Global Journal of Arts Humanity and Social Sciences
ISSN: 2583-2034

GSAR PUBLISHERS
GLOBAL SCIENTIFIC AND ACADEMIC RESEARCH

OPEN ACCESS

Global Journal of Arts Humanity and Social Sciences
ISSN: 2583-2034
Abbreviated key title: Glob.J.Arts.Humanit.Soc.Sci
Frequency: Monthly
Published By GSAR Publishers
Journal Homepage Link: https://gsarpublishers.com/journal-gjahss-home/

Volume - 4 | Issue - 8 | August 2024 | Total pages 603-607 | DOI: 10.5281/zenodo.13374286

"The Impact of Remote Work on Staff Productivity, Engagement, and Well-being at a Bangkok School: A Case Study of the Finn School of Business and Tourism"

BY

Prinn Sukriket

Chakrabongse Bhuvanarth International Institute for Interdisciplinary Studies, Rajamangala University of Technology Tawan-ok Chakrabongse Bhuwanat, Thailand

Article History
Received: 17- 08- 2024
Accepted: 24- 08- 2024
Published: 26- 08- 2024
Corresponding author
Prinn Sukriket

Abstract

This study investigates the impact of remote work dynamics on staff productivity, engagement, and well-being within the Finn School of Business and Tourism in Bangkok, Thailand. Amidst the global shift towards remote work, educational institutions face unique challenges and opportunities. This research adopts a mixed-methods approach, utilizing both quantitative and qualitative data from a diverse cross-section of the school's staff. The findings reveal moderate satisfaction with remote work policies and technological tools, yet highlight a nuanced impact on productivity and engagement, with significant challenges in work-life balance. Despite the reliance on technological tools for operational continuity, their effectiveness in replicating in-person interactions and fostering deep engagement remains limited. The study underscores the critical need for clear, supportive remote work policies and balanced approaches to manage work-life integration in remote settings. Recommendations are proposed for enhancing remote work practices, focusing on policy refinement, technological advancement, and strategic engagement initiatives to support staff well-being and productivity. This research contributes to the discourse on remote work in education, offering insights and practical recommendations for institutions navigating similar transitions.

Keywords: Remote Work, Staff Productivity, Engagement, Well-being, Educational Institutions, Technological Tools, Work-Life Balance

Abbreviations: RW: Remote Work, SP: Staff Productivity, E: Engagement, WB: Well-being, TT: Technological Tools, WLB: Work-Life Balance

1. Introduction

The shift towards remote work has become a defining feature of the modern work environment, profoundly impacting organizational operations and employee welfare across various sectors. This transformation is especially pronounced in the educational sector, where remote work arrangements have significantly altered traditional operational models. The Finn School of Business and Tourism in Bangkok, Thailand, provides a compelling case study to examine these shifts' effects on staff productivity, engagement, and well-being. This research aims to dissect the complex relationship between remote work policies, technological tools, and staff work-life balance, with the goal of crafting an effective framework for remote work implementation.

As remote work becomes increasingly prevalent in education, institutions like the Finn School of Business and Tourism are navigating uncharted waters. This study seeks to understand how the transition to remote work has transformed the professional experiences of its staff, focusing on the nuanced interplay of remote work policies, technology, and personal well-being. The core hypothesis driving this research posits that the transition to remote work significantly redefines staff productivity, engagement, and well-being, necessitating an in-depth analysis to guide the development of a robust remote work framework.

Thesis Statement:

The transition to remote work at the Finn School of Business and Tourism has significantly reshaped staff productivity, engagement, and well-being. This change calls for a comprehensive examination of remote work policies, technological tools, and work-life balance to establish an effective remote work strategy.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

Research Question:
How do remote work policies and technological tools affect the productivity, engagement, and well-being of the staff at the Finn School of Business and Tourism?

Research Objectives:
To examine the effectiveness of remote work policies in sustaining or improving staff productivity at the Finn School of Business and Tourism.

To evaluate the impact of technological tools on facilitating staff's educational and administrative tasks in a remote setting.

To compare staff engagement levels in remote work environments with traditional in-person settings, focusing on interactions with students and engagement with teaching materials.

To identify and address communication challenges encountered by staff in remote settings, exploring strategies for overcoming these obstacles.

To assess the effects of remote work on staff work-life balance, including any changes in well-being since the shift to remote operations.

To offer evidence-based recommendations to enhance remote work policies, technological integration, communication methods, and overall staff well-being at the institution.

This study aims to provide a comprehensive exploration of remote work dynamics within a specific educational context. By centering on the Finn School of Business and Tourism, it endeavors to contribute meaningful insights to the broader conversation on remote work in the educational sector, laying the groundwork for strategic decision-making and policy formulation in similar settings.

2. Literature Review

2.1 Significance of Remote Work Research in Education

The advent of remote work has revolutionized the educational sector, a domain traditionally dependent on face-to-face interactions. This transition, accelerated by global shifts towards digitalization, presents both challenges and opportunities for educational institutions. The following literature review examines the burgeoning field of remote work within education, emphasizing its influence on policies, technological tools, productivity, engagement, communication, and work-life balance.

2.2 Introduction to Main Themes

Remote Work Policies: The foundation of successful remote work lies in comprehensive policies, which establish clear expectations, performance standards, and a conducive work culture for remote education (Gajendran & Harrison, .(2007

Technological Tools: Technology plays a crucial role in enabling remote education, bridging gaps through platforms like Zoom, Microsoft Teams, and Google Classroom (Martin & Bolliger, .(2018

Productivity and Engagement: Investigating the effects of remote work on staff productivity and engagement is vital for understanding its broader implications (Bailey & Kurland, .(2002

Communication: Effective communication is paramount in remote settings to foster collaboration and a sense of community among educators and students (Allen et al., .(2015

Work-Life Balance: The impact of remote work on educators' work-life balance, with its potential benefits and pitfalls, is an area of growing interest (Nakrosiene et al., .(2019

2.3 Remote Work Policies and Technological Tools

A. Synthesis of Key Findings on Remote Work Policies in Education

Gajendran and Harrison ((2007highlight that well-crafted remote work policies can significantly enhance employee satisfaction and productivity, though the effectiveness of these policies can vary across different educational contexts.

B. Overview of Commonly Used Technological Tools for Remote Teaching and Administration

Martin and Bolliger ((2018emphasize the critical role of digital platforms in ensuring the seamless continuation of educational processes, underscoring the necessity of integrating reliable technological tools in remote education.

2.4 Productivity and Engagement in Remote Settings

A. Discussion of Remote Work's Impact on Productivity and Engagement

The research by Bailey and Kurland ((2002presents a nuanced view of how remote work influences productivity and engagement, suggesting variability based on individual circumstances and job nature.

B. Review of Methods to Measure and Enhance Both in a Remote Educational Context

Golden and Gajendran ((2019propose various methods to evaluate and boost productivity and engagement, highlighting the importance of job design and the autonomy of educational staff.

2.5 Communication and Work-Life Balance

A. Summary of Literature on Communication Challenges and Strategies in Remote Work

Allen et al. ((2015discuss the intricacies of maintaining effective communication in remote settings, advocating for proactive strategies to overcome these challenges.

B. Insight into Remote Work's Implications for Educators' Work-Life Balance

Nakrosiene et al. ((2019explore the dual-edged nature of remote work on work-life balance, noting both its flexibility benefits and the risk of blurred personal-professional boundaries.

2.6 Conclusion of Literature Review

A. Recapitulation of the Most Pertinent Findings

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

This literature review illuminates the complex dynamics of remote work in education, underscoring the critical need for well-designed policies, robust technological support, and effective strategies to optimize productivity, engagement, and work-life balance.

B. Identification of Research Gaps Addressed by This Study

Despite existing insights, there is a marked scarcity of context-specific research within smaller educational settings like the Finn School of Business and Tourism. This study seeks to bridge this gap, offering targeted recommendations that can inform policy and practice in similar educational environments.

3. Methodology

This study employs a mixed-methods research design to thoroughly explore the remote work dynamics at the Finn School of Business and Tourism, aiming to understand the multifaceted impacts of remote work policies and technological tools on staff productivity, engagement, and well-being. By integrating both quantitative and qualitative data from a representative sample of the school's staff, this approach enables a comprehensive analysis of the remote work environment within the institution.

3.1 Quantitative Component:

The core of the quantitative analysis is a structured questionnaire developed to collect data on several key aspects of remote work. The questionnaire is designed to gauge the clarity and support provided by remote work policies, the usage and effectiveness of technological tools, variations in productivity levels, engagement metrics, and overall well-being changes following the shift to remote work. This instrument allows for the systematic collection of data that can be quantitatively analyzed to identify trends and patterns.

3.2 Qualitative Component:

Embedded within the same questionnaire, open-ended questions aim to gather qualitative insights into the staff's personal experiences and perceptions of remote work. These responses will provide depth to the understanding of how remote work has affected the staff, offering nuanced perspectives that go beyond what can be captured through quantitative measures alone.

3.3 Participants:

The study targets a sample of 30 staff members from the Finn School of Business and Tourism, encompassing a diverse range of roles including administrative, academic, and support personnel. This diversity ensures a broad perspective on the remote work experience within the institution, capturing the various ways in which different roles are impacted by remote work arrangements.

3.4 Research Design:

A mixed-methods approach facilitates both the breadth of understanding afforded by quantitative analysis and the depth provided by qualitative insights. Data collection will be conducted via the aforementioned questionnaire, addressing components such as remote work policy clarity, technological tool effectiveness, productivity shifts, engagement levels, and well-being impacts.

3.5 Predictive Variables:

Remote Work Policies: The study will examine the clarity, communication, and supportiveness of remote work policies as key predictors of outcomes, drawing on existing research that highlights the importance of well-structured policies in successful remote work environments.

Technological Tools: The regular use, reliability, and user-friendliness of technological tools supplied by the school will be assessed for their role in facilitating remote work, reflecting literature that underscores technology's critical function in remote education settings.

3.6 Outcomes:

Productivity: The study measures changes in staff productivity since the shift to remote work, identifying factors that contribute to these changes.

Engagement: Engagement levels with students and colleagues in the remote work context will be evaluated, along with practices that have been effective in sustaining engagement.

Well-being: Overall well-being and its impact on work-life balance since transitioning to remote work will be assessed.

3.7 Statistical Analysis:

Correlational analyses will be conducted to explore relationships between predictive variables (remote work policies and technological tools) and outcomes (productivity, engagement, well-being). Regression analyses will further identify the predictive power of these variables on the measured outcomes, providing a statistical basis for conclusions drawn from the study.

4. Information, Finding, and Discussion

This study delves into the complex interplay between remote work policies, technological tools, and their effects on staff productivity, engagement, and well-being at the Finn School of Business and Tourism. By investigating these dynamics, the research seeks to offer a nuanced understanding necessary for developing an effective remote work framework, aligning with broader academic discussions on the implications of remote work in educational contexts.

4.1 Descriptive Insights

This investigation into the Finn School of Business and Tourism's adaptation to remote work explored the multifaceted impact on staff productivity, engagement, and well-being. The descriptive analysis offers nuanced insights into the influence of remote work policies and technological tools:

4.1.1Remote Work Policies and Productivity:

Staff feedback indicated a moderate appreciation for the clarity and supportiveness of remote work policies, with an average rating of 3.73 out of .5However, productivity levels saw minimal improvement or remained unchanged post-transition, reflected in a mean score slightly above .3This suggests a complex relationship between policy perception and actual productivity outcomes.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

4.1.2Engagement Under Remote Work:

Engagement metrics varied, with an average score of 3.26, signaling diverse experiences among staff. Notably, some staff highlighted effective engagement practices, including interactive discussions and collaborative tool usage, indicating potential areas for policy and practice enhancement.

4.1.3Impact of Technological Tools on Productivity:

Technological tools received a reliability score of 3.6, suggesting satisfactory functionality and accessibility. Despite this, the direct correlation between these tools and enhanced productivity was not strongly evident, underscoring the nuanced role technology plays in remote work efficacy.

4.1.4Technological Tools Facilitating Engagement:

The employment of technological tools for engagement, such as virtual meetings and collaborative platforms, was recognized as crucial for maintaining connections. Yet, these tools cannot fully replicate the dynamics of in-person interactions, highlighting a gap in remote engagement strategies.

4.1.5Well-being and Technological Tools:

Staff reported mixed impacts of technological tool usage on well-being, appreciating the increased flexibility but noting challenges like blurred work-life boundaries. This reflects a need for balanced remote work policies that foster well-being alongside productivity and engagement.

4.1.6Work-Life Balance Concerns:

The study underscored significant challenges in maintaining work-life balance, with the lowest average score of .2.83This finding points to the critical need for remote work frameworks that address the complexities of integrating work and personal life in remote settings.

4.1.7Effective Strategies for Remote Work:

Identified strategies for enhancing productivity, engagement, and well-being include regular communication, structured online meetings, and supportive policy frameworks. These insights suggest avenues for ongoing development to optimize remote work practices.

4.2 Comprehensive Findings

The study's finding revealed that staff perceptions of remote work policies and technological support at the Finn School of Business and Tourism were moderately positive, with an average clarity and support score of 3.73 out of 5. Technological tools essential for remote teaching and administrative tasks also received a comparable reliability rating. However, a slight downturn in productivity levels was noted, alongside moderate levels of engagement and well-being. The aspect of work-life balance emerged as the most pronounced challenge, receiving the lowest satisfaction scores among the evaluated outcomes.

This pattern of findings aligns with existing research, which underscores the importance of well-defined remote work policies and the integration of effective technological tools in sustaining employee satisfaction and productivity (Gajendran & Harrison, 2007; Martin & Bolliger, 2018). The observed variation in productivity and engagement levels, reflecting the diversity of staff experiences, resonates with Bailey and Kurland's (2002) discussion on the complex effects of remote work. Furthermore, the encountered communication and community-building challenges in a remote setting mirror concerns highlighted by Allen, Golden, and Shockley (2015), emphasizing the need for robust communication strategies in remote work environments.

4.3 Integration with Research Objectives and Literature

The study's analysis on remote work policies and technological tool efficacy emphasizes the necessity for clear, supportive frameworks, directly aligning with the research objectives outlined for the Finn School of Business and Tourism. This necessity echoes Golden and Gajendran's (2019) findings on the pivotal role of job design and employee autonomy in fostering productivity and engagement within remote work settings.

Variability in staff engagement, especially in comparison to in-person interaction benchmarks, suggests that while technology plays a critical role in enabling remote education, it also introduces unique challenges that require innovative solutions (Martin & Bolliger, 2018). Additionally, the significant impact of remote work arrangements on work-life balance and staff well-being, as reported by Nakrošienė et al. (2019), highlights the dual-edged nature of remote work's flexibility, pointing to the essential balance needed between professional demands and personal life.

4.4: Benefits from This Research

The study conducted at the Finn School of Business and Tourism sheds light on the intricate dynamics of remote work, providing a comprehensive examination of how remote work policies and technological tools impact staff productivity, engagement, and well-being. The outcomes of this research offer numerous benefits, not only to the institution itself but also to the broader academic and educational community:

Policy Enhancement: The findings indicate that, while current remote work policies are moderately effective, there is substantial room for improvement. The insights gained from this research can guide the refinement of these policies, ensuring they are both clear and supportive. Enhanced policies are likely to bolster staff productivity and satisfaction, directly contributing to the institution's overall performance.

Technological Advancements: The study underscores the necessity for ongoing investments in reliable technology. Although the current technological tools are adequately meeting staff needs, the research highlights the critical importance of technological reliability and user-friendliness for the success of remote work.

Strategic Engagement: Engagement emerges as a crucial aspect of remote work effectiveness. The research findings offer strategic guidance for improving engagement practices, essential for maintaining high-quality teaching and administrative operations within the school.

Balanced Work-Life: Significant challenges in work-life balance have been identified, underscoring the need for effective management strategies. This study suggests that implementing

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

strategies to better balance personal and professional responsibilities can significantly enhance staff well-being.

Actionable Insights: Beyond contributing to theoretical discussions, this research provides actionable recommendations for the Finn School of Business and Tourism. Implementing these insights can improve the school's remote work framework, optimizing staff performance in a remote setting.

Evidence-Based Recommendations: The data-driven recommendations derived from this study emphasize the importance of clear communication and robust support systems within remote work policies. These insights are vital for educational institutions navigating the complexities of transitioning to remote work.

Contribution to Literature: By focusing on a specific educational context, this research fills a notable gap in existing literature. It offers a distinct perspective on the challenges and opportunities of remote work within smaller educational settings.

Global Implications: The implications of this study extend beyond the local context, offering valuable insights for educational institutions worldwide adapting to the growing prevalence of remote work. The research contributes to a global understanding of remote work practices, providing a foundation for further exploration and adaptation.

5. Conclusion

The insights gleaned from this study advocate for strategic enhancements to remote work policies and practices at the Finn School of Business and Tourism. By refining remote work policies, improving technological tool reliability, and developing strategies to enhance engagement and manage work-life balance, the institution can align more closely with the evolving needs of its staff. This research fills a critical gap in the literature, offering context-specific insights that contribute to the broader discourse on remote work dynamics in educational settings.

6. Future Directions

In light of the findings, this study proposes several avenues for future research:

Longitudinal Studies: To observe the long-term impacts of remote work on productivity and well-being.

Diverse Population Samples: To explore the effects of remote work in a variety of educational contexts.

Qualitative Research: To delve deeper into personal experiences and challenges related to remote work.

Technology Integration: To identify the most effective tools and platforms for remote work.

Cross-Cultural Comparisons: To understand the influence of cultural factors on remote work success.

Work-Life Boundary Management: To explore effective strategies for balancing work and personal life in remote settings.

These recommendations aim to extend the current research, offering pathways to a deeper understanding and optimization of remote work practices in educational and other professional contexts.

Appendix

1. Allen, T. D., Golden, T. D., & Shockley, K. M. (.(2015 How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science in the Public Interest,* (2)16, .68-40
2. Bailey, D. E., & Kurland, N. B. (.(2002A review of telework research: findings, new directions, and lessons for the study of modern work. *Journal of Organizational Behavior,* (4)23, .400-383
3. Gajendran, R. S., & Harrison, D. A. (.(2007The good, the bad, and the unknown about telecommuting: Meta-analysis of psychological mediators and individual consequences. *Journal of Applied Psychology*, (6)92, .1541-1524
4. Golden, T. D., & Gajendran, R. S. (.(2019Unpacking the role of a telecommuter's job in their performance: Examining job complexity, problem-solving, interdependence, and social support. *Journal of Business and Psychology*, (1)34, .69-55
5. Martin, F., & Bolliger, D. U. (.(2018Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Journal of Online Learning Research*, (1)4, .222-205
6. Nakrošienė, A., Bučiūnienė, I., & Goštautaitė, B. (.(2019 Working from home: characteristics and outcomes of telework. *International Journal of Manpower*, (1)40, -87 .101

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).