

INVESTIGATION ARTICLE

Relationship between personality traits and locus of control with the attitude towards remote work in a sample of university professors

Actitud hacia el trabajo remoto, rasgos de personalidad y locus de control en una muestra de docentes universitarios

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Abstract

Introduction: remote work in the educational field has gained acceptance, especially from experience during the COVID-pandemic19, hence the importance of delving into some of its most relevant aspects in order to implement psychosocial strategies that allow teachers to increase and strengthen their skills and competences to address this methodology. **Objective:** to characterize the attitude towards remote work and its relationship with personality traits, control locus and some sociodemographic variables in a sample of university teachers. **Method:** quantitative approach and descriptive-correlational design, not experimental, was carried out. The sample included 324 university teachers from Colombia, Mexico and Panama. The following instruments were used: Attitude questionnaire towards remote work, Mini IPIPI scale (mini-International Personality Item Pool-Five-Factor Model, measurement scale for personality traits), Locus scale of control and sociodemographic survey. **Results:** was identified a generally positive attitude towards remote work, with high levels of acceptance and comfort, especially in organizational and methodological aspects. The teachers in the study sample showed a tendency towards internal locus of control and personality traits such as openness, meticulousness and affability, although with less emotional stability. Internal control locus and personality characteristics such as openness, meticulousness and emotional stability were most relevant to achieving better performance and a positive attitude towards remote work. **Discussion and conclusions:** the study highlights the importance of openness to experience, creativity, mental flexibility and emotional stability, in addition to the locus of internal control for the adaptation and job satisfaction of university teachers in the context of remote work.

Keywords: Attitude; Control locus; Personality traits; Remote work; Virtual education.

Resumen

Introducción: el trabajo remoto en el ámbito educativo ha ganado aceptación, especialmente a partir de la experiencia durante la pandemia de COVID-19; de ahí la importancia de profundizar en algunos de sus aspectos más relevantes con el fin de implementar estrategias psicosociales que permitan a los docentes aumentar y fortalecer sus habilidades y competencias para abordar esta metodología. **Objetivo:** caracterizar la actitud hacia el trabajo remoto y su relación con los rasgos de personalidad, locus de control y algunas variables sociodemográficas en una muestra de los docentes universitarios. **Metodología:** enfoque cuantitativo y un diseño descriptivo-correlacional, no experimental. La muestra incluyó 324 docentes universitarios de Colombia, México y Panamá. Se emplearon los siguientes instrumentos: Cuestionario de actitud hacia el trabajo remoto, Escala mini IPIPI (mini- International Personality Item Pool-Five-Factor Model, escala de medida para los rasgos de personalidad), Escala de locus de control y encuesta sociodemográfica. **Resultados:** se identificó

una actitud general positiva hacia el trabajo remoto, con niveles elevados de aceptación y comodidad, especialmente en aspectos organizativos y metodológicos. Los docentes de la muestra del estudio presentaron una tendencia hacia locus de control interno y rasgos de personalidad destacados como apertura, meticulosidad y afabilidad, aunque con menor estabilidad emocional. El locus de control interno y las características de personalidad como apertura, meticulosidad y estabilidad emocional fueron más relevantes para lograr un mejor desempeño y una actitud positiva hacia el trabajo remoto.

Discusión y conclusiones: los resultados destacan la importancia de la apertura a la experiencia, creatividad, flexibilidad mental y estabilidad emocional, además del locus de control interno, en la adaptación y satisfacción laboral de los docentes universitarios en el contexto del trabajo remoto.

Palabras clave: Actitud; Educación virtual; Locus de control; Rasgos de personalidad; Trabajo remoto.

Introduction

Remote work represents in the contemporary society an increasingly accepted option, being an alternative that can incorporate several advantages compared to the traditional face-to-face work. Although, this type of work has been employed in some companies and professions for several decades, the time of Covid-19 pandemic introduced a change that allowed many companies to begin the process of evaluating the possibility of implementing this modality even after the restrictions of social distancing have ended (Weller, 2020).

Currently, in Colombia, there is the Decree 0884 as a legal regulation regarding this type of work performance (Ministry of Labor, 2012), as well as with a growing number of companies that choose to introduce this modality partially or totally for their workers.

Studies carried out in recent years that compare both modes of work, highlight that remote work can represent several advantages both for the company (reduction of maintenance costs, recruitment of competitive profiles of employees at international level, enhancement of multidisciplinary work teams, increase in productivity, among others), as for employees (savings in travel and clothing costs, improved food and rest, flexible hours and greater autonomy, a better balance between work and private life and greater job satisfaction, among others) (Carrasco-Mullins, 2021; Diaz, 2021; Kovács & Kálmán, 2021; Miranda et al., 2021; Pagés, 2020).

However, some authors also pay attention to negative aspects, such as lack of social interaction, the difficulty of managing distractions and staying focused, interference in family life, among others (Henke et al., 2022; Kovács & Kálmán, 2021).

Likewise, it is necessary to consider that remote work offers specific demands on the worker, which go beyond his/her computer knowledge, such as the ability to self-organize, responsibility, autonomy, creativity and innovation, efficient time management and good literacy skills, among others (Guzmán & Abreo, 2017). MacRae and Sawastzky (2020) in a study carried out in the United Kingdom, Canada and Ireland, identified that, in addition to some variables related to the organization of remote work, such as greater independence in the organization of their schedules and activities, the personality of the workers plays an important role in their adaptation to this modality and corresponding productivity. The foregoing indicates that this mode of work cannot be considered suitable for all types of people, or at least, the transition to this mode requires a deep and consistent process of training and preparation, allowing to promote these skills and achieve in this way better performance, greater productivity for the company and greater job satisfaction and well-being in workers (Blutman & Vaca, 2020).

Within the wide range of professions that can perform remotely, teaching represents a special challenge, because, in addition to certain necessary skills common to other professions, a teacher must have the preparation and experience in the management of different innovative methodologies to ensure a successful learning in his/her students in the virtual modality (Hernández et al., 2022; Vega et al., 2021).

As a result of the health contingency in the context of the Covid-19 pandemic, virtual and blended education has taken an important place in many educational institutions, especially at the higher level (Acevedo et al., 2023).

Some authors suggest, even that virtual education will be a growing trend in the field of university education soon (Olarte-Olarte, 2022).

Therefore, researchers who have dedicated themselves to investigate aspects and factors related to the teaching process from different modalities highlight that the virtual or remote modality, requires, in addition to efficient technology management and special pedagogical preparation (Angeles, 2019; Rizo, 2020), presence of characteristics such as empathy, interpersonal skills, emotional, and social intelligence, among others, being these aspects valued by students in their teachers to a greater degree compared to technological skills or pedagogical knowledge (Ruiz-Melero & Bermejo, 2022). Calderón (2021) raised the importance of mental openness and cognitive flexibility for an efficient adaptability of teachers to remote or mixed work modality.

In addition, it is very important to consider the attitude of teachers themselves towards the modality of remote work in education, because their own subjective positions, related both to previous experience, and to their personality characteristics, affect the quality of their teaching and their job satisfaction (Gómez et al., 2021).

In this regard, it should be noted that, as in other professions, not all teaching personnel have the attitude, disposition, and personality characteristics necessary and sufficient to perform their work remotely. Zapata and Rosario (2021) found in the population of Puerto Rico that teachers have a more unfavorable attitude towards remote work compared to other employees of public and private companies.

Howe and Menges (2022) in Switzerland identified that workers' beliefs about remote work can influence their emotions and productivity, that is, for those who thought that remote work is a skill that can be developed and learned had more positive emotions, than those who thought that there is a type of people who adapt or not to this modality tending to feel negative emotions, so it is relevant to know the beliefs and attitudes to understand the adjustment to remote work and how this can affect the productivity.

As for the relationship between personality and performance in remote work, Van Ham (2022) highlights that the personality traits found in productive teleworkers are responsibility, discipline and self-control in how they manage their time; while the unproductive have problems with these, they also focus on that productive remote workers are energetic, communicative, social and excited, and consider autonomy to control their schedule and decision-making independently as an important aspect.

Murray (2020) indicates that awareness and emotional stability are predictors of remote work, because conscious individuals may feel more comfortable working from home as they feel they do not need supervision, while individuals with a low level of emotional stability are less likely to try something different than they are already used to, so they may feel anxious, depressed, and insecure. On the other hand, Xiaoxia and Deng (2023) affirm that kindness, scrupulosity, and extraversion significantly influence work performance in remote working mode, while neuroticism and scrupulosity have a significant influence on work-life balance.

However, there are studies that affirm that personality does not take a relevant place for attitudinal favorability towards remote work, being rather other factors that act as important. Among these it is indicated, for example, that gender (female) and the management of virtual media act as factors associated with the favorable choice of this mode of work (Xiong et al., 2023). Zapata and Rosario (2021) also indicate that the factor of familiarity with technology occupies an important place in the determination of attitude towards remote work, in addition to the aspects such as occupied position and performance sector, being the education sector with the least positive attitude towards this type of work. Likewise, Zammitti et al. (2022) indicate that the engagement represents a central aspect that allows to achieve a positive attitude towards remote work influencing, besides, positively in the job satisfaction and satisfaction with the life at general level. Khatatbeh et al. (2023) show that aspects such as social trust, perceived usefulness, and perceived ease of use may help raise the acceptance and use of remote work by employees. Başol and Çömlekçi (2022) also indicate that the development of skills and organizational support are more relevant aspects for a positive attitude towards remote work, with the job

security being a mediator factor.

In Colombia there are no studies that investigate the relationship between personality and attitude towards remote work. Regarding remote work around teaching, Armendariz-Nuñez et al. (2023) indicate that self-efficacy is positively related to the attitude towards remote work in primary and secondary teachers. Studies conducted on the topic of remote work are related to the topic of productivity (Giraldo & Tapasco, 2023); factors associated with psychosocial risks in this modality (Ordóñez-Hernández et al., 2022); incidence of telework in quality of life (Lubo, 2022); subjective experiences associated with remote work (Buitrago, 2023); analysis of remote work from the rights and gender approach (Ávila-Moreno & Sánchez Duque, 2021) indicating the need to focus more attention on the subject and especially on the education sector.

Consequently, and considering the growing increase of virtual programs at the level of higher education and placing, in addition, in the context of contemporary society that requires the implementation of learning processes-education aimed at promoting the skills of "learning to learn" throughout the life cycle (Sanabria, 2020), it is important to deepen the study of the factors associated with an efficient and satisfactory teaching performance in remote working mode, thus allowing a more accurate and defined profile for remote teaching. In this context, the present study aimed to identify the attitude towards remote work in a sample of university professors and its relationship with some sociodemographic variables, personality traits, and locus of control.

Considering analysis of previous studies on the subject, this study proposes the hypothesis that attitudes towards remote work in university teachers will be related to personality traits oriented to the ability of self-organization and responsibility and to the locus of internal control.

Methodology

Type of study

Quantitative approach study, descriptive-correlational level, cross-sectional design, ex post facto.

Participants

The study involved 324 university professors from some Colombian universities and some from Mexico and Panama, in total of 26 higher education institutions (Table 1). The sampling was done for convenience using the snowball technique, paving the call on social networks. The average age was M 42.5 (Dt. 10.4) distributed in the range between 23 and 78 years; 167 (51.5%) of the participants were female, 155 (47.8%) male and 2 (6%) non-binary. The majority of the participating teachers (N=234 (72.2%)) had a master's degree, followed by a doctorate (N=43 (13.3%)), specialization (N=30 (9.3%)), postdoctorate (N=11 (3.4%)) and, finally, undergraduate (N=6 (1.9%)). Regarding teaching experience, the majority were in the range between 6 and 15 years (N=151 (46.6%)), followed by the range between 1 and 5 years (N=70 (21.6)), continuing with the range between 16 and 25 years (N=61 (18.8%)) and, finally, the range of greatest experience between 26 and 46 years (N=42 (13 %)). In relation to the area of performance, the majority were social and human sciences (N=218 (67.3%)), followed by exact sciences (N=52 (16%)), law (N=30 (9.3%)) and administration and job security (N=24 (7.4%)). Most participants work as teachers at the undergraduate level (N=211 (65.1%)), followed by the master's level (N=58 (17.9%)), specialization (N=39 (12%)) and doctorate (N=16 (4.9%)).

Table 1. Instituciones educativas donde laboran los participantes del estudio.

	Frecuencia	Porcentaje
ANAHUAC, México	6	1,9%
Corporación Universitaria del Caribe, CECAR	20	6,2%
Corporación Universitaria Minuto de Dios	8	2,5%
Corporación Universitaria Remington	9	2,8%
Fundación Universitaria Claretiana	10	3,1%

Fundación Universitaria Tecnológico Comfenalco	1	,3%
Institución Universitaria de Envigado	73	22,5%
Instituto tecnológico Metropolitano, ITM	6	1,9%
Politécnico Grancolombiano	11	3,4%
Tecnológico de Antioquia	15	4,6%
UMECIT, Panamá.	7	2,2%
Universidad Autónoma de Baja California, México	9	2,8%
Universidad Católica Luis Amigó	22	6,8%
Universidad Cooperativa de Colombia	13	4,0%
Universidad de Antioquia	15	4,6%
Universidad de Pamplona	6	1,9%
Universidad del Magdalena	5	1,5%
Universidad del Sinú	8	2,5%
Universidad Iberoamericana, México	19	5,9%
Universidad La Gran Colombia	4	1,2%
Universidad Metropolitana de Barranquilla	25	7,7%
Universidad Nacional Autónoma de México	4	1,2%
Universidad Pedagógica Experimental Libertador	4	1,2%
Universidad Pedagógica Nacional	13	4,0%
Universidad Pontificia Bolivariana	5	1,5%
Universidad Simón Bolívar	6	1,9%
Total	324	100 %

Source: Authors' own creation.

Measure

For identify the attitude towards remote work, the scale developed by Armendariz-Nuñez et al. (2023) named *Quarantine Virtual Teaching Work Questionnaire*, was adapted to the university context. This scale is aimed at primary and secondary school teachers and evaluates 4 factors: work at home and organization; work at home and methodology; family, social and work environment; work at home and personal satisfaction.

The adapted questionnaire called *Attitude Questionnaire for Remote Work in Higher Education* has a Likert scale format with the range of responses between 1 (strongly disagree); 2 (disagree), 3 (neither agree nor disagree), 4 (agree) and 5 (in full agreement).

The questionnaire assesses the following dimensions: *Attitude towards the organization of remote work*, which refers to the ability of the organization of schedules, jobs, control of all possible types of interferences and distractions during working time; *Attitude to the methodological management of remote work*, which is oriented to investigate the ability to manage virtual media and the efficiency to carry out the usual functions of their work from the virtual; *Attitude towards family, work and social reconciliation in the form of remote work*, which aims to investigate the degree to which the person manages to combine his or her work functions in the form of remote work and the relationship with the family, relationship with co-workers and superiors; and, finally, the subscale of *Perception of personal satisfaction in the mode of remote work*, which refers to motivation, expectations and commitment to work performance, growth and personal freedom in the mode of remote work from home.

The questionnaire was submitted to the expert judgment (2) and Cohen's Kappa concordance index (Table 2) was calculated, indicating a good level of agreement between the judges.

Based on the observations made by the sworn experts regarding the wording of the items in the scale, the corresponding adjustment of the wording of the items was made. It was also applied in the pilot test (60 people), and the internal consistency coefficient of Alfa Cronbach was calculated, which was ,925 (Table 3).

Table 2. Kappa index for the measure of sufficiency, coherence, relevance and drafting clarity of the items of the Questionnaire for Remote Work in Higher Education.

Measure			Value	Sig. Approximate
Sufficiency measure	measure of agreement	Kappa	1,000	,000
	No of valid cases		18	
Measure of coherence	measure of agreement	Kappa	,890	,010
	No of valid cases		18	
Measure of relevance	measure of agreement	Kappa	,763	,000
	No of valid cases		18	
Measure of clarity of redaction	measure of agreement	Kappa	,906	,018
	No of valid cases		18	

Source: Authors' own creation.

Table 3. Alpha Cronbach of the Alpha Cronbach of the Questionnaire of the attitude towards remote work in education.

Alpha Cronbach	N of elements
,925	18

Source: Authors' own creation.

Likewise, the element-scale correlation was calculated to identify items that could be eliminated due to the low correlation. Only low correlation was identified for item 6, however, because its elimination did not improve the Alpha Cronbach of the scale, the decision was made to leave it, because its assessment by judges was reliable (Table 4).

Table 4. Total-element statisticians for the Total-element statisticians for the Questionnaire on the attitude to remote work in education.

Questions	Scale mean if item is removed	Scale variance if item is removed	Corrected item-total correlation	Cronbach's alpha if element is removed
Item 1	57,302	133,061	,615	,944
Item2	57,057	133,208	,653	,943
Item 3	57,094	134,279	,546	,945
Item 4	56,943	134,670	,616	,944
Item 5	56,811	140,848	,426	,946
Item 6	56,547	142,329	,371	,947
Item 7	56,660	138,036	,627	,944
Item 8	56,981	132,942	,568	,945
Item 9	57,774	129,255	,723	,942
Item 10	57,792	131,514	,649	,943
Item 11	57,340	136,806	,460	,946
Item 12	57,698	130,099	,746	,942
Item 13	57,208	126,898	,889	,939
Item 14	57,302	128,561	,823	,940
Item 15	57,698	132,099	,721	,942
Item 16	57,208	129,591	,722	,942

Item 17	57,038	131,268	,822	,941
Item 18	57,226	128,294	,776	,941

Source: Authors' own creation.

Finally took place the exploratory factor analysis which indicates the presence of 4 factors: 1 (attitude towards the organization of distance work); 2 (attitude towards the methodological management of distance work); 3 (attitude towards family, work and social reconciliation in the remote working mode) and 4 (perception of personal satisfaction in the remote working mode). In [Table 5](#), can be observed the factor loads corresponding to the scale items.

Table 5. Factor load distribution of scale items.

Items	1	2	3	4
I do not feel interference in carrying out my work responsibilities from home.	.739			
I consider that I make a good use of time, fulling all my tasks, and work functions from home.	.698			
I consider that I have a suitable and comfortable place for my work routine.	.657			
I can manage my work schedule responsibility and autonomously from home.	.689			
I handle technological means well enough to do my work virtually.		.578		
I can easily learn what I need to do my teaching job well from the virtual world.		.756		
I handle teaching methodology well for virtual learning students.		.736		
I consider that by teaching virtually I use more methodological strategies that facilitate better autonomous learning in students.		.723		
Working from home allows me to have more free time for my personal life.			.789	
It is easy to reconcile working from home and domestic, family, and social activities.			.752	
Working from home has allowed me to maintain a good relationship with my co-workers.			.754	
From home, it is easier to interact with students and coordinators.			.698	
Working at home meets my interests and needs.				.597
Working at home fits my expectations and aspirations.				.729
Working at home makes it easier for my merits to be fairly valued.				.682
Working at home stimulates my work commitment, since it allows me to work comfortably, and with greater motivation.				.766
Working at home gives me a feeling of freedom and makes me grow personally.				.593
Working at home allows me to develop better professional skills.				.649

Note: Extraction method: analysis of main components; Rotation method: Varimax with Kaiser normalization; The rotation has converged in 7 iterations.

Source: Authors' own creation.

The final version of the scale is presented in [Table 6](#).

Table 6. Subscales of the Questionnaire for Remote Work in Higher Education.

Dimensión	Descripción	Ítems
<i>Attitude towards the organization of remote work</i>	Schedules, jobs, types of interference	1. I do not feel interference in carrying out my work responsibilities from home. 2. I consider that I make a good use of time, fulling all my tasks, and work functions from home.

		3. I consider that I have a suitable and comfortable place for my work routine.
		4. I can manage my work schedule responsibility and autonomously from home.
<i>Attitude towards the methodological management of remote work</i>	Management of virtual media, the possibility of carrying out the functions	5. I handle technological means well enough to do my work virtually.
		6. I can easily learn what I need to do my teaching job well from the virtual world.
		7. I handle teaching methodology well for virtual learning students.
		8. I consider that by teaching virtually I use more methodological strategies that facilitate better autonomous learning in students.
<i>Attitude towards family, work, and social conciliation in the remote-working mode</i>	Family relationship, and relation with co-workers and coordinators	9. Working from home allows me to have more free time for my personal life.
		10. It is easy to reconcile working from home and domestic, family, and social activities.
		11. Working from home has allowed me to maintain a good relationship with my co-workers.
		12. From home, it is easier to interact with students and coordinators.
<i>Perception of personal satisfaction in the remote working mode</i>	Motivations, expectations, commitment, personal growth, freedom, and autonomy	13. Working at home meets my interests and needs.
		14. Working at home fits my expectations and aspirations.
		15. Working at home makes it easier for my merits to be fairly valued.
		16. Working at home stimulates my work commitment, since it allows me to work comfortably, and with greater motivation.
		17. Working at home gives me a feeling of freedom and makes me grow personally.
		18. Working at home allows me to develop better professional skills.

Source: Authors' own creation.

Mini-IPIP Scale. Evaluating the five personality traits, a short version of 20 items designed and validated by Donnellan et al. (2006) from the measurement of the International Model of Five Personality Item Set Factors of 50 items (Goldberg, 1999). The format of the instrument is the Likert scale with option of 5 answers (5= Very agree 4=Agree 3=Moderate 2=Disagree 1=Strongly disagree). Five subscales that evaluate: extraversion, affability, meticulousness, emotional stability, openness. Mini-IPIP scales with four items per trait of the Big Five have acceptable internal consistency ($> .60$). The authors report that the Mini-IPIP scales showed a comparable pattern of convergent, discriminant and criterion-related validity with other measurements of the Big Five, indicating that the mini-IPIP is a psychometrically acceptable and practically useful short measure of the Big Five personality factors.

Scale of locus of control. Originally designed by Burger (1986) and adapted and validated by Salazar Maslucan (2021) in the Peruvian population. The scale in Likert format consists of 10 items with choice of answer between Totally disagree (1); Disagree (2); Slightly disagree (3); Neither agree nor disagree (4); Slightly agree (5); Agree (6); Strongly agree (7). Validation results in the Peruvian population indicated moderate reliability of the overall scale ($\alpha = 0.59$) and the external sub-scale ($\alpha = 0.67$), and high level in the internal sub-scale ($\alpha = 0.91$).

Sociodemographic survey. This contains questions on gender, age, educational level, time of teaching work experience and educational level in which it works.

Procedure and ethical aspects

Technical, procedural, and ethical considerations were considered as established in Resolution 008430 of 1993 (MinSalud, 1993) and the psychologist's code of ethics, considering the present study without risk for the

participants. The university responsible for the study gave the approval of the Bioethical Committee for its respective realization. The instruments were applied online, performing the technique of snowball and social networking, requesting the respective informed consent for participating teachers. The questionnaire was designed in the Goole Forms, it took approximately 20 minutes to complete and included a telephone number where participants can contact researchers to resolve doubts. The questionnaire was implemented during the second academic semester of 2020.

Data analysis

Distribution analysis of variables indicated a nonparametric distribution in all variables of the study. Descriptive statistics were used to identify means and standard deviation of scores in the variables. For the intergroup analysis according to sociodemographic variables, the Mann-Whitney U statistic was used for two groups and Kruskal-Wallis for more than two groups. The Spearman statistic was used for the correlation between the variables.

The age variable of the participants was recorded in the qualitative variable with ranges of 1 (23-30 years), 2 (31-45 years), 3 (46-60 years) and 4 (61-78 years). This classification is based on the periodization of evolutionary ages during adulthood by¹Aguilera Hidalgo and Portuondo Barbón (2020).

The variable of years of teaching experience was also recorded in the qualitative variable with the ranges of 1 (1-5 years), 2 (6-15 years), 3 (16-25 years) and 4 (26-46 years). This classification is based on the periodization of professional life according to Super et al. (1996).²

SPSS software version 25 was used.

Results

Regarding the scores obtained in the constituent variables of the attitude to remote work in the study sample (Table 7), the variable of *Attitude to the organization of remote work* (M 4,2 (Sd. ,9) and *Attitude to the methodological management of remote work* (M 4,1 (Sd.,8) were placed at the high level, followed by *Perception of personal satisfaction in remote working mode* (M 3,4 (Sd.1) and the variable of *Attitude towards family, work and social reconciliation in the remote work modality* (M 3,3 (Sd. 1), which were placed at the upper middle level. At a general level, all variables were placed in the high middle range of responses, indicating a high average favorability attitude towards remote work in the total study sample.

Table 7. Descriptive statistics of the attitude to remote work in the study sample.

Variables	M (Sd)
Attitude towards the organization of remote work.	4,2 (,9)
Attitude to the methodological management of remote work	4,1 (,8)
Attitude towards family, work, and social conciliation in the remote working mode	3,3 (1)
Perception of personal satisfaction in remote working mode	3,4 (1)

Source: Authors' own creation.

Regarding control locus scores in the total study sample, was obtained an M score = 55.2 (Sd. 5.2), which was higher than the reference mean (M = 52), indicating the trend towards internal control locus in the population in the present study (Table 8).

¹ In this theoretical approach the following ages are considered: adolescence (12 - 18 years) youth (18 - 30 years), early adulthood (30-45 years), intermediate adulthood (45-60 years), senior person (60 years or more).

² 5-7 years of experience (when the worker is in the process of learning the profession and specific work to be performed/ vocational adaptation); 15 years (the worker has already reached a thorough and complete knowledge of his work/vocational maturity); 25 years (highest expertise in work performance/fruit picking).

Table 8. Descriptive statistics of the locus of control in the study sample.

Variable	M (Sd) ³
Total locus of control	55,2 (Dt 5,2)

Source: Authors' own creation.

In relation to personality traits at the general level of the study sample (Table 9), low mean scores were presented in the variable of emotional stability (M 2.8 (Sd. ,4) indicating the presence of certain difficulties in this aspect of personality, and the need for occupational psychosocial care to improve this area.

The variable that obtained the highest score was the openness (M 3,9 (Sd. ,5), followed by meticulousness (M 3,6 Sd. ,4), affability (M 3,5 (Sd. ,4) and extraversion (M 3,2 (Sd. ,5). All these variables were located at the middle level. The foregoing indicates relative deficiencies in some aspects such as, for example, in affability and openness, being these two personality traits of great relevance to the occupational profile of a teacher.

Table 9. Descriptive statistics of personality traits in the study sample.

Variables	M (Sd)	M (Sd) ⁴
Extraversion	16 (2,4)	3,2 (,5)
Affability	17,7 (1,8)	3,5 (,4)
Meticulousness	18,1 (1,9)	3,6(,4)
Emotional stability	14,2 (1,8)	2,8(,4)
Openness	19,5 (2,7)	3,9(,5)

Source: Authors' own creation.

The comparison of the variables according to gender (Table 10), was find the significant difference in the scores in *Attitude to family, work and social reconciliation in the modality of remote work* ($p=,048$) and in the *Perception of personal satisfaction in the form of remote work* ($p=,037$) in favor of women.

In terms of personality traits, differences were found in affability ($p=,004$) and openness ($p=,016$) equally in favor of the female gender.

Table 10. Comparison of study variable values by gender.

Variables	Female Me (Ir)	Male Me (Ir)	U of Mann-Whitney	P
Attitude towards the organization of remote work	4,2 (1,3)	4,2 (1,3)	2751,500	,613
Attitude to the methodological management of remote work	4 (1,3)	4 (1,3)	2866,500	,942
Attitude towards family, work, and social reconciliation in the form of remote work	3,5 (1,6)	3,2 (1,4)	2685,500	,048*
Perception of personal satisfaction in remote working mode	3,6 (1,7)	3,3 (1,7)	2820,000	,037*
Total locus of control	55 (6)	56 (7)	2494,000	,148
Extraversion	16 (4)	16(2)	2847,000	,885
Affability	18(2)	16 (2)	2109,500	,004*
Meticulosity	18(3)	18(2)	2632,500	,344

³ For the evaluation of the locus of control the score of 52 indicated as average by the test reference data is taken as a reference, the scales under the percentile model in the Peruvian reference population are distributed: 33 to 35 = very low level, 37 to 38 = low level, 40 to 41 = average level, 42 to 44 = high level, 46 to 48 = very high level.

⁴ The score is according to the response range considering 1 to 2 low, 2 to 3 medium low, 3 to 4 medium high and 4 to 5 high.

Emotional stability	14 (3)	14 (3)	2398,500	,069
Openness	20(4)	18(4)	2236,000	,016*

* p<0.05.

Source: Authors' own creation.

The comparison of the variables according to the age of the participants ([Table 11](#)) indicated the difference in the variable of *Attitude against the organization of remote work* ($p=,035$), presenting lower scores in the older groups.

The variable of *Attitude to the methodological management of remote work* ($p=,028$) presented lower scores in the age groups of 61 to 78 years (Me 3,7(Ri ,8), followed by 23-30 years (Me 4 (Ri 1,3), being higher scores in the ages of 31 to 45 years (Me 4,2 (Ri 1,3) and from 46 to 60 years (Me 4,3 (Ri 1,4).

The variable of *Perception of personal satisfaction in the mode of remote work* ($p=,022$) presented the same pattern of scores, the age groups 46 to 60 years (Me 3.8 (Ri 1.5) and 31 to 45 years (Me 3.7 (Ri 1.5) display higher scores than the groups 23 to 30 years (Me 3,2 (Ri 1,5) and 61 to 78 years (Me 3 (Ri 1,4).

Table 11. Comparison of study variable values by age.

Variables	23-30 years Me (Irr)	31-45 years Me (Irr)	46-60 years Me (Irr)	61-78 years Me (Irr)	chi-square	P
Attitude towards the organization of remote work	4,4 (1,5)	4,5 (1,3)	4 (1,8)	3,8 (1,2)	8,425	,035*
Attitude to the methodological management of remote work	4 (1,3)	4,2 (1,3)	4,3 (1,4)	3,7(,8)	7,487	,028*
Attitude towards family, work, and social reconciliation in the form of remote work	3,2 (1,5)	3,5 (1,3)	3,2 (2)	3,3 (1,5)	4,231	,238
Perception of personal satisfaction in remote working mode	3, 2 (1,5)	3,7(1,5)	3,8 (1,5)	3 (1,4)	9,629	,022*
Total locus of control	56 (10)	56 (7)	54 (7)	57 (6)	5,511	,138
Extraversion	16 (2)	16 (3)	16 (3)	15 (3)	4,993	,172
Affability	17 (5)	18 (2)	18 (2)	17 (3)	3,525	,317
Meticulosity	19 (4)	18 (2)	18 (3)	18,5 (3)	4,658	,199
Emotional stability	15 (4)	14 (3)	14 (3)	14,5 (3)	2,139	,544
Openness	20 (3)	19 (5)	20 (3)	19,5 (5)	1,569	,666

* p<0.05

Source: Authors' own creation.

The comparison of the variables according to the time of teaching experience ([Table 12](#)) presented a statistically significant difference for the variables of *Attitude to the organization of remote work* ($p=,025$), *Attitude to the methodological management of remote work* ($p=,000$) and *Perception of personal satisfaction in the mode of remote work* ($p=,003$), indicating higher scores in groups with experience of 6 to 15 years and 16 to 25 years. The groups with experience of 1 to 5 years and 26 to 46 years showed lower scores.

The comparison of study variables according to the educational level of the participants ([Table 13](#)) exposed a statistically significant difference in *Attitude to the organization of remote work* ($p=,011$), *Attitude to the methodological management of remote work* ($p=,005$) and *Perception of personal satisfaction in the mode of remote work* ($p=,009$), showing the trend towards higher scores in participants with higher educational levels. Likewise, was presented the significant difference in the control locus variable ($p=,038$), indicating the trend towards a greater internal control locus in participants with higher educational levels.

Table 12. Comparison of study variable values by years of work experience.

Variables	1-5 years Me (I _r)	6-15 years Me (I _r)	16-25 years Me (I _r)	26-46 years Me (I _r)	chi-square	P
Attitude towards the organization of remote work	4 (1,9)	4,2 (1,1)	4,6 (2)	4 (1)	9,324	,025*
Attitude to the methodological management of remote work	3,8 (1,3)	4,3 (1,3)	4,5 (1,3)	4 (1)	22,614	,000*
Attitude towards family, work, and social reconciliation in the form of remote work	3,2 (,9)	3,4 (1,5)	2,9 (,9)	3,3 (1,4)	4,239	,117
Perception of personal satisfaction in remote working mode	3,2 (1,4)	3,6 (1,5)	3,9 (1,3)	3 (1)	13,928	,003*
Total locus of control	56,5 (7)	56 (1)	54 (6)	56,7 (7)	7,624	,154
Extraversion	17 (4)	15 (4)	16 (4)	16 (3)	5,044	,169
Affability	17 (3)	18 (2)	18 (1)	17 (3)	5,023	,170
Meticulosity	18,5 (4)	18 (2)	18 (3)	19 (3)	3,143	,370
Emotional stability	15 (3)	14 (3)	13 (3)	14 (3)	2,997	,392
Openness	19,5 (4)	20 (5)	19 (2)	20 (4)	2,034	,565

* p<0.05.

Source: Authors' own creation.

Table 13. Comparison of values of study variables according to the educational level of the participant.

Variables	Bachelor degree Me (I _r)	Especialization degree Me (I _r)	Master degree Me (I _r)	PhD Me (I _r)	Postdoc Me (I _r)	chi-square	P
Attitude towards the organization of remote work	3,7 (2)	4 (2,4)	4,2 (1,3)	4,7(,8)	4,5 (1,1)	8,524	,011*
Attitude to the methodological management of remote work	3,8 (1,4)	4 (,9)	4 (1,3)	4,6 (1)	4,4 (1,8)	14,746	,005*
Attitude towards family, work, and social reconciliation in the form of remote work	3,2 (1,8)	3, 5 (1,5)	3,5 (1,5)	3,7 (1,3)	3,3 (1,9)	7,887	,092
Perception of personal satisfaction in remote working mode	3,3 (1,8)	3, 2 (1,3)	3,3 (1,7)	4 (1,3)	3,9 (,8)	11,569	,009*
Total locus of control	52 (11)	55 (5)	56,5 (7)	57 (8)	57 (7)	4,195	,038*
Extraversion	17 (6)	15,5 (4)	16 (2)	16,5 (4)	17 (4)	,473	,976
Affability	17 (4)	17,5 (2)	18 (2)	18 (2)	19 (6)	1,981	,739
Meticulosity	18 (3)	18 (4)	18 (3)	18,5 (3)	19 (3)	1,660	,798
Emotional stability	15 (7)	14,5 (2)	14 (3)	13 (2)	13 (3)	6,459	,167
Openness	20 (2)	19 (3)	20 (4)	20 (6)	20 (7)	4,397	,355

* p<0.05

Source: Authors' own creation.

The comparison of variables according to the educational level where performed the participants of the study (Table 14) presented a statistically significant difference in *Attitude to the methodological management of remote work* (p=,036) and the *Perception of personal satisfaction in the mode of remote work* (p=,047), showing a tendency towards higher scores in the higher educational levels.

Table 14. Comparison of values of study variables according to the educational level where performed the participants.

Variables	Bachelor Me (I _r)	Especialization Me (I _r)	Master Me (I _r)	Doctorate Me (I _r)	Chi cuadrado	P
Attitude towards the organization of remote work	4,3 (1,3)	4,2 (1)	4,5 (1,8)	4,5(,9)	2,235	,525
Attitude to the methodological management of remote work	4 (1,3)	4 (1,5)	4 (1,2)	4,7 (1,1)	8,037	,036*
Attitude towards family, work, and social reconciliation in the form of remote work	3,5 (1,3)	3,2 (1,9)	3,3 (2,2,)	3,5 (1,4)	2,407	,492
Perception of personal satisfaction in remote working mode	3,3 (1,7)	3,2 (2)	3,7(2)	4,1 (,18)	6,113	,047*
Total locus of control	55 (7)	56,5 (6)	54 (9)	59,5 (8)	5,718	,126
Extraversion	16 (4)	16,5(6)	16 (4)	16 (6)	,447	,930
Affability	18 (2)	18 (2)	18 (3)	17 (3)	,346	,951
Meticulosity	18 (3)	18 (4)	18 (2)	19 (2)	2,077	,557
Emotional stability	14 (3)	13,5 (3)	14 (3)	12 (3)	2,702	,334
Openness	20 (4)	19,5 (4)	20 (3)	22 (5)	2,708	,439

* p<0.05

Source: Authors' own creation.

The correlation between the attitude to remote work in university teachers and the *control locus* variable (Table 15) indicated a positive correlation with the *Attitude to the organization of remote work* ($r=,197/p=,016$), *Attitude to the methodological management of remote work* ($r=,171/p=,035$) and *Perception of personal satisfaction in the mode of remote work* ($r=,556/p=,048$).

As for personality traits (Table 14), the variable of *Attitude to the organization of remote work* presented a positive correlation with *meticulousness* ($r=,247/p=,002$) and *openness* ($r=,243/p=,002$). Also, was identified a positive correlation between *Attitude to the methodological management of remote work* and *extraversion* ($r=,207/p=,010$); *affability* ($r=,240/p=,003$), *meticulousness* ($r=,339/p=,000$) and *openness* ($r=,341/p=,000$).

The variable of *Attitude to family, work, and social reconciliation in the modality of remote work* presented positive correlation with the traits of *emotional stability* ($r=-,363/p=,023$) and *openness* ($r=,179/p=,027$).

And finally, the variable of *Perception of personal satisfaction in the mode of remote work* presented positive correlation with the traits of *emotional stability* ($r=-,378/p=,018$) and *openness* ($r=,153/p=,029$).

Table 15. Correlation between attitude to remote work and personality traits and locus of control.

	Attitude towards the organization of remote work	Attitude to the methodological management of remote work	Attitude towards family, work, and social reconciliation in the form of remote work	Perception of personal satisfaction in remote working mode
Total locus of control	$r=,197^*/p=,016$	$r=,171^*/p=,035$	$r=,076/p=,353$	$r=,556^*/p=,048$
Extraversion	$r=,135/p=,097$	$r=,207^*/p=,010$	$r=,050/p=,542$	$r=,034/p=,677$
Affability	$r=,108/p=,183$	$r=,240^{**}/p=,003$	$r=,051/p=,532$	$r=,055/p=,498$
Meticulosity	$r=,247^{**}/p=,002$	$r=,339^{**}/p=,000$	$r=,119/p=,142$	$r=,109/p=,178$
Emotional stability	$r=,145/p=,074$	$r=,113/p=,116$	$r=-,363^*/p=,023$	$r=-,378^*/p=,018$
Openness	$r=,243^{**}/p=,002$	$r=,341^{**}/p=,000$	$r=,179^*/p=,027$	$r=,153^*/p=,029$

*p< 0.05.

** p< 0.01.

Source: Authors' own creation.

Discussion

At the general level, attitude of favorability towards remote work was evident. The participating teachers showed greater positive evaluations regarding the general organization, and methodological management of remote work, followed by personal satisfaction in this type of work.

The aspect that indicated the presence of greater difficulties was the family, work, and social reconciliation in the form of remote work. Silvestre et al. (2023) indicate that remote work in teachers in pandemic represented the increase in working hours and decrease in free time. In this respect it is relevant to consider the ability to organize the work process, as well as to manage different aspects derived from work that may interfere with family life, teachers' staff and society are essential in reconciling these dimensions without affecting any.

Regarding the gender variable, it was observed that female teachers displayed a more positive attitude in family, work, and social reconciliation and in personal satisfaction in the form of remote work. Other studies also indicate that women express a high valuation of remote work considering that it brings benefits and improvements in the quality of life (Bittencourt et al., 2022). Fernández-Lozano (2023) also stress that conflict between work and family life is a more frequent phenomenon for women due to the need to combine the fulfillment of their work responsibilities with the care of children, home care, other family members, among others (Moreno et al., 2015). In this respect, the positive attitude expressed by women towards the modality of remote work could, due to the fact of this modality, allow them to manage their time more flexibly and meet their work commitments to that for family members. In this regard, some studies indicate that working from home may be a gain in coping resources for women to reconcile both family and work dimensions, which grants them to feel more satisfied also in their work (Bernhardt et al., 2023; García-Salirrosas et al., 2023), as observed in the results of the present study. However, studies can also be found, especially during the pandemic, which indicate that remote work during this period of social isolation had a negative impact on the reconciliation between work, and family life in women (Adisa et al., 2021). It is necessary to continue studies along these lines to deepen the understanding of the situation of remote work in the case of women, specifically, in order to contribute to the work well-being of women.

The variable age presented positive association with the attitude towards remote work. In this respect, teachers in the age range between 31 and 60 years, who presented better attitude in the aspects of remote work organization, methodological management, and greater personal satisfaction in this work mode. This can be explained by the teaching experience factor because the results presented the relationship between the experience ranges between 6 to 15 years and 16 to 25 years with the same three variables: attitude towards the organization and methodological management of remote work and perception of personal satisfaction, with the ranges of 1 to 5 years and 26 to 46 years showing the lowest scores.

This indicates that the factor of teaching experience is key when dealing with the mode of remote work in education. In this respect it is important to highlight that virtuality-mediated teaching not only requires the management and knowledge of technology that younger teachers could have, but also requires specific methodological knowledge and teaching expertise that is only acquired with experience, which, in addition to technological learning, permits a better development in remote working mode. This allows us to understand what was evidenced in the results of the present study, where it was observed that teachers of lower age and lower experience exposed less positive attitude towards remote work, despite having greater skill in the management of technological and virtual media. Similarly, teachers of greater age range and experience also showed a lower willingness to work remotely, which could be due, on the one hand, to a greater difficulty in learning how to use technological and virtual media, as, also, a lesser openness towards new ways of teaching, due to a long career in traditional face-to-face teaching. In this respect, a combination of experience and openness towards learning innovative methodologies associated with technological advances in virtuality allows teachers to have greater adaptability, efficiency, and personal satisfaction in the mode of remote work.

Other studies also indicate that the older age of teachers is negatively related to their attitude towards remote

work (Kalo et al., 2023).

Regarding the educational level of the teachers participating in the study, it was observed that the higher the educational level, the more positive attitude was towards remote work, data that were also highlighted in other studies (Başol & Çömlekçi, 2021). This could be related to the fact that a higher level of education also represents the management of greater methodological and pedagogical resources, thus providing greater expertise in organizing and guiding remote work in teachers. In this regard, studies indicate that the level of preparation and training of teachers occupies an important place in the labor engagement of docents (Sudibjo & Riantini, 2023), work competence related to their respective academic preparation being a significant factor that positively affects their commitment and work performance (Yang & Chang, 2023). However, studies also indicate that if the workload increases with the remote work, the positive disposition of teachers with higher educational level also decreases (Başol & Çömlekçi, 2021).

Finally, the results exposed that teachers working at higher educational levels such as master's and doctorate present a more positive attitude regarding the methodological management of remote work and the perception of personal satisfaction in this modality. This finding could be related to the fact that teaching methodologies that are started at the postgraduate level, for example, in masters, and doctorates, are more flexible and self-directed, with a greater role and responsibility on the part of the student. This allows the teacher to have a wide range of methodological possibilities and greater flexibility and freedom when organizing his work methodology, which lends itself more to a remote modality. Likewise, this allows the teacher to feel more comfortable and satisfied with the results of their teaching in this situation than in the undergraduate conditions, where teaching is more directive, and students are more dependent and less proactive.

In relation to the control locus variable, there was a general trend in the sample towards an internal control locus. This can be interpreted as a positive aspect because people with this tendency assume greater responsibility, tend to be less influenced by the opinions of others, and perform better at tasks when they are allowed to work at their own pace, have a strong sense of self-efficacy, feel confident in the face of challenges, among others.

This represents indispensable characteristics for the working conditions of teachers. In this respect, studies also indicate that the locus of internal control is related to the self-efficacy of teachers, which also allows contributing to improve self-esteem, motivation, and the realization of the hidden potential of students (Achhnani & Amareliya, 2020; Mehta & Gupta, 2021; Venema-Steen et al., 2023).

In addition, it is a behavioral cognitive trait of the personality that contributes significantly to efficiency in work performance both in general, and in the modality of remote work in particular (Anwar et al., 2020; Padmanabhan, 2021; Simmers & McMurray, 2022).

In this regard, the results of the study indicated that internal control locus were associated with a greater positive attitude towards the organization and methodological management of remote work and, also, with a better perception of personal satisfaction compared to teaching work in this modality, indicating that teachers with a greater locus of internal control present a greater favorability compared to remote work and greater job satisfaction in this modality.

Additionally, the locus of control was not associated in the present study with gender, but with the educational level of the participants, presenting a greater locus of internal control in the participants with higher educational levels. In this respect, studies exhibit that the locus of internal control is positively related to academic performance and negatively to academic dropout, which contributes to academic success (Morelli et al., 2023; Suraj et al., 2023).

In relation to personality traits in the study participants, the presence of certain difficulties in emotional stability

was identified. Here it is important to highlight that this cognitive feature-is of great relevance to the performance in the profession of a teacher because it requires a balanced and proper handling of emotions to face many complicated and challenging situations that are represented in the relationship with students. It is indispensable that a teacher in his performance in the classroom shows calm, do not lose his temper, be patient and relate and appear before others as a moderate.

In this respect it could be assumed that the deficiencies identified in the study sample may be due to precisely this same challenging aspect of teaching work being this highly stressful and demanding for the emotional dimension (Li, 2023; Pozo-Rico et al., 2023). This raises the need for psychosocial monitoring and care in teachers' mental health, this profession being very prone to develop difficulties such as Burnout syndrome.

On the other hand, the highest score was observed in the opening variable, indicating that at the general level the participants had the ability to accept new ways of thinking, broad interests, and taste for learning, are very relevant and important traits for a university teacher. Likewise, the characteristics of meticulousness, affability and extraversion were placed at the satisfactory level, allowing us to visualize that at the general level the participating teachers have an adequate occupational profile.

Regarding the difference in personality traits according to gender, the study sample identified higher scores in affability and openness in favor of the female gender. In this respect, other studies also highlight that there is a gender difference in personality traits. Gupta (2021) found greater extroversion, affability and awareness in the female gender and greater neuroticism and openness in men from the sample of his study. On the other hand, Del Giudice (2015) indicates that women obtain higher scores in affability and neuroticism, meticulousness, and extraversion. Cross-cultural studies of differences in personality traits between genders indicate that these differences are subject to cultural contexts over all types of culture (individualistic or collectivist) and the degree of gender equality present in cultural social practices (Kuśnierz et al., 2020).

The present study confirms the hypothesis about the relationship between personality traits and actuality towards remote work.

Regarding the relationship between personality traits and attitude towards remote work in the sample of university professors in the present study, it was found that greater thoroughness and openness relate to a greater positive attitude towards the organization of remote work. In this sense, the characteristic of meticulousness, after the IQ, is considered one of the best indicators of outstanding results that a person can achieve in destiny changes of his life (Soldz & Vaillant, 1999; Ali et al., 2024).

The ability to fulfill their plans to the letter, to control their impulses and to perpetuate the wisdom of their decisions for the long term, allows in case of remote work better organization and success. Likewise, in an opening feature that allows for a good imagination and insight, broad interests in learning and an open mind for new perspectives, allows better adaptation to new conditions and requirements of remote work, learning new ways of working and relating.

As for a greater positive attitude towards the methodological management of remote work, the traits of extraversion, affability, meticulousness, and openness appear as important. Here, in addition to the two traits described above, extraversion and affability emerge as important. It is understandable, because the management of interpersonal relationships with students through virtual means requires a greater ability to interact, capture and maintain attention, encourage participation, encourage interest in topics, among others, being these aspects more difficult to achieve than in the classroom (Mathera & Sarkans, 2018; Sun et al., 2018). The virtual methodology implies greater demands in terms of the ability of self-organization and avoidance of distractions on the part of the student, and in this situation the teaching performance is key, since it helps the student to concentrate and achieve a greater participation and, thus, more learning. (Dwedat, 2022; Zhang & Zhang, 2024).

Apparently, as the results of this study suggest, teachers who have the traits of extraversion personality and affability feel more comfortable and comfortable with remote teaching methodologies. In addition, the meticulousness and openness allow them to meet greater demands of learning new and innovative ways of teaching that requires in this case the virtual teaching methodology.

In turn, the positive attitude towards family, work, and social reconciliation in the form of remote work was related to the traits of emotional stability and openness. In this sense, it is observed that the characteristic of emotional stability emerges as an important trait to be able to handle different situations of interference between different areas of life that can arise in remote working conditions, preserving the calm, with patience, without losing emotional control and moderately relating to others (Oh et al., 2024; Oriarewo et al., 2018).

And openness, in turn, allows us to find new ways of doing things, creative ways of adapting and solving and reconciling problems that may arise during this complex process of reconciling work and family life, without affecting either dimension of life (de Matos Fernandes et al., 2024; Sörman et al., 2024).

It is also very significant that these two traits of emotional stability and openness were related to a greater positive perception regarding personal satisfaction in the mode of remote work, suggesting that these characteristics are key to the subjective well-being of teachers in teaching performance conditions through virtuality methodologies (Rodrigues et al., 2024).

Conclusions

As conclusions, it was evident in the present study that the teachers participating in the sample presented a satisfactory and favorable attitude towards remote work, standing out for valuing their ability to manage time effectively, fulfill their work responsibilities, and learn the technological tools available. In addition, they have estimated their skills to organize working hours autonomously and effectively, valuing their management of digital methodologies for virtual teaching.

Gender differences reveal that women experience easier family reconciliation and greater job satisfaction, possibly due to the flexibility offered by remote work. In addition, they have higher levels of affability and openness in personality traits compared to men. Age is related to the attitude towards remote work, with the extremes of age (the youngest and oldest) showing less willingness, the ages of 31 to 60 are those who present with the most favorable attitude towards the organization of remote work and the perception of personal satisfaction. This finding relates to the factor of work experience indicating that both novice and experienced teachers face challenges in remote work, because an efficient performance in this modality requires the combination of both elements both familiarity with technologies and teaching expertise.

Teachers with higher educational levels demonstrate more favorable attitudes towards the organization and methodology of remote work, as well as greater personal satisfaction, highlighting flexibility and adaptability to new evaluation methods, also tend towards a locus of internal control.

Participants working at higher educational levels show more positive attitudes towards remote working methodology and greater personal satisfaction.

The results of the study indicate that the locus of control represents an important factor for the attitude towards remote work in the sample of participating university teachers, indicating that internal control locus allows a better positive attitude towards the organization and methodological management of remote work and a better perception of personal satisfaction compared to teaching work in the remote mode.

Personality traits of openness, thoroughness and emotional stability were most notable for achieving better performance and a positive attitude towards remote work.

In summary, this study contributes to the understanding of various aspects related to the adaptation of teachers

to remote work, identifying areas of strength, challenges, and possible intervention points to improve work experience in this modality. These findings can be instrumental in informing support strategies and professional development for teachers in virtual environments.

Considering the methodological limitations of this study in terms of sample selection, and in order to improve the validity of results obtained, it is recommended to expand the samples of teachers, achieving numerical equivalence between the groups corresponding to different sociodemographic variables, by carrying out random and stratified sampling in order to achieve representativeness of the sample for the populations studied. It is also recommended to use mixed research designs in order to combine quantitative and qualitative information, to have a broader and deeper picture in terms of teachers' attitudes towards distance work in education.

Conflict of interest

The authors of the article declare not to have any conflict of interest of a labor, contractual or ethical nature in the realization of the study and article presented.

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