

TELECOMMUTING AND JOB SATISFACTION AMONG EMPLOYEES FROM GENERATIONS Y AND Z

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Abstract: *Telecommuting has become an important form of work organization, yet its impact on employee satisfaction remains insufficiently examined from a generational perspective, particularly for Generations Y and Z. This paper aims to analyze how perceived usefulness of telecommuting and autonomy influence employee satisfaction and whether these perceptions differ between the two generations. The study uses a quantitative survey conducted on 50 respondents, 20 from Generation Y and 30 from Generation Z, with data processed in SPSS through multiple regression and independent samples t-tests. The results show that perceived usefulness and autonomy explain 76.9% of employee satisfaction, with usefulness having the strongest effect, while no statistically significant differences were identified between the two generations. The paper contributes by showing that satisfaction in telecommuting depends more on implementation and perceived benefits than on generational belonging, offering implications for flexible work policies.*

Keywords: telecommuting, employee satisfaction, usefulness, autonomy, generation Y, generation Z.

JEL Classification: J28, J81, M54.

1. Introduction

In recent decades, technological and economic developments have led to significant changes in the way work is organized. Remote work has become a viable alternative to the traditional model, offering flexibility and new opportunities for employees and organizations. In this context, employees' job satisfaction represents an essential indicator of organizational performance and efficiency. Job satisfaction can be analyzed from multiple perspectives, reflecting the complexity of the relationship between the individual and their work environment. From a psychological point of view, it is associated with the emotional state resulting from the evaluation of professional experience, while from an attitudinal perspective, it involves employees' perceptions and beliefs regarding different aspects of work. The level of satisfaction is influenced by factors such as working conditions, organizational climate, leadership style, and the degree of autonomy offered to employees. In the context of remote work, these variables gain increased relevance, since the work environment differs from the traditional one, while social interactions, time organization, and activity control are carried out in a distinct manner, which may significantly influence employees' professional perceptions and experiences.

Over time, it can be observed that certain generations adapt more quickly to remote work arrangements and prefer them more than the traditional model. Generations Y and Z have distinct characteristics, determined by the social and technological context in which they grew up. These differences may influence the way remote work is perceived and integrated into professional activity. While some employees value the flexibility and autonomy offered by remote work, others may experience the lack of direct interaction and organizational support. Therefore, understanding generational particularities becomes essential for adapting managerial practices and for creating an efficient and balanced work environment. Although the literature highlights the effects of remote work on job satisfaction, the differences between Generations Y and Z remain insufficiently clarified when perceived usefulness and autonomy in remote work are analyzed simultaneously.

Starting from this gap, the aim of the research is to examine the relationship between the usefulness of remote work, autonomy in remote work arrangements, and job satisfaction, as well as to test whether these perceptions differ significantly between Generations Y and Z. The contribution of the paper consists in integrating the generational comparison with the analysis of the factors that explain job satisfaction in remote work.

2. Literature review

2.1. Theoretical aspects regarding remote work and employee satisfaction

2.1.1. The concept of telecommuting

The economic and technological transformations of recent decades have led to the emergence of new forms of work organization, one of which is remote work. This form of work has rapidly become an alternative to the traditional work model. Its development has changed perceptions regarding the way and the place in which certain professional activities can be carried out and has challenged managers to rethink how employees are coordinated and evaluated (Shin et al., 2000). Remote work, also referred to in the literature as telecommuting, is defined as a form of organizing professional activity in which employees perform their work outside the employer's physical premises while maintaining contact with the organization through information and communication technologies (Bailey and Kurland, 2002). This definition highlights two essential elements: physical separation from the traditional workplace and the use of technology to ensure communication, coordination, and task performance.

Remote work can take several forms. Sfetcu (2020) identifies three main categories: mobile remote work, which refers to situations in which employees use information and communication technologies to carry out their activity outside the office; telecentres, understood as local workspaces for employees who do not want to work from home but still wish to benefit from the advantages of remote work; and telecommunities, which initially emerged in rural areas of Scandinavia and provided employees with access to development opportunities and social interaction. These categories show that remote work should not be understood only as working from home, but rather as a broader form of flexible organization.

The main actors involved in remote work are remote workers, namely those employees who carry out their professional activity remotely for at least one day, based on a mutual agreement or a written contract, using telecommunication technologies and equipment. They can be classified as marginal, substantial, or dominant remote workers, depending on the intensity of remote work. However, not every person who works from home can automatically be considered a remote worker. A distinction must be made between employees working remotely and self-employed individuals, for whom the home may represent the main place where professional activity is conducted (Sfetcu, 2020).

The first major increase in interest in remote work was recorded in the 1970s, in the context of the oil crisis, which raised concerns related to fuel consumption, commuting time, and traffic congestion in large urban areas. However, research has shown that these factors did not represent the main reasons why individuals accepted remote work, as motivations differed from one case to another (Shin et al., 2000). Another major event that accelerated the adoption of remote work was the COVID-19 pandemic, which forced organizations to adapt rapidly and implement remote work on a large scale. According to Elbaz, Richards and Provost Savard (2023), at the beginning of 2021, 32% of employees aged between 15 and 69 were working from home, compared with only 4% in 2016, and the volatile evolution of the pandemic suggested a further increase in the number of remote workers.

Overall, remote work is a flexible arrangement whose effects depend on its form, intensity, and organizational implementation. Therefore, clarifying this concept supports the analysis of how perceived usefulness and autonomy may influence employee satisfaction.

2.1.2. Employee satisfaction

Employee satisfaction is an important factor in the efficiency of professional activity. Employees may experience different levels of satisfaction or dissatisfaction depending on how they participate in work tasks and on the experiences, they have within their professional environment. For many individuals, work is not only a source of income, but also a context in which they can experience positive emotions, personal fulfilment, and professional development (Micle, 2009).

Employee satisfaction can be analyzed from several perspectives. From an attitudinal perspective, it is associated with the way employees perceive different aspects of their work, including both cognitive and affective components. From a psychological perspective, it refers to a positive emotional state that results from the evaluation of professional experience and from the correspondence between employees' expectations and the rewards obtained through work. From a psychosociological perspective, job satisfaction reflects the difference between the rewards employees receive and those they believe they should receive (Micle, 2009).

Satisfaction may also be understood as a positive emotional state resulting from the employees' personal evaluation of their work or of the organizational climate in which they operate. It can also be seen as a state of balance reached when an individual's conscious or unconscious professional needs and expectations are fulfilled (Gogu, 2007). In this sense, job satisfaction is closely related to employees' motivation, involvement, and perception of the work environment. Depending on its source, it can be classified into several dimensions. Economic satisfaction is mainly generated by financial incentives, but it is also connected to needs such as self-realization, security, esteem, and professional recognition. Work-related satisfaction is determined by the conditions in which employees carry out their activity, including task variety, required professional skills, leadership responsibilities, and the correspondence between job requirements and individual abilities. Psychosocial satisfaction results from the relationships employees develop with colleagues and managers, as a favorable organizational climate and positive interpersonal relations are essential elements of satisfaction (Gogu, 2007).

The absence of job satisfaction may have negative consequences for both employees and organizations. Among the main effects of dissatisfaction are decreased mental well-being, dissatisfaction outside work, absenteeism, and employee turnover, all of which may affect organizational efficiency (Micle, 2009). Therefore, measuring employee satisfaction is important for understanding how individuals perceive their work and how organizations can improve working conditions. Frequently used instruments include the Minnesota Satisfaction Questionnaire, the Job Descriptive Index, and the Job Satisfaction Survey, which assesses different dimensions of satisfaction such as work itself, supervision, pay, promotion opportunities, relationships with colleagues, and emotional responses to work (Badea, 2017). In this context, employee satisfaction is a multidimensional concept influenced by economic, work-related, and psychosocial factors.

2.1.3. The relationship between telecommuting and job satisfaction

Starting from the idea that job satisfaction is influenced by the way individuals relate to their work environment, remote work can have both positive and negative effects on employees' professional experiences. The relationship between remote work and job satisfaction is therefore complex, as it depends not only on the existence of remote work itself, but also on its intensity, organization, and perceived usefulness.

Some studies suggest a curvilinear relationship between the intensity of remote work and job satisfaction, including an inverted U-shaped relationship. This means that a moderate level of remote work may contribute to higher satisfaction, while excessive remote work may reduce it. In this sense, maintaining a balance between remote work and work performed at the organization's premises becomes an important managerial issue (Zöllner and Sulíková, 2021).

The intensity of remote work is also relevant because it may influence individual outcomes such as work performance, perceived development opportunities, stress, and the intention to leave the organization. When remote work is implemented in a balanced way, it may support professional performance and increase employees' perception of flexibility. However, when its intensity is not properly managed, it may generate negative effects, including higher stress levels and weaker attachment to the organization. In this context, psychological factors such as perceived autonomy, the quality of professional relationships, and the balance between work and personal life may shape the way remote work affects job satisfaction (Zöllner and Sulíková, 2021).

Another important aspect concerns employees' social needs. Professional relationships and meaningful workplace interactions may contribute to motivation and satisfaction, while employees who work remotely and rely mainly on digital communication tools may encounter difficulties in maintaining effective interactions. Problems may appear in relation to communication quality, information exchange, and the level of interaction between colleagues. Therefore, the reduction of direct contact may negatively influence the job satisfaction of remote workers, especially when they experience isolation from the organization's social network (Fonner and Roloff, 2010). Thus, the relationship between remote work and job satisfaction depends on how employees perceive its usefulness, autonomy, and impact on professional interactions.

2.2. Views of generations Y and Z on remote work

2.2.1. General characteristics and professional values

Professional characteristics differ from one generation to another, as do the ways in which individuals engage in work and learning processes. According to Raiu (2021), after several years in which generations were studied without a systematic approach, two American researchers developed a generational theory, defining a generation as a group of people born during the same period, usually within an interval of approximately 20 years. Shamis and Nikonov (2018) define generations as groups of individuals with similar values, born during a specific period, who received a similar education and experienced the same external events.

Starting from these definitions, the literature shows that there is no unanimous agreement regarding the exact time intervals used to delimit generations. Generation Y, also known as Millennials, is generally associated with individuals born between 1977 and 1991 or between 1977 and 1994, although some authors extend this category to people born until the beginning of the 2000s. In the case of Generation Z, there is also no universally accepted period. Some authors include individuals born between 1995, or even 1990, and 2009, while others consider the year 2000 as the starting point of this generation (Raiu, 2021).

Despite these differences in classification, the shared values and characteristics of individuals belonging to the same generation may influence their professional life. Generation Y developed under the influence of technological progress, which encouraged connectivity, rapid access to information, globalization, and other related processes. As a result, members of this generation are often associated with adaptability to dynamic environments, multitasking, and permanent availability. From an economic perspective, the professional environment of the 1990s was marked by frequent changes, such as outsourcing, organizational restructuring, and staff reductions, which increased the importance of competitiveness and adaptability in the labor market (Cordeiro and Albuquerque, 2017).

Members of Generation Y are described as being oriented toward autonomy, flexibility, and personal development, with a strong interest in work-life balance and rapid career progression. In the workplace, they prefer environments that provide learning opportunities, job satisfaction, and close relationships with both colleagues and managers. They also value leadership styles based on feedback and are more likely to show professional mobility compared with previous generations (Cordeiro and Albuquerque, 2017).

On the other hand, Generation Z is characterized by stronger familiarity with digital technologies, a high capacity to adapt to change, and greater multitasking abilities compared with previous generations. However, members of this generation may also show a higher level of impatience regarding career development. They place particular importance on modern technologies, flexible working schedules, the possibility of working remotely, and participation in international projects. They tend to prefer a participative management style and an informal work environment. Influenced by rapid technological development, economic uncertainty, and social change, young people from this generation enter the labor market with expectations that differ from those of previous generations (Kawka and Borovac Zekan, 2023).

The differences between Generations Y and Z should nevertheless be interpreted with caution, since research results may vary depending on social, economic, demographic, and educational factors, as well as on the way generational intervals are defined.

2.2.2. Perceptions and perspectives on remote work

When comparing the behaviors and characteristics of Generations Y and Z, perceptions of remote work may differ because each group developed within a distinct social and technological context. Both generations have characteristics that are relevant to the adoption of remote work. Generation Y, as discussed in the previous section, is characterized by adaptability to technological change and an orientation toward continuous professional development, but it also places strong importance on collaboration and interaction within teams. By contrast, Generation Z, often considered the first generation of digital natives, grew up in a highly digitalized environment and is therefore highly familiar with the use of technology in everyday life, which may facilitate its adaptation to work forms based on digital tools and virtual communication (Çera et al., 2024).

Research indicates that Generation Z tends to perceive fewer barriers in using the technologies required for remote work due to its familiarity with digital tools and its ability to manage multiple tasks simultaneously. Moreover, its preference for autonomy and flexibility in organizing professional activities may make remote work appear as an advantageous opportunity. On the other hand, members of Generation Y tend to place greater importance on direct collaboration, mentoring, and social interaction in the workplace. For this reason, they may perceive certain limitations of remote work more strongly, such as social isolation or communication difficulties (Çera et al., 2024).

Therefore, the perceptions of Generations Y and Z regarding remote work may differ depending on their relationship with technology, flexibility, autonomy, and workplace interaction. This perspective is relevant for the present research because it supports comparative analysis between the two generations and the testing of possible differences in perceived usefulness, autonomy, and job satisfaction in remote work arrangements.

3. Methodology

The research followed a quantitative design, aiming to analyze the relationship between remote work and employee satisfaction. The main objective was to examine whether the perceived usefulness of telecommuting and autonomy in remote work arrangements influence employee satisfaction. In this regard, two research hypotheses were formulated: perceived usefulness of telecommuting positively influences employee satisfaction, and autonomy in remote work positively influences employee satisfaction. A second objective was to compare the perceptions of Generations Y and Z regarding employee satisfaction, perceived usefulness, and autonomy in telecommuting.

The population was represented by individuals belonging to Generations Y and Z who had professional experience or potential contact with remote work. The sample included 50 respondents, of whom 20 belonged to Generation Y and 30 to Generation Z. The generations were delimited according to age: respondents aged between 32 and 49 were included in Generation Y, while respondents aged between 17 and 31 were included in Generation Z. Most respondents came from urban areas and worked in various fields, with a higher share of the economic and IT sectors. In addition, most participants have experienced telecommuting at least once. The sampling method was non-probabilistic and based on convenience sampling. The questionnaire was distributed online through social media and also through direct contact with potential respondents.

The instrument used was an online questionnaire created in Google Forms. It included a section on general information about the respondents, such as age, level of education, residence area, field of activity, and previous experience with remote work. The following sections measured the main variables of the study: employee satisfaction, perceived usefulness of telecommuting, and autonomy in remote work arrangements. The questionnaire items were developed by the

author based on the literature reviewed in the theoretical part of the paper, especially the studies concerning job satisfaction, remote work, perceived usefulness, autonomy, and generational differences. The conceptual model of the research is presented in Figure 1. The model illustrates the relationship between the two independent variables, perceived usefulness of telecommuting and autonomy in remote work arrangements, and the dependent variable, employee satisfaction.

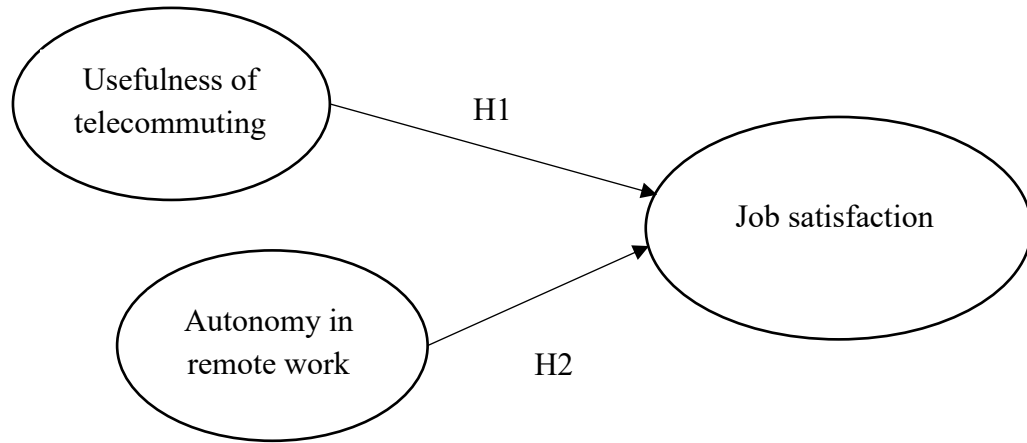


Fig. 1. Conceptual model of the research based on multiple regression

Source: Author's own research

Based on this model, two hypotheses were formulated. H1 states that the perceived usefulness of telecommuting positively influences employee satisfaction. H2 states that autonomy in remote work arrangements positively influences employee satisfaction.

The dependent variable of the study was employee satisfaction, coded as SAT. This variable was measured through five items, coded SAT1, SAT2, SAT3, SAT4, and SAT5. The first independent variable was the perceived usefulness of telecommuting, coded as UT, and was measured through five items, coded UT1, UT2, UT3, UT4, and UT5. The second independent variable was autonomy in remote work arrangements, coded as AT, and was also measured through five items, coded AT1, AT2, AT3, AT4, and AT5. All items were assessed using a five-point Likert scale, where 1 represented total disagreement and 5 represented total agreement. For each variable, the final score was calculated in SPSS as the mean of the five corresponding items. The generation variable was used as a grouping variable for the comparison between Generations Y and Z.

The data collected were processed using SPSS. First, Pearson correlation was used to examine the relationships between the main variables. Then, multiple regression analysis was applied to test the influence of perceived usefulness and autonomy on employee satisfaction. This analysis was used to test the two hypotheses regarding the effect of the independent variables, UT and AT, on the dependent variable, SAT. Finally, the independent samples t-test was used to examine whether there were statistically significant differences between Generations Y and Z in terms of employee satisfaction, perceived usefulness, and autonomy in telecommuting. Levene's test was used to verify the homogeneity of variances, and the statistical significance threshold was set at $p < 0.05$.

4. Results

This section presents the statistical results obtained after processing the data in SPSS. The results are organized according to the research hypotheses. First, the correlations between the main variables are presented. Then, the multiple regression model is analyzed in order to test the influence of perceived usefulness of telecommuting and autonomy in remote work arrangements

on employee satisfaction. Finally, the results of the independent samples t-test are presented in order to compare Generations Y and Z.

The Pearson correlation analysis was used to examine the relationships between employee satisfaction, perceived usefulness of telecommuting, and autonomy in remote work arrangements. As shown in Table 1, all correlations between the analyzed variables are positive and statistically significant.

Table 1

Correlation matrix of the analyzed variables

	SAT	UT	AT
SAT	1.000	0.863	0.677
UT	0.863	1.000	0.645
AT	0.677	0.645	1.000

Source: Author's own research based on SPSS output

The strongest correlation was identified between employee satisfaction and the perceived usefulness of telecommuting ($r = 0.863$, $p < 0.001$). A positive and statistically significant correlation was also found between employee satisfaction and autonomy in remote work arrangements ($r = 0.677$, $p < 0.001$). These results indicate that both independent variables are positively associated with employee satisfaction.

To test H1 and H2, a multiple regression analysis was conducted. The dependent variable was employee satisfaction, while the independent variables were perceived usefulness of telecommuting and autonomy in remote work arrangements. The model summary is presented in Table 2.

Table 2

Summary of the multiple regression model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.877	0.769	0.759	0.45391	1.944

Source: Author's own research based on SPSS output

The results indicate that the regression model explains 76.9% of the variation in employee satisfaction ($R^2 = 0.769$). This shows that perceived usefulness of telecommuting and autonomy in remote work arrangements have a strong explanatory power in relation to employee satisfaction.

Moreover, Table 3 presents the regression coefficients, which make it possible to observe the individual contribution of each independent variable to employee satisfaction. These results are relevant for testing research hypotheses, as they show the direction and the statistical significance of the relationship between the predictors and the dependent variable. The results show that perceived usefulness of telecommuting has a positive and statistically significant influence on employee satisfaction ($\beta = 0.730$, $p < 0.001$). Therefore, H1 is supported. Autonomy in remote work arrangements also has a positive and statistically significant influence on employee satisfaction, although the effect is lower compared with perceived usefulness ($\beta = 0.206$, $p = 0.029$).

Table 3

Regression coefficients for employee satisfaction

Predictor	B	Std. Error	Beta	t	p	95% CI Lower	95% CI Upper	Tolerance	VIF
Constant	0.277	0.316	-	0.877	0.385	-0.358	0.912	-	-
UT	0.702	0.088	0.730	7.953	<0.001	0.524	0.880	0.584	1.713
AT	0.211	0.094	0.206	2.250	0.029	0.022	0.399	0.584	1.713

Source: Author's own research based on SPSS output

H2 is also supported. The values of the collinearity indicators show that there are no major multicollinearity problems between the independent variables, as the tolerance values are above 0.10 and the VIF values are below 5. This indicates that both predictors could be included in the regression model.

The second part of the analysis focused on the comparison between Generations Y and Z. For this purpose, an independent samples t-test was applied. The generation variable was used as a grouping variable, while employee satisfaction perceived usefulness of telecommuting, and autonomy in remote work arrangements were used as test variables. The results are presented in Table 4.

Table 4

Independent samples t-test for Generations Y and Z								
Variable	Levene's F	Levene's p	t	df	p	Mean Difference	95% CI Lower	95% CI Upper
SAT	0.222	0.640	0.260	48	0.796	0.07000	-0.47222	0.61222
UT	0.006	0.937	-0.238	48	0.813	-0.06667	-0.63019	0.49686
AT	0.061	0.806	0.620	48	0.538	0.16333	-0.36641	0.69308

Source: Author's own research based on SPSS output

Levene's test showed that the assumption of homogeneity of variances was met with all three variables, as the significance values were higher than 0.05. Therefore, the results were interpreted based on the "equal variances assumed" row. The independent samples t-test indicated that there were no statistically significant differences between Generations Y and Z in terms of employee satisfaction, perceived usefulness of telecommuting, and autonomy in remote work arrangements. The differences were not statistically significant for employee satisfaction, $t(48) = 0.260$, $p = 0.796$, for perceived usefulness of telecommuting, $t(48) = -0.238$, $p = 0.813$, or for autonomy in remote work arrangements, $t(48) = 0.620$, $p = 0.538$. Since all p-values are higher than 0.05, the results show that the two generations do not differ significantly in relation to the analyzed variables.

The statistical results support H1 and H2, as both perceived usefulness of telecommuting and autonomy in remote work arrangements positively influence employee satisfaction. However, the generational comparison does not indicate statistically significant differences between Generations Y and Z for the variables included in the analysis.

5. Discussion

The results of the research indicate that employee satisfaction in remote work is mainly influenced by the perceived usefulness of telecommuting. This finding suggests that employees evaluate remote work primarily through the practical benefits it brings to their professional activity, such as task efficiency, better organization of work, and easier achievement of professional objectives. Therefore, satisfaction does not appear to depend only on the fact that employees work remotely, but rather on whether they perceive this work arrangement as valuable and useful for their daily tasks.

This result can relate to the literature on remote work, which shows that telecommuting may have both positive and negative effects depending on how it is organized and experienced by employees. As Zöllner and Sulíková (2021) argue, the effects of remote work are influenced by its intensity and by the way it affects individual outcomes such as performance, stress, and development opportunities. In this context, the strong role of perceived usefulness is relevant because it shows that employees are more satisfied when remote work helps them perform their activity efficiently. Thus, the perceived benefits of telecommuting may be more important for employee satisfaction than simple generational belonging.

Autonomy in remote work arrangements also had a positive and significant influence on employee satisfaction, but its effect was weaker than that of perceived usefulness. This means that the freedom to organize tasks, manage time, and decide the order of priorities is important, but it may not be enough by itself to generate a high level of satisfaction. A possible explanation is that autonomy produces positive effects only when it is supported by clear organizational rules, appropriate digital tools, efficient communication, and realistic task expectations. Without these conditions, autonomy may become difficult to manage and may create uncertainty rather than satisfaction.

This interpretation is also supported by the idea that remote workers may face difficulties related to communication, information exchange, and reduced direct interaction with colleagues. Fonner and Roloff (2010) emphasize that limited face-to-face contact can affect the satisfaction of employees who work remotely, especially when they experience isolation from the organization's social network. Therefore, autonomy should not be understood only as independence, but as a form of flexibility that needs organizational support to improve satisfaction.

Regarding the comparison between Generations Y and Z, the results did not show statistically significant differences in employee satisfaction, perceived usefulness of telecommuting, or autonomy in remote work. Although the literature suggests that generational differences may exist, especially because Generation Z is more familiar with digital technologies, while Generation Y gives importance to collaboration, feedback, and professional development, these differences were not confirmed statistically in the analyzed sample. This result should be interpreted carefully: in this research, generation does not seem to explain the differences in perceptions, while the common experience of digitalization, the organizational context, and the way remote work is implemented may have a stronger influence.

The absence of significant differences between the two generations may also suggest that both Generation Y and Generation Z have adapted to digital forms of work. Çera et al. (2024) show that Generation Z tends to have fewer barriers in using technologies required for remote work, but Generation Y is also characterized by adaptability to technological change and interest in flexibility and development. For this reason, the distinction between the two generations may be less visible when both groups already have contact with digital tools and flexible work practices.

From a theoretical perspective, the research supports the idea that the analysis of remote work should combine the generational perspective with psychological and organizational variables. Generational belonging may provide a useful framework for understanding employees' expectations, but it is not sufficient to explain satisfaction in telecommuting. Variables such as perceived usefulness and autonomy offer a more direct explanation of how employees evaluate remote work and how this form of work influences their professional satisfaction.

From a managerial perspective, the findings suggest that organizations should not assume automatically that Generation Z prefers remote work while Generation Y does not. Instead, managers should design telecommuting arrangements that are useful, clear, and technologically supported for all employees. This means providing adequate digital tools, clear objectives, efficient communication channels, and a balance between autonomy and organizational guidance. In this way, remote work can become a source of satisfaction not because it is associated with a certain generation, but because it is implemented in a way that supports employees' professional needs.

6. Conclusions

This paper aimed to analyze the relationship between telecommuting and employee satisfaction, focusing on perceived usefulness, autonomy in remote work arrangements, and possible differences between Generations Y and Z. The research followed a quantitative approach, based on a questionnaire applied to 50 respondents. The data was processed in SPSS using Pearson correlation, multiple regression analysis, and independent samples t-tests.

The results showed that both perceived usefulness and autonomy are positively associated with employee satisfaction in telecommuting. The multiple regression analysis confirmed that perceived usefulness has the strongest influence, which means that employees tend to be more satisfied when they consider remote work beneficial, efficient, and valuable for their professional activity. Autonomy also had a positive and statistically significant effect, although weaker than perceived usefulness. Therefore, both research hypotheses were supported.

Regarding the generational comparison, the results did not indicate statistically significant differences between Generations Y and Z in terms of employee satisfaction, perceived usefulness of telecommuting, or autonomy in remote work. Although the literature suggests that generational differences may exist, these differences were not statistically confirmed in the sample analyzed.

The main contribution of the paper consists in showing that employee satisfaction in telecommuting is explained more by perceived usefulness and autonomy than by generational belonging. This suggests that remote work should not be analyzed only through the perspective of age or generation, but also through psychological and organizational factors that influence how employees perceive their work experience. From a practical perspective, the findings may be useful for managers and organizations that use or plan to use telecommuting. Managers should focus on making remote work clear, useful, and well supported through appropriate digital tools, efficient communication, and clear work objectives. At the same time, autonomy should be encouraged, but it should be accompanied by organizational support, so that employees can manage their tasks without feeling isolated or uncertain.

However, the research has several limitations. The sample was relatively small, including only 50 respondents, and the two generational groups were unequal, with 20 respondents from Generation Y and 30 from Generation Z. The use of convenience sampling limits the generalization of the results, while the predominance of urban respondents and of participants from economic and IT fields may have influenced the findings. Another limitation is that the data were self-reported and collected at a single point in time, through a cross-sectional design. In addition, the analysis did not include control variables such as field of activity, gender, frequency of telecommuting, or work experience.

Future research could use a larger and more balanced sample, as well as probabilistic sampling methods, to obtain more representative results. It would also be useful to compare employees from different industries and to include control variables such as gender, professional experience, frequency of remote work, and field of activity. A longitudinal study could show how perceptions of telecommuting change over time, while qualitative interviews could explain more deeply why employees perceive usefulness, autonomy, and satisfaction differently. Future studies may also use internationally validated scales to strengthen the reliability of the research.

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