

Optimizing Remote Communication: Data-Driven Strategies for Workplace Connectivity at Laguna University

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Abstract: The study analyzed remote communication practices of faculty members to propose strategies for workplace connectivity at Laguna University. The following objectives were: (1) Measure the frequency and type of communication channels utilized by Laguna University faculty since adopting remote work models. (2) Determine the relationship between the frequency of communication channels and employee satisfaction with remote work communication practices of faculty members at Laguna University. (3) Evaluate perceived communication patterns in the current practices of faculty members at Laguna University. (4) Propose strategies to improve communication effectiveness and employee satisfaction in the remote work environment at Laguna University. The study employed a quantitative method using a non-probability sampling technique with 34 respondents. Descriptive statistics like frequency distribution table, mean, median, mode, standard deviation, and statistical tools such as the Spearman Rank Correlation and Wilcoxon Signed Rank Test were utilized. A survey questionnaire was used to collect the data available through Google Forms. The most common channel of communication by the faculty in remote work before the pandemic was the use of instant messaging (IM). Email use, video conferencing, and instant messaging were used significantly more during and after the pandemic than before. Nonetheless, there was no significant evidence to suggest a difference in the frequency of conducting in-person meetings. Similarly, the most common media channel of the faculty before the pandemic was instant messaging. Top on the list of purposes was sharing documents and information through emails, followed by complex discussions and brainstorming sessions through in-person meetings. There was a weak positive monotonic correlation between the use of communication channels and employee satisfaction of Laguna University faculty. Most respondents said they somewhat agreed with the statements regarding communication patterns, especially regarding timeliness, clarity, and accessibility; however, they strongly agreed that they felt confident that they understood the information being communicated by colleagues remotely. Strategies were proposed to improve communication effectiveness and employee satisfaction in the remote work environment at Laguna University.

Keywords: Remote Work, Communication Channels, Remote Communication, Communication Patterns, Spearman Rank Correlation, Wilcoxon- Signed Rank Test

INTRODUCTION

The landscape of workplace communication has experienced a profound shift in recent years, propelled by the widespread adoption of remote work models. As organizations worldwide navigate the challenges and opportunities presented by remote work, understanding the dynamics of communication in this context is crucial for fostering productivity, connectivity, and employee well-being. This study dealt with the evolving communication practices within the remote work setting at Laguna University (Laguna University), aiming to provide valuable insights and evidence-based strategies to optimize communication effectiveness and employee satisfaction.

Recent literature underscores the significance of effective communication in remote work environments. DeFilippis et al. (2022) highlight the impact of COVID-19 on digital communication patterns, emphasizing the need for adaptive communication strategies in response to evolving work dynamics. Paerata (2023) explores workplace instant messaging post-COVID-19, shedding light on the role of instant messaging tools in facilitating remote collaboration and connectivity.

Moreover, studies by Counts (2021) delve into how remote work influences communication and collaboration, emphasizing the importance of maintaining effective communication practices to enhance remote work outcomes. These insights underscore the relevance and timeliness of examining communication practices in remote work settings, aligning with the objectives of this study to analyze and propose strategies for optimizing communication in the remote work environment at Laguna University.

REVIEW OF RELATED LITERATURE

Examining communication channels in remote work environments has been a focal point in recent research. Malhotra et al. (2020) highlight the advantages of video conferencing for complex discussions and rapport-building, contrasting with instant messaging's suitability for quick updates and informal communication. Building on this, studies by Smith and White (2022) stress the importance of identifying best practices for communication in remote work settings to enhance overall effectiveness. Lee and Kim (2021) further delve into the role of transparent and efficient communication channels in boosting employee satisfaction within remote work environments.

Exploring cultural influences on communication channel preferences underscores the significance of understanding cultural norms to ensure effective information exchange in remote work teams. Transitioning to the impact of remote work on communication patterns identifies challenges such as information overload and asynchronous communication, hindering clear and timely communication. In contrast, Bondarouk et al. (2022) reveal that insufficient and excessive communication can lead to dissatisfaction, advocating for a balanced approach to communication frequency and employee satisfaction.

Proposing strategies for enhancing communication in remote work settings, Jarvenpaa et al. (2020) advocate for clear communication guidelines, diverse communication channels, and a culture of open communication. Further studies reveal that remote working improves productivity, knowledge sharing, creativity, employee retention, well-being, job satisfaction, and flexibility for individuals and organizations, and various studies have examined its implementation which collectively contribute to understanding remote work communication dynamics (Allen et al., 2014; Kröll et al., 2017; Kelliher & de Menezes, 2019; Anderson et al., 2020a; Anderson et al., 2020b; Donnelly & Johns, 2021). These studies offer valuable insights into improving communication practices in remote work environments, emphasizing the role of technology, collaboration, and supportive communication strategies in enhancing employee satisfaction and productivity.

The literature review can delve deeper into specific best practices to enhance remote communication by building on Bryant's (2023) insights into effective meetings in remote work settings. DeLone (2021) stresses the significance of clear and concise meeting agendas in remote work environments. Well-defined agendas should outline meeting objectives, topics for discussion, and expected outcomes to ensure that all participants are prepared and focused. Active Participation and Inclusivity (Antje, 2023) explores strategies for promoting active participation and inclusivity in remote meetings. This may involve utilizing tools like polls and breakout rooms, encouraging engagement from all attendees, and establishing clear guidelines for speaking and listening. Meeting Etiquette and Technology: McCarthy (2024) underscores the importance of establishing meeting etiquette for remote environments, including minimizing distractions, leveraging video conferencing effectively, and ensuring access to necessary technology.

While synchronous meetings are essential in remote communication, research highlights the importance of asynchronous communication for optimizing information exchange and reducing meeting fatigue. Suchman and McCall (2020) delve into the benefits of asynchronous communication strategies in remote work settings. These strategies include utilizing project management tools for information sharing, discussion forums for ongoing dialogue, and asynchronous video messages for complex topics.

Technology plays a crucial role in facilitating communication in remote work environments. Communication Platforms and Tools examine the features and functionalities of various communication platforms and tools, emphasizing the importance of selecting tools that align with the organization's specific needs and remote work practices. Technology Integration and Training highlight the significance of effectively integrating communication technologies and providing adequate training for faculty and staff on utilizing these tools efficiently.

By incorporating these best practices and insights from DeLone (2021), McCarthy (2024), and Suchman and McCall (2020), organizations can enhance their remote communication strategies, promote active engagement, and optimize information exchange in remote work environments.

This study sought to contribute to the growing body of knowledge on remote work communication practices, offering practical recommendations to support effective communication, connectivity, and productivity in the evolving workplace landscape.



Figure 1. Conceptual Framework

The conceptual framework, as shown in Figure 1 for the study on remote work practices at Laguna University, was based on the following key components:

1. **Communication Channels:** This includes email, video calls, and instant messaging, essential tools for remote communication among faculty members. Understanding the frequency and types of channels utilized is crucial for assessing the current communication landscape at the university.
2. **Employee Satisfaction:** This represents the level of contentment and fulfillment experienced by faculty members in their remote work communication practices. Considering faculty members' satisfaction levels, the framework addresses the human aspect of communication and highlights the importance of ensuring that employees feel engaged and supported in their remote work settings.
3. **Communication Effectiveness:** Refers to how sound information is transmitted, received, and understood among faculty members in the remote work environment. Communication effectiveness is essential for maintaining productivity, collaboration, and clarity in a remote work setup. Evaluating this aspect provides insights into potential areas for improvement in communication practices.
4. **Proposed Strategies:** These are the recommendations to improve communication effectiveness and enhance employee satisfaction in the remote work setting at Laguna University. Based on the study findings, these strategies serve as actionable steps to address any identified communication challenges and improve overall communication dynamics among faculty members.

Overall, the conceptual framework provides a structured approach to analyzing the key components of communication practices in a remote work setting, linking them to employee satisfaction, and proposing strategies for improvement. It guides the study in exploring the interplay between communication channels, satisfaction levels, and effectiveness, ultimately aiming to enhance communication practices and promote a positive remote work experience for faculty members at Laguna University.

Objective of the Study

This study sought to contribute to the growing body of knowledge on remote work communication practices, offering practical recommendations to support effective communication, connectivity, and productivity in the evolving workplace landscape.

Specific Objectives or Research Questions

This study intended to achieve the following objectives:

1. Measure the frequency and type of communication channels that Laguna University faculty have utilized since adopting remote work models.
2. Determine the relationship between the frequency of communication channels and employee satisfaction with remote work communication practices of faculty members at Laguna University.
3. Evaluate perceived communication patterns in the current practices of faculty members at Laguna University.
4. Propose strategies to improve communication effectiveness and employee satisfaction in the remote work environment at Laguna University.

METHODOLOGY

Research Design

This study employed a quantitative research design. The study measured the frequency and types of communication channels used by Laguna University faculty since adopting the remote work model. It explored the relationship between the frequency of the use of communication channels and employee satisfaction with remote work communication practices, as well as perceived communication patterns in the current practices of faculty members at Laguna University. To gather quantitative data, a structured survey with a 5-point Likert scale was administered to the college faculty members of Laguna University. This scale helped quantify respondents' frequency in using media channels, satisfaction, and communication patterns, enabling detailed statistical analysis. The study also sought insights from the respondents to develop strategies for improving communication effectiveness and employee satisfaction in the remote work environment at Laguna University. An open-ended survey question provided a deeper understanding and context to the quantitative findings.

Sampling Technique

The researchers used a technique known as non-probability sampling with emphasis on the faculty teaching at Laguna University. Due to the method utilized by the researchers, a total of 34 respondents was enough to have significant results. This is supported by Sekaran where, stated in 2003, in his book entitled "Research Methods for Business: A Skill Building Approach," In research that uses non-probability sampling, "Sample sizes larger than 30 and less than 500 are appropriate for most research" and "n multivariate research (including multiple regression analyses), the sample size should be several times (preferably ten times or more) as large as the number of variables in the study." Since the analyses done in this study were all bivariate, a sample size of 34 would be sufficient to conduct this study. This method was utilized due to the practical limitations of time and resources. The study aimed to collect data from faculty members from various disciplines and educational levels with different experiences utilizing the remote work model.

Research Instrument

The research instrument used in this research was a structured questionnaire designed specifically for this study. The questionnaire consisted of two parts:

1. Demographic Information: This section collected data on respondents' departments, job roles, and length of time working remotely
2. Media Usage Frequency: Both sections 2 and 3 included items that measure the frequency of using various communication channels before, during, and after the pandemic. Each item was rated on a 5-point Likert scale: Never, Rarely, Sometimes, Often, and Daily.

The communication channels evaluated in the survey included:

1. Email
2. Video Conferencing Tools (e.g. Zoom, Microsoft Teams)
3. Instant Messaging Apps (e.g. Slack, Microsoft Teams Chat)
4. In-person meetings

The questionnaire also aimed to determine the most common purpose in using the different media channels by providing respondents with predefined options closely linked to organizational communication.

1. Communication Patterns: This section aimed to measure communication patterns since implementing the remote work model. More specifically, questions about clarity, timeliness, and accessibility were measured using a 5 – 5-point Likert scale (Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, and Strongly Disagree).
2. Employee satisfaction: This section measured employee satisfaction during and after the pandemic, the current work model implemented at Laguna University. The overall satisfaction and team collaboration were measured by a 5-point Likert scale (Very Satisfied, Satisfied, Neutral, Dissatisfied, and Very Dissatisfied), while the impact of performance was measured by a different 5-point Likert scale (significantly improves my work performance, somewhat improves my work performance, no significant impact on my work performance, somewhat hinders my work performance, and significantly hinders my work performance)
3. Suggestions from respondents: To further guide the researchers in conceptualizing strategies to improve communication effectiveness and employee satisfaction within Laguna University, the respondents were asked an open-ended question regarding their feedback and suggestions about communication within the university's remote work environment.

Data Collection

Data was collected through an online survey administered via Google Forms to ensure ease of access and convenience for respondents. An invitation to participate in the survey, along with a link to the questionnaire, was distributed via the official group chat of the faculty of Laguna University.

Data Analysis

Descriptive statistics (frequency distribution table, mean, median, mode, standard deviation) were used to summarize the respondents' demographics and determine the frequency and type of communication channels utilized by Laguna University faculty since adopting remote work models. Furthermore, the Spearman Rank Correlation was employed to determine the relationship between the frequency of specific communication channels and employee satisfaction with remote work communication practices of faculty members at Laguna University. Additionally, the Wilcoxon Signed Rank Test was utilized to evaluate the difference in the frequency of usage of media channels between pre-remote work and current practices of faculty members at Laguna University.

Ethical Considerations

The study adheres to ethical guidelines for research involving human subjects. The researchers secured the approval of the university's Vice President for Academic Affairs before administering the survey. Participation was voluntary, and informed consent was obtained from all respondents. The survey ensures anonymity and confidentiality; no personally identifiable information is collected. Moreover, the data can be stored securely for five years and used solely for this research in Laguna University's College of Arts and Sciences database hosted by Google Drive, where access is restricted to the researchers.

RESULTS AND DISCUSSION

Demographics of Respondents

Out of the 34 respondents, the majority (41.2%) of the total respondents were College Instructor I, and the least were Assistant Professors I and III (Table 1). Most university faculty members have earned a BS and MS/MA.

Table 1

Teaching Position

Teaching Position	Percentage
College Instructor I	41.2%
College Instructor II	20.5%
College instructor III	26.5%
Assistant Professor I	5.9%
Assistant Professor III	5.9%

Table 2 shows that the majority (41.2%) of the respondents worked more than two (2) years remotely. This means most of them have experience working remotely, which started at the onset of the pandemic. The lowest number of faculty (11.8%) who worked remotely was less than six months.

Table 3 presents the frequency and type of communication channels the Laguna University faculty have utilized since adopting remote work models. The faculty's most common communication channel in remote work before the pandemic was instant messaging (IM), as shown in daily use (50%). This was followed by in-person meetings that the faculty used sometimes (34.4%). The daily use of IM was sustained until after the pandemic (43.8%), followed by the frequent use of video conferencing (40.6%).

Nonetheless, the in-person meetings were rarely done (37.5%) after the pandemic. The use of IM was widespread among the faculty members before and after the pandemic. This result suggested that since COVID-19, IM has become more valuable in the workplace than gratifying (Paerata, 2023). Employees who work remotely use email and messaging apps more frequently than they used to and spend less time on synchronous phone calls, in-person meetings, or video conferences (Counts, 2021).

Table 4 presents the frequency of using emails, video conferencing, and instant messaging that were significantly higher before, during, and after the pandemic than before. Conversely, there is no significant evidence to suggest a difference in the frequency of conducting in-person meetings.

The researchers conducted a left-tailed Wilcoxon signed-rank test, where the first parameter represents the frequency of use of different media channels before the pandemic, and the second parameter represents the frequency of use during and after the pandemic. According to the study of Paerata (2023), computer-mediated communications (CMC), including email, video conferencing, instant messaging, shared document collaborations, and bulletin boards, increased their use during and after the pandemic. They provide access to create, find, and exchange information between two or more people.

Table 2

Length of Time Working Remotely

Length	Percentage
Less than six months	11.8%
More than six months to 1 year	20.6%
More than one year to 2 years	26.5%
More than two years	41.2%

Table 3

Frequency and Type of Communication Channels Since the Adoption of Remote Work Models

Media channel	Frequency	Before the pandemic	After the pandemic
Emails	Never	6.3 %	0%
	Rarely	37.5%	15.6%
	Sometimes	31.3%	50%
	Often	18.8%	28.1%
	Daily	6.3%	6.3%
Video conferencing	Never	25%	3.1%
	Rarely	31.3%	12.5%
	Sometimes	25%	25%
	Often	15.6%	40.6%
	Daily	3.1%	18.8%
Instant messaging	Never	6.3%	3.1%
	Rarely	12.5%	6.3%
	Sometimes	12.5%	12.5%
	Often	18.8%	34.4%
	Daily	50%	43.8%
In-person meetings	Never	3.1%	3.1%
	Rarely	25%	37.5%
	Sometimes	34.4%	34.4%
	Often	12.5%	18.8%
	Daily	25%	6.3%

Table 4

Significant Difference in the Frequency of Use of Different Media Channels

Media Channel	P - value	Interpretation
Email	0.015	There is a significant difference between the frequency of the use of emails before the pandemic and the frequency of emails during and after the pandemic.
Video conferencing	$8.849e^{-5}$	There is a significant difference between the frequency of video conferencing before the pandemic and the frequency of video conferencing during and after the pandemic.
Instant messaging	0.027	There is a significant difference between the frequency of instant messaging before and after the pandemic and the frequency of instant messaging during and after the pandemic.
In-person meetings	0.0516	There is no significant difference between the frequency of in-person meetings before the pandemic and the frequency of in-person meetings during and after the pandemic.

Table 5

Average Frequency per Channel

Media Channel	Before the Pandemic		After the Pandemic	
	Average	S.D.	Average	S.D.
Email	2.8125	1.03	3.25	0.8032
Video conferencing	2.40625	1.1319	3.59375	1.0429
Instant messaging	3.375	1.5811	4.09375	1.0583
In-person meetings	3.3125	1.2031	2.875	0.9755

Interpretation: 1.00 - 1.80: Never; 1.81 - 2.60: Rarely (1 – 2 times a week); 2.61 - 3.40: Sometimes (3 – 4 times a week); 3.41 - 4.20: Often (5 – 6 times a week); 4.21 - 5.00: Daily

Table 6

Purpose in the Use of Different Media Channels

Media Channels	Purpose	Before the Pandemic	During and After the Pandemic
Email	Sharing documents and information	63.6%	60.6%
	Informal communication and updates	15.2%	27.3%
	Task delegation	12.1%	9.1%
	Updating	9.1%	3%
Video Conferencing	Project meetings	42.4%	45.5%
	Team check-ins and progress updates	21.2%	21.2%
	Performance reviews	15.2%	27.3%
	Brainstorming	12.1%	3%
	Feedback	9.1%	3%
Instant Messaging	Quick questions and clarification	48.5%	39.4%
	Real-time collaboration	21.2%	36.4%
	Informal communication	27.3%	21.2%
	Problem-solving	0%	0%
	Team building	3%	3%
In-person meeting	Complex discussions and brainstorming sessions	51.5%	63.6%
	Negotiation and conflict resolution	3%	6.1%
	Building rapport and fostering teamwork	9.1%	27.3%
	Sharing ideas and information	30.3%	0%
	Offering solutions	3%	0%
	Assess/evaluate activities	3%	0%

Before, during, and after the pandemic, the top of the list of purposes was to share documents and information through emails, followed by complex discussions and brainstorming sessions through in-person meetings (Table 6). Project meetings through video conferencing and quick questions and clarification through instant messaging were in the same ranking. Additionally, faculty members did not use instant messaging to solve problems. Email is a significant communication stream because it can act as both a complement to and substitute for meeting activity.

Many tasks, for example, can be more efficiently accomplished via email given its asynchronous, text-based format and the potential for one-to-many communication. Organizations working remotely likely have a greater need to use email for internal activities like communicating information (DeFilippis et al., 2022).

Table 7

Relationship between the Frequency in the Use of Communication Channels and Employee Satisfaction

Variables	Co-efficient	Interpretation
communication channels and employee satisfaction	0.1299	Weak positive correlation

Table 8

Perceived Communication Patterns in the Current Practices of Faculty Members

Question	Mean	SD	Remark
I feel confident that I understand the information being communicated by colleagues remotely.	4.353	0.597	Strongly agree
Important information is often lost or misinterpreted during remote communication.	3.794	0.914	Somewhat Agree
I receive information and updates from colleagues promptly when working remotely.	4.000	0.696	Somewhat Agree
Decisions and actions are often delayed due to slow or unclear communication in the remote work environment.	3.971	0.870	Somewhat Agree
It is easy to reach colleagues and get the information I need in a remote work environment.	4.059	0.814	Somewhat Agree
Feeling isolated and lacking access to colleagues is a significant challenge in the remote work environment.	3.794	0.978	Somewhat Agree
I feel informed about important decisions and updates within the university, even while working remotely.	4.118	0.729	Somewhat Agree
There is a lack of transparency and open communication within the university's remote work environment	3.794	0.978	Somewhat Agree

Interpretation: 1.00 -1.80: Strongly Disagree; 1.81- 2.60: Somewhat Disagree; 2.61 - 3.40: Neutral; 3.41-4.20: Somewhat Agree; 4.21 -5.00: Strongly Agree

Table 8 shows that out of eight (8) questions, most of the respondents said that they somewhat agree with the statements provided to them, such as the following: (1) important information is often lost or misinterpreted during remote communication, (2) they receive information and updates from colleagues promptly when working remotely, (3) decisions and actions are often delayed due to slow or unclear communication in the remote work environment, (4) it is easy to reach colleagues and get the information needed in the remote work environment, (5) feeling isolated and lacking access to colleagues is a significant challenge in the remote work environment, (6) they feel informed about important decisions and updates within the university even while working remotely, and (7) there is a lack of transparency and open communication within the university's remote work environment. Thus, the respondents somewhat agreed about the timeliness, accessibility, transparency, and clarity of the information they received. However, the respondents strongly agreed that they felt confident that they understood the information being communicated by their colleagues remotely.

Table 9 exhibits the researchers' proposed strategies for improving communication effectiveness and employee satisfaction in the remote work environment at Laguna University.

Table 9
Proposed Strategies

STRATEGIES	IMPLEMENTER	OBJECTIVES	SUCCESS INDICATOR
1. Standardize Communication Channels & Etiquette	<ul style="list-style-type: none"> Corporate Communication Center Human Resources 	<ol style="list-style-type: none"> 1. Establish clear guidelines for communication channels and protocols. 2. Train faculty & staff on communication tools & practices. 	<ol style="list-style-type: none"> 1. Increased awareness and use of preferred communication channels. 2. Improved clarity and timeliness of communication. 3. Reduced confusion and frustration.
2. Foster a Culture of Transparent & Open Communication	<ul style="list-style-type: none"> University Leadership College Deans, Program Chairs 	<ol style="list-style-type: none"> 1. Increase transparency in decision-making processes. 2. Encourage information sharing and feedback from faculty. 	<ol style="list-style-type: none"> 1. Increased faculty awareness of university developments. 2. More open communication channels between leadership and faculty. 3. Increase faculty engagement.
3. Enhance Asynchronous & Synchronous Communication Strategies	<ul style="list-style-type: none"> MIS Office Corporate Communication Center 	<ol style="list-style-type: none"> 1. Improve clarity and efficiency of email communication. 2. Promote the use of asynchronous communication tools for information sharing. 3. Improve the effectiveness of remote meetings. 	<ol style="list-style-type: none"> 1. Increased use of transparent email practices (subject lines, read receipts). 2. Increased utilization of project management tools and discussion forums. 3. More focused and productive remote meetings.
4. Address Technical Challenges & Resource Availability	<ul style="list-style-type: none"> MIS Office University Administration 	<ol style="list-style-type: none"> 1. Provide readily available technical support for faculty. 2. Allocate resources to support remote work productivity. 	<ol style="list-style-type: none"> 1. Reduced technical barriers to communication. 2. Increased faculty satisfaction with available resources. 3. Improved remote work efficiency.
5. Foster Social Connection & Collaboration	<ul style="list-style-type: none"> OVPA 	<ol style="list-style-type: none"> 1. Reduce feelings of isolation among faculty. 2. Facilitate collaboration and teamwork in a remote environment. 	<ol style="list-style-type: none"> 1. Increased participation in virtual social events. 2. Increased utilization of online collaboration tools.

3. Improved sense of community
and belonging among faculty.

Some of the comments of the respondents about remote environments that became the basis for proposing the strategies are as follows:

Advantages of Remote Work Setup

Flexibility: According to faculty members, working remotely allows for greater time flexibility, which is advantageous for balancing work and personal life. (e.g., respondent #34: Flexibility in terms of time, Decrease in the expenses on the side of the institution.")

Productivity Gains: Some faculty members believe working remotely can yield more significant results than on campus. A faculty member talked about how they might effectively manage several things at once by making the most of their tools, dual monitors. (e.g., respondent # 11: I am more productive during remote work because I do not need to travel. I can maximize my tools, like dual monitoring, to share my report while the other one is attending a client meeting. Working remotely is more productive and efficient.)

Disadvantages of Remote Work Setup

Improper Use of Communication Channels: Several faculty members mentioned difficulties communicating remotely. This included problems with information sharing, using Facebook Messenger instead of traditional email correspondence, and giving short notice for meetings. (e.g., respondent #18 1. Communication was not directed to the person involved. 2. It is too informal to use FB messenger GCs. 3. We have official email addresses but use Messenger to communicate. 4. Meetings were announced a day before the event, which should be announced at least 2 or 3 days ahead (there were instances).

Lack of Student Participation: One faculty member expressed dissatisfaction with student participation in the online setup. (e.g., respondent # 23: As much as remote work offers convenience, it gives dissatisfaction in terms of students' participation in the online setup.")

Technical Difficulties: Among the many technical difficulties that impede communication in a remote work environment are hardware constraints, software compatibility problems, and connectivity concerns. (e.g., respondent # 32 Connectivity problems, hardware limitations, and software compatibility issues are common technical challenges that can disrupt communication. To mitigate these issues, it is essential to ensure that technical support is readily available. Providing resources for troubleshooting common issues and offering training sessions on using essential tools can also help.")

Availability of resources: A few academics mentioned the necessity of having enough resources to enhance worker productivity and effectiveness when working remotely. (e.g., respondent # 13: "Sufficient resources may be considered to improve employee performance and productivity")

Overall, faculty members' responses indicate the benefits and drawbacks of working remotely. Some professors say it is more flexible and productive, but others worry about communication problems, student involvement, and the lack of resources provided by the university.

CONCLUSION

The study focused on measuring the frequency and type of communication channels utilized by Laguna University faculty since adopting remote work models. The most common communication channel by the faculty in remote work before the pandemic was the use of instant messaging (IM) daily, which they continuously used until after the pandemic. It also determines the relationship between the frequency of communication channels and employee satisfaction with remote work communication practices of faculty members at Laguna University. The relationship between the frequency of communication channels and employee satisfaction with remote work communication practices of faculty members at Laguna University was a weak positive monotonic correlation between the variables. This study evaluated the perceived communication patterns in the current practices of faculty members at Laguna University. The respondents somewhat agreed about the timelines, accessibility, clarity, and transparency of the information they received. However, they strongly agreed that they felt confident that they understood the information being communicated by their colleagues remotely.

This study proposed strategies to improve communication effectiveness and employee satisfaction in the remote work environment at Laguna University. The proposed strategies to improve communication effectiveness and employee satisfaction in the remote work environment at Laguna University are the following: (1) Standardization of Communication Channels and etiquette, (2) Fostering a Culture of Transparent and Open Communication, (3) Enhancement of Asynchronous & Synchronous Communication Strategies, (4) Addressing Technical Challenges & Resource Availability, and (5) Fostering Social Connection & Collaboration. These involved the active participation of the different offices such as the Corporate Communication Center and Human Resources Management Office (HRMO), College Deans and Program Chairs, Management and Information System (MIS) Office, and the Office of the Vice President for Academic Affairs (OVPA).

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