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The Consequences of Using Technology-Based Communication in the Workplace and with Clients

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ABSTRACT

People in organisations are starting to realise that greater use of information technology (IT) can sometimes lead to lost productivity. We define "technology overload" as a situation in which more technology isn't needed to solve a problem. Tools begin to impede rather than enhance productivity. Three major factors were found to be valid. Information overload and communication system feature overload interestingly, these variables depend on the people who use technology, not technology. In this paper, we present three studies' findings. To develop and test a technology overload scale with distinct dimensions, to examine the link between technology and knowledge and worker output Our findings show a link between them and suggest how trade-offs can be managed to improve technology overload.

INTRODUCTION

Because of advances in telecommunications and computer technology, more Americans are now able to work from home. According to estimates, at least 16.5 million regularly employed Americans telework at least one day each month in addition to their normal work schedule (International Telework Association, 2000). Working from home or anywhere outside of the conventional office and interacting with it through computer-based technology is known as telecommuting (Nilles, 1994). Reduced absenteeism, better morale, reduced costs, hiring a wider talent pool, schedule flexibility, and fewer distractions are just a few of the advantages telecommuting may offer to companies and workers (Kurland & Bailey, 1999). Even though the concept of telecommuting has been around since the 1970s, when Jack Nilles coined the term, it is still seen as "new" in most businesses since it has failed to gain traction. Practitioners and academics are still trying to define it, as well as why people choose to work from home. and (2), how does it impact businesses and their employees? Academic research and the popular press both agree on this (e.g., Nilles, 1994).

According to Bailey & Kurland (1999), a study of the past 25 years of empirical data suggests that this increase may be misleading. Individual motives for working from home have yet to be shown. Commuting variables such as commute length or duration (Mokhtarian & Salomon, 1997; Stanek & Mokhtarian, 1998), as well as family problems such as childcare (Baruch & Nicholson, 1997; Kinsman, 1987; Huws et. al., 1990), do not indicate who would telecommute. These disparate results raise the issue of why some individuals choose to work from home. According to studies, management opposition stymies telework acceptability and adoption in the workplace. Many futurists and academicians predict that fewer individuals will telework, indicating that both supply and demand factors for telework are

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weak. Several factors may act as barriers to telecommuting (Baruch & Nicholson, 1997), restricting how far companies and people can go. Isolation among employees is a common issue. Telecommuting may lead to social or professional isolation (Salomon, 1984; Tomaskovic-Devey & Risman, 1993).

Employees are worried that working off-site and out of sight would restrict their opportunities for advancement and reward from the company. Employees expressed a desire for the relaxed atmosphere that comes with working alongside co-workers and friends. Telecommuting frequency, however, seems to have a substantial effect on isolation, as Bailey & Kurland (1999) demonstrate. Those who do not often work from home will not be alone. Despite this, poll after poll finds that one of the main reasons people don't want to telecommute on a regular basis is because they feel alone (Baruch & Nicholson, 1997; Gainey, Kelley, & Hill, 1999 for a discussion). Given the ambiguity surrounding the relationship between telecommuting frequency and isolation, additional studies are needed to confirm previous results. To begin with, it seems that fear of isolation, rather than isolation itself, limits people's willingness to telecommute on a regular basis. We use a grounded theory approach in this research to better understand if, how, and why employee desire for telecommuting is influenced by isolation or fear of it.

How important is it to maintain in-person interactions with colleagues and clients

Inextricably linked are employee development and professional isolation. For companies to adapt to and compete successfully in difficult situations, employee development programmes are critical (Nadler & Nadler, 1990). They may be either professional or casual. Informal developmental activities, such as seminars and training, occur during an employee's day-to-day work experience and may be more essential to their progress than official developmental activities like seminars and training. According to Wick (1989), in a study of managers, more than 70% of all development events are informal (on-the-job). According to McCauley et al. (1994), employee growth and learning are closely connected. According to public sector researchers (Kelleher, Finestone, & Lowy, 1986), managers learn on a frequent basis and are affected by a range of people, job, and environmental variables. Interpersonal networking with co-workers, informal learning that enhances work-related skills and information distribution, and mentoring from co-workers and superiors are three developmental activities to consider. We're presenting and discussing these ideas now because we found they're intertwined with the telecommuter's professional isolation problems, which we'll get to later in the research.

Interpersonal networking

Off-site employees earn money by developing informal working connections (Kugelmass, 1995; Piskurich, 1996). Workplace gossip and informal work-related conversations are two examples of interpersonal networking (Kurland & Pelled, 2000). According to a study (Davis, 1953), managers utilise the grapevine to disseminate information informally when they are unable to do so officially due to organisational limitations. Employees benefit from interpersonal networks in general because they allow individuals to form connections and get access to information that may help them progress in their careers.

Informal learning

Professional development may be aided by informal learning, and career progression may be aided by interpersonal networking. Off-site employees lose out on unexpected informal and spontaneous learning opportunities. Informal communication is often face-to-face and encourages data exchange, which helps one's knowledge base grow (Fine & Rosnow, 1978). Being close to and watching co-workers allows people to acquire skills vicariously (Brown & Duguid, 1991). Implicit learning opportunities are rare in jobs outside of the conventional workplace.

Mentoring

Mentorship combines the benefits of informal interaction and informal learning to assist workers navigate an organization's political architecture and expand their expertise. A mentor is an experienced, productive supervisor who successfully interacts with a less-experienced employee and promotes personal development for the benefit of both the employee and the business (Kram, 1985). Mentorship has been linked to pay and promotions in studies and may be an important element of an employee's professional development (Scandura, 1992). Mentors offer emotional support, feedback, and access (to both official and unofficial organisation networks, as well as external networks) (Altmeyer, Prather, & Thombs, 1994). They act as role models, promote new behaviours, provide feedback and advice, and enable informal information sharing about work and non-work experiences. Kram (1985) defined structured codification Informal mentoring relationships include peer exchanges in which co-workers help one another (Kram & Isabella, 1985). Even long-term workers may benefit from mentorship.

Other issues

We also show that differentiating between professional and social isolation is difficult when analysing interview data on employee isolation experiences. Social contact involves aspects of interpersonal networking, helps in informal learning and mentoring, and, in general, aids in the formation of trustworthy relationships. Finally, we found no overall directional relationship between professional isolation and the frequency of telecommuting. According to non-telecommuters and supervisors, employees should telecommute less in order to avoid developmental stumbling blocks. Telecommuters believe they should telecommute less since they will have less access to these development efforts. Finally, telecommuting more often seems to cut down on professional isolation for non-telecommuters and their supervisors, while telecommuters' fears of professional isolation seem to keep them from telecommuting more often.

Effects might the use of technology-based on Communication

There is a widely held belief that technology-based products offer acquisition-rich input that is necessary for everyday communication and education. Both technology-based and textbook-based resources helped in the development of abilities, according to the results. It was discovered that technology-based resources are slightly more effective than textbook-based ones.

According to the results of this study, the majority of respondents preferred technology-based resources over textbook-based materials and were motivated in the classroom while utilising them. Language teaching has long piqued the attention of professionals in fields ranging from psychology to neurology. In the area of English as a Foreign Language, teaching languages to people who live in cultures where the target language is not used on a daily basis is a constant source of concern (EFL). Unlike other disciplines such as history or mathematics, language teaching has undergone numerous modifications as a consequence of different lecture methods.

The procedures are comparable in math and other quantitative subjects: the "present, practise, and create" cycle. However, the situation is quite different in the field of ELT. In the course of its 300-year history, ELT has utilised a number of teaching techniques and approaches, including the grammar-translation method, the audio-lingual method, the silent method, community teaching, communicative teaching, and the task-based approach. Without a doubt, the most important shift has been the use of technology in language instruction. Recognizing the importance of technology in language learning, the present research aims to evaluate how technology may be used to improve listening abilities. A key function of listening skills is emphasised in this process: connecting with people and comprehending what they say in circumstances that resemble honest conversation dialogues. The study's results may aid language learners, instructors, and businesses in understanding the effect of utilising technology-based listening aids. Teachers may be able to use this information to come up with a theory-based pedagogy for making listening exercises and choosing materials for the classroom.

Implications for teaching

It may also provide suggestions for businesses to create more effective listening skills development programmes for youngsters. In a nutshell, the study's main advantage will be to demonstrate the effectiveness of contemporary educational techniques such as technology integration in the classroom and evaluate the usage of technology-based resources.

The language education business has been impacted by the increasing demand for technology-inverted courses. Various ELT professors have varied perspectives on technology. Technology integration, according to Dockstader (2008), is the use of technology to update and enhance the educational environment. According to Kartal (2005), language education requires the use of technology more than other social science disciplines.

Language teaching methods are influenced by technology in a number of ways. In general, the apps have changed English teaching methods considerably. The new technology has a lot of useful options for teaching language development, which makes it more fun and productive (Arifah) (2014). Technology-based products fared well due to their engaging nature. These resources, which were not created for instructional purposes, are fascinating instances of natural language being used in a particular context in real life. Technology-based resources may improve students' performance, as well as their knowledge and interest. For the development of listening skills, selecting the most suitable technology-based content is essential. In addition, the main pedagogical conclusion drawn from the data produced by instructors' responses to one-on-one interviews emphasised the need to rethink in-service training programmes. It should be taught in some courses how to choose technology-based resources for use in the teaching-learning process.

Limitations

The findings of this study are restricted to the development of foreign communication abilities; additional studies on other key communication skills such as speaking, writing, and reading may provide different results. Furthermore, given the limited number of participants, the results' generalizability should be viewed with care. More individuals taking part in the research might have resulted in more accurate and relevant findings. Because the findings are restricted to a vocational high school in Turkey, they should not be applied to all English learners. Due to a lack of time, the subject group in this study took English classes for 12 weeks in a row. However, it would have been better if they took more time to improve their communication skills.

Conclusions

This research aimed to investigate the effects of using technology-based resources to assist schoolchildren in improving their communication abilities. According to the study's results, utilizing technology-based materials proved helpful. Both participants who practiced Communication using technology-based materials and textbook-based materials inquired about instructors' and students' perceptions of technology-based materials. Another factor to consider is that both instructors and students have favourable attitudes toward technology-based tools.

Contrary to what learners think, teachers put a high skill on communication skills in the language learning process, according to interviews with instructors. Communication was considered a critical skill for learning other language abilities by all three academics. Teachers should make a deliberate effort to encourage their students to listen to authentic English samples to improve their communication skills, prepare them to cope with spoken English outside of the classroom, and use English in real-life circumstances. We may conclude that students appreciated the use of technology-based resources. This discovery can be attributed to several factors. The primary explanation stems from psychological demands. Participants were more interested in what they were more interested in. As a result, as technology-based materials became more appealing, they wished to utilize them more frequently. The

underlying reason for finding technology-based materials appealing is that they build good examples for their future goals in language proficiency and seeing their goal can encourage them.

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