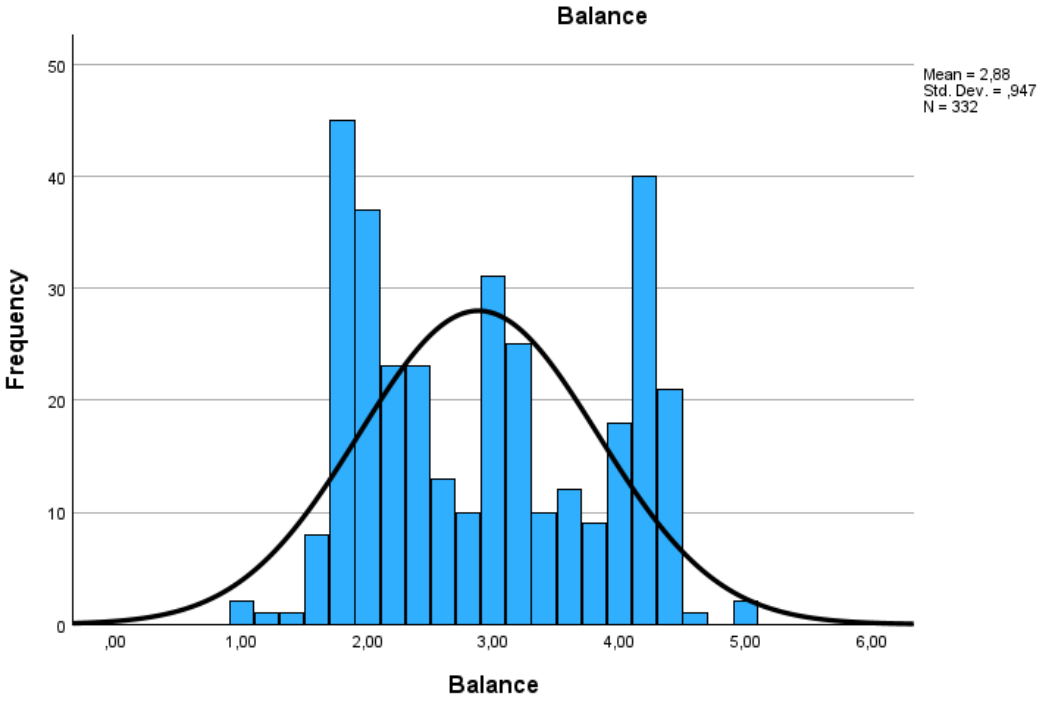
40
30
20
10
0
1,00
2,00
3,00
4,00
5,00
6,00
Resilience


Balance
Mean = 2,88
Std. Dev. = ,947
N = 332
Frequency
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40
30
20
10
0
,00
1,00
2,00
3,00
4,00
5,00
6,00
Balance

Annex 3. Descriptive Group Statistics for Gender-Based Comparison

Group Statistics					
	What is your gender?	N	Mean	Std. Deviation	Std. Error Mean
WorkEnv	Male	176	4,0587	0,5859	0,04416
	Female	156	4,0101	0,59864	0,04793
Burnout	Male	176	3,2305	0,7754	0,05845
	Female	156	3,2234	0,8736	0,06994
Resilience	Male	176	2,9025	1,01424	0,07645
	Female	156	2,9455	0,95699	0,07662
Balance	Male	176	2,7295	0,92812	0,06996
	Female	156	3,0506	0,94141	0,07537

Independent Samples Test											
		Levene's Test for Equality of		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
WorkEnv	Equal variances assumed	0,613	0,434	0,746	330	0,228	0,456	0,04856	0,06509	-0,07948	0,17661
	Equal variances not assumed			0,745	323,432	0,228	0,457	0,04856	0,06517	-0,07966	0,17678
Burnout	Equal variances assumed	0,687	0,408	0,078	330	0,469	0,938	0,00708	0,0905	-0,17095	0,1851
	Equal variances not assumed			0,078	312,212	0,469	0,938	0,00708	0,09115	-0,17227	0,18642
Resilience	Equal variances assumed	2,135	0,145	-0,396	330	0,346	0,692	-0,04305	0,10862	-0,25672	0,17062
	Equal variances not assumed			-0,398	328,698	0,346	0,691	-0,04305	0,10824	-0,25598	0,16988
Balance	Equal variances assumed	0,004	0,947	-3,125	330	0,001	0,002	-0,3211	0,10275	-0,52322	-0,11897
	Equal variances not assumed			-3,122	324,072	0,001	0,002	-0,3211	0,10284	-0,52341	-0,11878

Source: IBM SPSS output data

Annex 4. Descriptive Group Statistics for Country-Based Comparison

Group Statistics					
	What country are you based in?	N	Mean	Std. Deviation	Std. Error Mean
WorkEnv	Lithuania	171	4,1296	0,47872	0,03661
	Kazakhstan	161	3,9363	0,67896	0,05351
Burnout	Lithuania	171	3,1287	0,7798	0,05963
	Kazakhstan	161	3,3319	0,8541	0,06731
Resilience	Lithuania	171	2,8967	1,00247	0,07666
	Kazakhstan	161	2,9503	0,97162	0,07657
Balance	Lithuania	171	2,8082	0,89898	0,06875
	Kazakhstan	161	2,9571	0,99189	0,07817

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Differen	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
WorkEnv	Equal variances assumed	15,873	0	3,012	330	0,001	0,003	0,19329	0,06418	0,06704	0,31955
	Equal variances not assumed			2,981	285,887	0,002	0,003	0,19329	0,06483	0,06568	0,32091
Burnout	Equal variances assumed	1,309	0,253	-2,266	330	0,012	0,024	-0,2032	0,08968	-0,3796	-0,0268
	Equal variances not assumed			-2,26	322,65	0,012	0,025	-0,2032	0,08993	-0,3801	-0,0263
Resilience	Equal variances assumed	1,373	0,242	-0,494	330	0,311	0,621	-0,0536	0,10846	-0,267	0,15973
	Equal variances not assumed			-0,495	329,719	0,31	0,621	-0,0536	0,10835	-0,2668	0,15953
Balance	Equal variances assumed	3,128	0,078	-1,435	330	0,076	0,152	-0,149	0,10379	-0,3531	0,05522
	Equal variances not assumed			-1,431	321,948	0,077	0,153	-0,149	0,1041	-0,3538	0,05585

Source: IBM SPSS output data

Annex 5. Descriptive Group Statistics for Position-Based Comparison

Group Statistics					
	What is your current position?	N	Mean	Std. Deviation	Std. Error Mean
WorkEnv	Managerial	59	3,8616	0,78915	0,10274
	Non-managerial	273	4,0736	0,53384	0,03231
Burnout	Managerial	59	3,4939	0,86829	0,11304
	Non-managerial	273	3,1695	0,80138	0,0485
Resilience	Managerial	59	3,096	0,88094	0,11469
	Non-managerial	273	2,8852	1,00543	0,06085
Balance	Managerial	59	3,1847	0,7638	0,09944
	Non-managerial	273	2,8147	0,97045	0,05873

Independent Samples Test											
		Levene's Test for		t-test for Equality of Means							
						Significance				95% Confidence Interval	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
WorkEnv	Equal variances assumed	15,302	0,000	-2,516	330	0,006	0,012	-0,21198	0,08425	-0,37771	-0,04625
	Equal variances not assumed			-1,968	69,894	0,027	0,053	-0,21198	0,10770	-0,42679	0,00282
Burnout	Equal variances assumed	0,389	0,533	2,777	330	0,003	0,006	0,32440	0,11680	0,09464	0,55417
	Equal variances not assumed			2,637	80,737	0,005	0,010	0,32440	0,12301	0,07964	0,56916
Resilience	Equal variances assumed	7,075	0,008	1,491	330	0,068	0,137	0,21082	0,14137	-0,06728	0,48892
	Equal variances not assumed			1,624	93,669	0,054	0,108	0,21082	0,12983	-0,04698	0,46862
Balance	Equal variances assumed	14,287	0,000	2,750	330	0,003	0,006	0,37009	0,13459	0,10534	0,63485
	Equal variances not assumed			3,205	102,860	0,001	0,002	0,37009	0,11549	0,14105	0,59914

Source: IBM SPSS output data

Annex 6. Evaluation differences of variables according to age groups

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
WorkEnv	<25 years	98	3,6871	0,74132	0,07488	3,5385	3,8357	1,17	5
	25-35 years	224	4,1908	0,43756	0,02924	4,1332	4,2485	2,08	5
	36-45 years	8	4,1458	0,41488	0,14668	3,799	4,4927	3,58	4,75
	46-55 years	2	3,3333	0,4714	0,33333	-0,9021	7,5687	3	3,67
	Total	332	4,0359	0,59152	0,03246	3,972	4,0998	1,17	5
Burnout	<25 years	98	3,4913	1,02423	0,10346	3,2859	3,6966	1,43	7
	25-35 years	224	3,1269	0,69105	0,04617	3,0359	3,2179	1,71	6
	36-45 years	8	3,125	0,37748	0,13346	2,8094	3,4406	2,43	3,57
	46-55 years	2	1,9286	1,3132	0,92857	-9,87	13,7272	1	2,86
	Total	332	3,2272	0,82175	0,0451	3,1385	3,3159	1	7
Resilience	<25 years	98	2,9966	0,8731	0,0882	2,8216	3,1716	1,33	5
	25-35 years	224	2,8929	1,03124	0,0689	2,7571	3,0286	1,5	5
	36-45 years	8	2,7917	1,1944	0,42228	1,7931	3,7902	1,17	4,67
	46-55 years	2	3,1667	0,2357	0,16667	1,049	5,2844	3	3,33
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5
Balance	<25 years	98	2,9418	0,87966	0,08886	2,7655	3,1182	1	5
	25-35 years	224	2,8415	0,9825	0,06565	2,7122	2,9709	1	4,5
	36-45 years	8	3,2625	0,77448	0,27382	2,615	3,91	2,3	4,3
	46-55 years	2	2,7	0,42426	0,3	-1,1119	6,5119	2,4	3
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1	5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	18,386	3	6,129	20,633	<,001
	Within Groups	97,429	328	0,297		
	Total	115,815	331			
Burnout	Between Groups	12,542	3	4,181	6,5	<,001
	Within Groups	210,974	328	0,643		
	Total	223,516	331			
Resilience	Between Groups	0,991	3	0,33	0,337	0,798
	Within Groups	321,136	328	0,979		
	Total	322,127	331			
Balance	Between Groups	1,942	3	0,647	0,72	0,54
	Within Groups	294,701	328	0,898		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 7. Evaluation differences of variables according to employment status groups

Descriptives									
				Std.		95% Confidence			
		N	Mean	Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
WorkEnv	Full-time	247	4,1228	0,47253	0,03007	4,0636	4,1820	2,00	5,00
	Part-time	32	3,9609	0,81126	0,14341	3,6684	4,2534	1,17	5,00
	Self-employed	21	4,3016	0,41706	0,09101	4,1117	4,4914	3,58	5,00
	Unemployed	2	4,1667	0,70711	0,50000	-2,1864	10,5198	3,67	4,67
	Student	30	3,2056	0,65020	0,11871	2,9628	3,4483	2,08	4,67
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	Full-time	247	3,1324	0,70332	0,04475	3,0443	3,2206	1,43	6,00
	Part-time	32	2,9509	0,97203	0,17183	2,6004	3,3013	1,00	5,57
	Self-employed	21	3,3741	0,80239	0,17510	3,0089	3,7394	2,14	5,00
	Unemployed	2	5,2857	2,42437	1,71429	-16,4964	27,0678	3,57	7,00
	Student	30	4,0619	0,81565	0,14892	3,7573	4,3665	2,43	6,29
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	Full-time	247	2,8576	1,01484	0,06457	2,7304	2,9848	1,17	5,00
	Part-time	32	3,1771	1,02298	0,18084	2,8083	3,5459	1,33	5,00
	Self-employed	21	2,8333	0,95015	0,20734	2,4008	3,2658	1,67	4,33
	Unemployed	2	4,2500	1,06066	0,75000	-5,2797	13,7797	3,50	5,00
	Student	30	3,1611	0,54577	0,09964	2,9573	3,3649	2,00	5,00
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	Full-time	247	2,8700	0,97805	0,06223	2,7475	2,9926	1,00	4,50
	Part-time	32	2,5000	0,91722	0,16214	2,1693	2,8307	1,00	4,40
	Self-employed	21	3,1762	0,84493	0,18438	2,7916	3,5608	1,80	4,30
	Unemployed	2	4,1500	1,20208	0,85000	-6,6503	14,9503	3,30	5,00
	Student	30	3,0800	0,54482	0,09947	2,8766	3,2834	1,90	4,90
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

Source: IBM SPSS output data

Analysis of Variance Across Employment Status: ANOVA Test Findings

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	24,246	4	6,062	21,646	<,001
	Within Groups	91,569	327	0,28		
	Total	115,815	331			
Burnout	Between Groups	34,491	4	8,623	14,917	<,001
	Within Groups	189,025	327	0,578		
	Total	223,516	331			
Resilience	Between Groups	8,513	4	2,128	2,219	0,067
	Within Groups	313,614	327	0,959		
	Total	322,127	331			
Balance	Between Groups	10,913	4	2,728	3,122	0,015
	Within Groups	285,729	327	0,874		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 8. Evaluation differences of variables according to Education Degrees

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	High School	28	3,2679	0,83652	0,15809	2,9435	3,5922	1,17	4,67
	Bachelor's Degree	223	4,0815	0,53056	0,03553	4,0114	4,1515	2,08	5,00
	Master's Degree	64	4,1445	0,46747	0,05843	4,0278	4,2613	2,67	5,00
	Doctorate	17	4,2941	0,33479	0,08120	4,1220	4,4662	3,83	5,00
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	High School	28	3,7704	1,26368	0,23881	3,2804	4,2604	1,00	7,00
	Bachelor's Degree	223	3,2229	0,76180	0,05101	3,1224	3,3235	1,71	6,00
	Master's Degree	64	3,0402	0,59882	0,07485	2,8906	3,1898	1,86	4,57
	Doctorate	17	3,0924	1,06539	0,25839	2,5447	3,6402	1,86	6,29
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	High School	28	3,1071	0,72891	0,13775	2,8245	3,3898	1,67	5,00
	Bachelor's Degree	223	2,8655	1,01519	0,06798	2,7315	2,9994	1,33	5,00
	Master's Degree	64	2,8802	0,96658	0,12082	2,6388	3,1217	1,17	5,00
	Doctorate	17	3,5294	0,86850	0,21064	3,0829	3,9760	1,83	5,00
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	High School	28	3,0500	0,73611	0,13911	2,7646	3,3354	1,10	5,00
	Bachelor's Degree	223	2,9090	0,98498	0,06596	2,7790	3,0390	1,00	4,50
	Master's Degree	64	2,6656	0,85286	0,10661	2,4526	2,8787	1,00	4,30
	Doctorate	17	3,0353	1,01424	0,24599	2,5138	3,5568	1,60	4,90
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

Source: IBM SPSS output data

Analysis of Variance Across Education Degrees: ANOVA Test Findings

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	18,869	3	6,29	21,279	<,001
	Within Groups	96,947	328	0,296		
	Total	115,815	331			
Burnout	Between Groups	10,813	3	3,604	5,558	<,001
	Within Groups	212,703	328	0,648		
	Total	223,516	331			
Resilience	Between Groups	8,056	3	2,685	2,804	0,04
	Within Groups	314,071	328	0,958		
	Total	322,127	331			
Balance	Between Groups	4,347	3	1,449	1,626	0,183
	Within Groups	292,295	328	0,891		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 9. Evaluation differences of variables according to Work experiences

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	Less than 1 year	63	3,7884	0,71480	0,09006	3,6083	3,9684	2,00	5,00
	1-3 years	130	4,0212	0,64042	0,05617	3,9100	4,1323	1,17	5,00
	4-6 years	99	4,1490	0,41552	0,04176	4,0661	4,2319	2,25	4,92
	7-10 years	32	4,1901	0,48694	0,08608	4,0145	4,3657	2,33	5,00
	More than 10 years	8	4,2083	0,33923	0,11994	3,9247	4,4919	3,67	4,67
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	Less than 1 year	63	3,3923	1,16227	0,14643	3,0996	3,6850	1,00	7,00
	1-3 years	130	3,3176	0,73498	0,06446	3,1900	3,4451	2,00	6,29
	4-6 years	99	3,0851	0,66316	0,06665	2,9529	3,2174	1,86	4,86
	7-10 years	32	3,1071	0,76200	0,13470	2,8324	3,3819	1,86	5,43
	More than 10 years	8	2,6964	0,46094	0,16297	2,3111	3,0818	2,14	3,43
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	Less than 1 year	63	3,0952	0,93264	0,11750	2,8604	3,3301	1,33	5,00
	1-3 years	130	2,8795	0,96761	0,08486	2,7116	3,0474	1,67	5,00
	4-6 years	99	2,8535	1,03023	0,10354	2,6481	3,0590	1,50	4,67
	7-10 years	32	3,0313	1,01462	0,17936	2,6654	3,3971	1,17	5,00
	More than 10 years	8	2,6875	1,07437	0,37985	1,7893	3,5857	1,50	4,33
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	Less than 1 year	63	2,8413	0,90280	0,11374	2,6139	3,0686	1,00	5,00
	1-3 years	130	2,8892	0,94469	0,08285	2,7253	3,0532	1,50	4,90
	4-6 years	99	2,8455	1,00816	0,10132	2,6444	3,0465	1,10	4,40
	7-10 years	32	2,8938	0,88352	0,15619	2,5752	3,2123	1,00	4,30
	More than 10 years	8	3,4250	0,80844	0,28583	2,7491	4,1009	2,40	4,20
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	6,154	4	1,538	4,587	0,001
	Within Groups	109,662	327	0,335		
	Total	115,815	331			
Burnout	Between Groups	7,492	4	1,873	2,835	0,025
	Within Groups	216,024	327	0,661		
	Total	223,516	331			
Resilience	Between Groups	3,411	4	0,853	0,875	0,479
	Within Groups	318,715	327	0,975		
	Total	322,127	331			
Balance	Between Groups	2,606	4	0,651	0,725	0,576
	Within Groups	294,037	327	0,899		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 10. Evaluation differences of variables according to Employment Sectors

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	Private	222	4,1070	0,56054	0,03762	4,0328	4,1811	1,17	5,00
	Public	102	3,9534	0,59304	0,05872	3,8369	4,0699	2,08	4,92
	Other	8	3,1146	0,56684	0,20041	2,6407	3,5885	2,00	3,75
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	Private	222	3,1055	0,73089	0,04905	3,0089	3,2022	1,43	6,00
	Public	102	3,4594	0,94261	0,09333	3,2742	3,6445	1,00	7,00
	Other	8	3,6429	0,89051	0,31484	2,8984	4,3873	1,86	4,57
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	Private	222	2,9032	1,02557	0,06883	2,7675	3,0388	1,17	5,00
	Public	102	2,9673	0,93814	0,09289	2,7831	3,1516	1,50	5,00
	Other	8	2,8958	0,26633	0,09416	2,6732	3,1185	2,50	3,33
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	Private	222	2,8649	0,98708	0,06625	2,7343	2,9954	1,00	4,50
	Public	102	2,9294	0,88492	0,08762	2,7556	3,1032	1,30	5,00
	Other	8	2,6875	0,48237	0,17054	2,2842	3,0908	1,70	3,10
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	8,606	2	4,303	13,205	<,001
	Within Groups	107,209	329	0,326		
	Total	115,815	331			
Burnout	Between Groups	10,167	2	5,084	7,839	<,001
	Within Groups	213,349	329	0,648		
	Total	223,516	331			
Resilience	Between Groups	0,294	2	0,147	0,15	0,861
	Within Groups	321,833	329	0,978		
	Total	322,127	331			
Balance	Between Groups	0,596	2	0,298	0,331	0,718
	Within Groups	296,046	329	0,9		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 11. Evaluation differences of variables according to Organization Size

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	Small (1-50 employees)	145	4,0661	0,60027	0,04985	3,9676	4,1646	1,17	5,00
	Medium (51-250 employees)	157	4,0170	0,57089	0,04556	3,9270	4,1070	2,00	5,00
	Large (251+ employees)	30	3,9889	0,66513	0,12144	3,7405	4,2373	2,42	5,00
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	Small (1-50 employees)	145	3,2808	0,85406	0,07093	3,1406	3,4210	1,00	7,00
	Medium (51-250 employees)	157	3,1884	0,79161	0,06318	3,0636	3,3131	1,43	6,29
	Large (251+ employees)	30	3,1714	0,82995	0,15153	2,8615	3,4813	1,86	4,86
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	Small (1-50 employees)	145	2,9103	1,04398	0,08670	2,7390	3,0817	1,17	5,00
	Medium (51-250 employees)	157	2,9119	0,97467	0,07779	2,7582	3,0655	1,50	5,00
	Large (251+ employees)	30	3,0389	0,75517	0,13787	2,7569	3,3209	1,67	4,33
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	Small (1-50 employees)	145	2,8669	1,01899	0,08462	2,6996	3,0342	1,00	5,00
	Medium (51-250 employees)	157	2,9083	0,91231	0,07281	2,7645	3,0521	1,60	4,90
	Large (251+ employees)	30	2,8000	0,76429	0,13954	2,5146	3,0854	1,50	4,30
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	0,255	2	0,127	0,362	0,696
	Within Groups	115,561	329	0,351		
	Total	115,815	331			
Burnout	Between Groups	0,747	2	0,373	0,551	0,577
	Within Groups	222,769	329	0,677		

	Total	223,516	331			
Resilience	Between Groups	0,445	2	0,223	0,228	0,796
	Within Groups	321,681	329	0,978		
	Total	322,127	331			
Balance	Between Groups	0,342	2	0,171	0,19	0,827
	Within Groups	296,3	329	0,901		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 12. Evaluation differences of variables according to Primary Work Setting

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Lower Bound	95% Confidence Interval for Upper Bound	Minimum	Maximum
WorkEnv	Office	22	3,3977	0,90155	0,19221	2,9980	3,7975	2,08	5,00
	Home	25	4,2167	0,72608	0,14522	3,9170	4,5164	2,00	5,00
	Hybrid (both office and home)	279	4,0878	0,50468	0,03021	4,0283	4,1473	1,17	5,00
	Other (please specify)	5	3,2500	0,38640	0,17280	2,7702	3,7298	3,00	3,92
	Total	331	4,0390	0,58966	0,03241	3,9753	4,1028	1,17	5,00
Burnout	Office	22	4,0000	1,37166	0,29244	3,3918	4,6082	1,00	7,00
	Home	25	3,5829	0,91186	0,18237	3,2065	3,9593	1,43	5,00
	Hybrid (both office and home)	279	3,1142	0,70616	0,04228	3,0310	3,1974	1,71	5,71
	Other (please specify)	5	4,2000	0,23905	0,10690	3,9032	4,4968	4,00	4,57
	Total	331	3,2249	0,82189	0,04518	3,1360	3,3137	1,00	7,00
Resilience	Office	22	3,3561	0,66328	0,14141	3,0620	3,6501	2,33	5,00
	Home	25	3,0667	1,00231	0,20046	2,6529	3,4804	1,67	4,33
	Hybrid (both office and home)	279	2,8692	1,00712	0,06029	2,7505	2,9879	1,17	5,00
	Other (please specify)	5	3,2667	0,43461	0,19437	2,7270	3,8063	3,00	4,00
	Total	331	2,9225	0,98799	0,05430	2,8156	3,0293	1,17	5,00
Balance	Office	22	3,1955	0,64326	0,13714	2,9102	3,4807	2,20	5,00
	Home	25	2,8200	0,91196	0,18239	2,4436	3,1964	1,60	4,30
	Hybrid (both office and home)	279	2,8577	0,97704	0,05849	2,7426	2,9729	1,00	4,50
	Other (please specify)	5	3,0400	0,11402	0,05099	2,8984	3,1816	2,90	3,20
	Total	331	2,8801	0,94809	0,05211	2,7775	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	13,614	3	4,538	14,674	<,001
	Within Groups	101,125	327	0,309		
	Total	114,739	330			
Burnout	Between Groups	24,595	3	8,198	13,517	<,001
	Within Groups	198,322	327	0,606		
	Total	222,917	330			
Resilience	Between Groups	6,041	3	2,014	2,083	0,102
	Within Groups	316,08	327	0,967		
	Total	322,121	330			
Balance	Between Groups	2,546	3	0,849	0,944	0,42
	Within Groups	294,082	327	0,899		
	Total	296,628	330			

Source: IBM SPSS output data

Annex 13. Evaluation differences of variables according to Average Weekly Office Hour

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	None	30	4,1056	0,81589	0,14896	3,8009	4,4102	2,00	5,00
	Less than 10 hours	80	4,0865	0,53507	0,05982	3,9674	4,2055	2,33	4,92
	10-20 hours	102	4,0678	0,45018	0,04457	3,9794	4,1562	2,17	5,00
	21-30 hours	98	4,0595	0,56316	0,05689	3,9466	4,1724	2,08	5,00
	31-40 hours	16	3,3490	0,82620	0,20655	2,9087	3,7892	1,17	4,67
	More than 40 hours	6	3,9167	0,92496	0,37761	2,9460	4,8874	2,83	5,00
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	None	30	3,5286	0,88553	0,16168	3,1979	3,8592	1,86	5,57
	Less than 10 hours	80	3,2607	0,83509	0,09337	3,0749	3,4466	1,86	6,29
	10-20 hours	102	3,0630	0,68808	0,06813	2,9279	3,1982	1,71	5,00
	21-30 hours	98	3,1472	0,69607	0,07031	3,0077	3,2868	1,86	5,71
	31-40 hours	16	4,1161	1,32091	0,33023	3,4122	4,8199	1,00	7,00
	More than 40 hours	6	3,0000	1,05366	0,43016	1,8942	4,1058	1,43	4,00
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	None	30	3,0944	0,94957	0,17337	2,7399	3,4490	1,67	4,33
	Less than 10 hours	80	2,8208	1,00728	0,11262	2,5967	3,0450	1,50	5,00
	10-20 hours	102	2,8088	0,96740	0,09579	2,6188	2,9988	1,50	4,67
	21-30 hours	98	3,0119	1,04269	0,10533	2,8029	3,2210	1,17	5,00
	31-40 hours	16	3,2604	0,68305	0,17076	2,8964	3,6244	1,83	5,00
	More than 40 hours	6	3,0000	0,79582	0,32489	2,1648	3,8352	1,67	4,00
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	None	30	2,8267	0,89131	0,16273	2,4938	3,1595	1,60	4,30
	Less than 10 hours	80	2,7700	0,96001	0,10733	2,5564	2,9836	1,00	4,90
	10-20 hours	102	2,7794	0,95889	0,09494	2,5911	2,9678	1,10	4,40
	21-30 hours	98	3,0082	0,96971	0,09796	2,8137	3,2026	1,00	4,40
	31-40 hours	16	3,4000	0,66933	0,16733	3,0433	3,7567	2,50	5,00
	More than 40 hours	6	2,8667	0,62823	0,25647	2,2074	3,5259	1,60	3,30
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	8,144	5	1,629	4,932	<,001
	Within Groups	107,671	326	0,33		
	Total	115,815	331			
Burnout	Between Groups	19,142	5	3,828	6,107	<,001
	Within Groups	204,374	326	0,627		
	Total	223,516	331			
Resilience	Between Groups	5,678	5	1,136	1,17	0,324
	Within Groups	316,449	326	0,971		
	Total	322,127	331			
Balance	Between Groups	8,023	5	1,605	1,812	0,11
	Within Groups	288,62	326	0,885		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 14. Evaluation differences of variables according to Average Weekly Remote Hours

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	Minimum	Maximum
WorkEnv	None	25	3,4767	0,79514	0,15903	3,1484	3,8049	2,08	5,00
	Less than 10 hours	58	4,0187	0,59071	0,07756	3,8634	4,1740	2,00	5,00
	10-20 hours	146	4,0011	0,53292	0,04410	3,9140	4,0883	2,25	4,92
	21-30 hours	65	4,2064	0,38248	0,04744	4,1116	4,3012	3,00	5,00
	31-40 hours	22	4,0833	0,76333	0,16274	3,7449	4,4218	1,17	4,92
	More than 40 hours	16	4,5313	0,52253	0,13063	4,2528	4,8097	3,00	5,00
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	None	25	4,0400	1,16242	0,23248	3,5602	4,5198	1,43	7,00
	Less than 10 hours	58	3,1453	0,89894	0,11804	2,9090	3,3817	1,71	6,29
	10-20 hours	146	3,1438	0,72329	0,05986	3,0255	3,2621	1,71	5,71
	21-30 hours	65	3,1846	0,62867	0,07798	3,0288	3,3404	2,14	4,57
	31-40 hours	22	3,1688	0,76187	0,16243	2,8310	3,5066	1,86	4,86
	More than 40 hours	16	3,2679	0,95030	0,23757	2,7615	3,7742	1,00	4,71
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	None	25	3,1467	0,62048	0,12410	2,8905	3,4028	1,67	5,00
	Less than 10 hours	58	2,9770	1,01425	0,13318	2,7103	3,2437	1,33	5,00
	10-20 hours	146	2,9749	1,00884	0,08349	2,8099	3,1399	1,17	5,00
	21-30 hours	65	2,6949	0,95086	0,11794	2,4593	2,9305	1,50	4,67
	31-40 hours	22	2,6667	1,04780	0,22339	2,2021	3,1312	1,67	4,50
	More than 40 hours	16	3,1771	1,09793	0,27448	2,5920	3,7621	1,67	4,33
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	None	25	3,0360	0,59713	0,11943	2,7895	3,2825	1,60	5,00
	Less than 10 hours	58	2,8241	1,00774	0,13232	2,5592	3,0891	1,00	4,90
	10-20 hours	146	2,8966	0,94915	0,07855	2,7413	3,0518	1,00	4,40
	21-30 hours	65	2,8092	0,97030	0,12035	2,5688	3,0497	1,50	4,40
	31-40 hours	22	2,9773	1,07921	0,23009	2,4988	3,4558	1,70	4,40
	More than 40 hours	16	2,8500	0,94798	0,23700	2,3449	3,3551	1,80	4,20
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	13,877	5	2,775	8,876	<,001
	Within Groups	101,938	326	0,313		
	Total	115,815	331			
Burnout	Between Groups	18,139	5	3,628	5,758	<,001
	Within Groups	205,377	326	0,63		
	Total	223,516	331			
Resilience	Between Groups	7,674	5	1,535	1,591	0,162
	Within Groups	314,453	326	0,965		
	Total	322,127	331			
Balance	Between Groups	1,378	5	0,276	0,304	0,91
	Within Groups	295,265	326	0,906		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 15. Evaluation differences of variables according to Team Communication Frequency

Descriptives									
				Std.		95% Confidence			
		N	Mean	Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
WorkEnv	Daily	242	4,0599	0,52570	0,03379	3,9933	4,1265	2,08	5,00
	Weekly	68	3,9975	0,72176	0,08753	3,8228	4,1723	1,17	4,92
	Biweekly	10	3,7083	0,72675	0,22982	3,1884	4,2282	2,33	4,92
	Monthly	7	4,1071	0,98450	0,37211	3,1966	5,0177	2,33	5,00
	Rarely	5	3,9500	0,76739	0,34319	2,9972	4,9028	3,00	4,67
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	Daily	242	3,1694	0,74126	0,04765	3,0756	3,2633	1,00	6,00
	Weekly	68	3,2332	0,91487	0,11094	3,0117	3,4546	1,71	6,29
	Biweekly	10	3,5714	0,81650	0,25820	2,9873	4,1555	1,86	4,57
	Monthly	7	3,9592	1,00243	0,37888	3,0321	4,8863	2,43	5,43
	Rarely	5	4,2286	1,74847	0,78194	2,0576	6,3996	2,14	7,00
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	Daily	242	2,8974	0,96988	0,06235	2,7746	3,0202	1,17	5,00
	Weekly	68	2,9069	1,04397	0,12660	2,6542	3,1596	1,50	5,00
	Biweekly	10	3,0333	0,96161	0,30409	2,3454	3,7212	1,83	5,00
	Monthly	7	3,2857	1,07460	0,40616	2,2919	4,2796	1,83	4,33
	Rarely	5	3,6333	0,92346	0,41298	2,4867	4,7800	2,83	5,00
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	Daily	242	2,8496	0,91272	0,05867	2,7340	2,9652	1,00	4,40
	Weekly	68	2,9809	1,05551	0,12800	2,7254	3,2364	1,30	4,90
	Biweekly	10	2,4700	0,85381	0,27000	1,8592	3,0808	1,00	3,50
	Monthly	7	3,3000	0,98150	0,37097	2,3923	4,2077	1,90	4,20
	Rarely	5	3,2400	1,05024	0,46968	1,9360	4,5440	2,20	5,00
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

Source: IBM SPSS output data

Analysis of Variance Across Team Communication: ANOVA Test Findings

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	1,385	4	0,346	0,989	0,413
	Within Groups	114,43	327	0,35		
	Total	115,815	331			
Burnout	Between Groups	10,76	4	2,69	4,134	0,003
	Within Groups	212,757	327	0,651		
	Total	223,516	331			
Resilience	Between Groups	3,742	4	0,936	0,961	0,429
	Within Groups	318,385	327	0,974		
	Total	322,127	331			
Balance	Between Groups	4,48	4	1,12	1,253	0,288
	Within Groups	292,163	327	0,893		
	Total	296,643	331			

Annex 16. Evaluation differences of variables according to Employer Support in Current Work Setting

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	Yes	177	4,0005	0,63362	0,04763	3,9065	4,0945	1,17	5,00
	No	19	4,0570	0,63650	0,14602	3,7502	4,3638	2,33	5,00
	Not sure	136	4,0790	0,52620	0,04512	3,9898	4,1683	2,00	5,00
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	Yes	177	3,2857	0,86011	0,06465	3,1581	3,4133	1,43	7,00
	No	19	3,4662	0,99413	0,22807	2,9870	3,9453	2,00	5,71
	Not sure	136	3,1176	0,73131	0,06271	2,9936	3,2417	1,00	5,14
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	Yes	177	2,8889	0,91506	0,06878	2,7531	3,0246	1,17	5,00
	No	19	3,1754	0,95335	0,21871	2,7159	3,6349	1,67	4,33
	Not sure	136	2,9314	1,07831	0,09246	2,7485	3,1142	1,33	5,00
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	Yes	177	2,8350	0,84887	0,06381	2,7091	2,9609	1,10	5,00
	No	19	3,2632	0,92928	0,21319	2,8153	3,7111	1,70	4,40
	Not sure	136	2,8860	1,05803	0,09073	2,7066	3,0655	1,00	4,50
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	0,484	2	0,242	0,69	0,502
	Within Groups	115,332	329	0,351		
	Total	115,815	331			
Burnout	Between Groups	3,323	2	1,662	2,483	0,085
	Within Groups	220,193	329	0,669		
	Total	223,516	331			
Resilience	Between Groups	1,426	2	0,713	0,732	0,482
	Within Groups	320,701	329	0,975		
	Total	322,127	331			
Balance	Between Groups	3,152	2	1,576	1,767	0,172
	Within Groups	293,49	329	0,892		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 17. Evaluation differences of variables according to Employer Support in Business Sector

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Lower Bound	95% Confidence Upper Bound	Minimum	Maximum
WorkEnv	1	88	4,0142	0,55812	0,05950	3,8960	4,1325	2,00	5,00
	2	92	4,1395	0,44011	0,04588	4,0483	4,2306	2,33	5,00
	3	79	4,0549	0,66196	0,07448	3,9066	4,2031	2,08	5,00
	4	36	3,9583	0,71228	0,11871	3,7173	4,1993	2,08	5,00
	5	37	3,8649	0,68306	0,11229	3,6371	4,0926	1,17	4,58
	Total	332	4,0359	0,59152	0,03246	3,9720	4,0998	1,17	5,00
Burnout	1	88	3,1688	0,85098	0,09071	2,9885	3,3491	1,71	7,00
	2	92	3,2143	0,77541	0,08084	3,0537	3,3749	1,86	6,29
	3	79	3,4123	0,77439	0,08713	3,2388	3,5858	1,71	5,57
	4	36	2,9603	0,78217	0,13036	2,6957	3,2250	1,00	4,29
	5	37	3,2625	0,94252	0,15495	2,9483	3,5768	1,86	6,00
	Total	332	3,2272	0,82175	0,04510	3,1385	3,3159	1,00	7,00
Resilience	1	88	2,8182	1,02105	0,10884	2,6018	3,0345	1,17	5,00
	2	92	3,0054	1,03818	0,10824	2,7904	3,2204	1,50	5,00
	3	79	2,8755	0,97310	0,10948	2,6576	3,0935	1,67	4,50
	4	36	2,8148	0,85984	0,14331	2,5239	3,1057	1,33	5,00
	5	37	3,1712	0,89966	0,14790	2,8712	3,4711	1,67	4,33
	Total	332	2,9227	0,98651	0,05414	2,8162	3,0292	1,17	5,00
Balance	1	88	2,8307	1,01646	0,10835	2,6153	3,0460	1,00	5,00
	2	92	2,9598	1,00516	0,10479	2,7516	3,1679	1,10	4,90
	3	79	2,7924	0,89597	0,10080	2,5917	2,9931	1,50	4,40
	4	36	2,7639	0,78854	0,13142	2,4971	3,0307	1,00	4,30
	5	37	3,1027	0,86136	0,14161	2,8155	3,3899	1,70	4,30
	Total	332	2,8804	0,94668	0,05196	2,7782	2,9826	1,00	5,00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WorkEnv	Between Groups	2,356	4	0,589	1,698	0,15
	Within Groups	113,459	327	0,347		
	Total	115,815	331			
Burnout	Between Groups	5,632	4	1,408	2,113	0,079
	Within Groups	217,884	327	0,666		
	Total	223,516	331			
Resilience	Between Groups	4,47	4	1,118	1,15	0,333
	Within Groups	317,657	327	0,971		
	Total	322,127	331			
Balance	Between Groups	3,726	4	0,932	1,04	0,387
	Within Groups	292,917	327	0,896		
	Total	296,643	331			

Source: IBM SPSS output data

Annex 18. Regression analysis results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,076[a]	0,006	0,003	0,59071	1,512

a. Predictors: (Constant), Balance

b. Dependent Variable: WorkEnv

Bootstrap for Model Summary

Model	Durbin-Watson	Bootstrap[a]			
		Bias	Std. Error	95% Confidence Interval	
				Lower	Upper
1	1,512	-0,535	0,112	0,771	1,208

a. Unless otherwise noted, bootstrap results are based on 2000 bootstrap samples

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0,664	1	0,664	1,903	,169[b]
	Residual	115,151	330	0,349		
	Total	115,815	331			

a. Dependent Variable: WorkEnv

b. Predictors: (Constant), Balance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4,172	0,104		40,127	<,001		
	Balance	-0,047	0,034	-0,076	-1,379	0,169	1	1

a. Dependent Variable: WorkEnv

Collinearity Diagnostics[a]					
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Balance
1	1	1,95	1	0,02	0,02
	2	0,05	6,254	0,98	0,98
a. Dependent Variable: WorkEnv					

Residuals Statistics[a]						
		Statistic	Bootstrap[b]			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Predicted Value	Minimum	3,9356				
	Maximum	4,1249				
	Mean	4,0359	0,0006	0,0327	3,9706	4,0999
	Std. Deviation	0,04478	0,00108	0,02401	0,00398	0,09361
	N	332	0	0	332	332
Residual	Minimum	-2,8636				
	Maximum	1,02653				
	Mean	0	0	0	0	0
	Std. Deviation	0,58982	-0,0033	0,03588	0,51581	0,65995
	N	332	0	0	332	332
Std. Predicted Value	Minimum	-2,239				
	Maximum	1,986				
	Mean	0	0	0	0	0
	Std. Deviation	1	0	0	1	1
	N	332	0	0	332	332
Std. Residual	Minimum	-4,848				
	Maximum	1,738				
	Mean	0	0	0	0	0
	Std. Deviation	0,998	0	0	0,998	0,998
	N	332	0	0	332	332
a. Dependent Variable: WorkEnv						
b. Unless otherwise noted, bootstrap results are based on 2000 bootstrap samples						

Source: IBM SPSS output data

Annex 19. Complex model analysis results

```
Run MATRIX procedure:
***************** PROCESS Procedure for SPSS Version 4.2
*****************
          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3
**************************************************************************
****
Model  : 15
    Y  : Balance
    X  : WorkEnv
    M  : Burnout
    W  : Resil
Sample
Size:  332
**************************************************************************
OUTCOME VARIABLE:
 Burnout

Model Summary
          R       R-sq        MSE          F        df1        df2
p
      ,2689      ,0723      ,6283    25,7248     1,0000   330,0000
,0000
Model
             coeff         se          t          p       LLCI
ULCI
constant     4,7349      ,3004    15,7601      ,0000     4,1439
5,3260
WorkEnv      -,3736      ,0737    -5,0720      ,0000     -,5185     -
,2287
**************************************************************************
OUTCOME VARIABLE:
 Balance
Model Summary
          R       R-sq        MSE          F        df1        df2
p
      ,3362      ,1130      ,8071     8,3089     5,0000   326,0000
,0000
Model
             coeff         se          t          p       LLCI
ULCI
constant     1,7805     1,6162     1,1017      ,2714    -1,3990
4,9600
WorkEnv       ,3388      ,3490      ,9709      ,3323     -,3477
1,0253
Burnout      -,0545      ,1942     -,2805      ,7792     -,4366
,3276
Resil         ,0139      ,5171      ,0268      ,9786    -1,0034
1,0311
Int_1        -,1108      ,1127     -,9833      ,3262     -,3325
,1109
Int_2         ,1236      ,0560     2,2087      ,0279      ,0135
,2337
Product terms key:
 Int_1    :        WorkEnv  x        Resil
 Int_2    :        Burnout  x        Resil
```

```
Test(s) of highest order unconditional interaction(s):
       R2-chng          F        df1        df2          p
X*W      ,0026      ,9668     1,0000   326,0000      ,3262
M*W      ,0133     4,8783     1,0000   326,0000      ,0279
----------
    Focal predict: Burnout  (M)
          Mod var: Resil    (W)
Conditional effects of the focal predictor at values of the
moderator(s):
      Resil     Effect         se          t          p       LLCI
ULCI
     1,8333      ,1721      ,1027     1,6759      ,0947     -,0299
,3741
     2,8333      ,2957      ,0678     4,3627      ,0000      ,1624
,4290
     4,1667      ,4605      ,0800     5,7559      ,0000      ,3031
,6179
****************** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****************
Conditional direct effects of X on Y
      Resil     Effect         se          t          p       LLCI
ULCI
     1,8333      ,1357      ,1574      ,8616      ,3895     -,1741
,4454
     2,8333      ,0249      ,0887      ,2801      ,7796     -,1497
,1994
     4,1667     -,1229      ,1576     -,7800      ,4359     -,4328
,1871
Conditional indirect effects of X on Y:
INDIRECT EFFECT:
 WorkEnv     ->    Burnout     ->    Balance
      Resil     Effect     BootSE   BootLLCI   BootULCI
     1,8333     -,0643      ,0479     -,1732      ,0191
     2,8333     -,1105      ,0364     -,1925     -,0494
     4,1667     -,1720      ,0441     -,2630     -,0908

      Index of moderated mediation:
           Index     BootSE   BootLLCI   BootULCI
Resil     -,0462      ,0248     -,0982      ,0015

*********************** ANALYSIS NOTES AND ERRORS
************************
Level of confidence for all confidence intervals in output:
  95,0000
Number of bootstrap samples for percentile bootstrap confidence
intervals:
  5000
W values in conditional tables are the 16th, 50th, and 84th
percentiles.

NOTE: Standardized coefficients are not available for models with
moderators.

------ END MATRIX -----
```

Source: IBM SPSS output data