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CRITICAL ASSESSMENT OF WORK FROM HOME ON TEACHERS' PERFORMANCE

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(A Student Collaborative Research)

Abstract

The critical assessment of work from home on teachers' performance in the areas like technological literacy, internet access, and working environment was found to be excellent by students. It helps them in terms of understanding their lessons and managing time very well with the aid of technology. They found further that the use of technology makes them more professional in dealing with their tasks. Although shortcomings are being observed along the process due to lack of technical know-how and they are not computer savvy as we say, they are trying harder to deliver what their students expect from them. In terms of the availability of technology, it helps in promoting high-quality teaching and they can perform beyond normal and usually do in the classroom settings. The mechanisms of the work from home brought by the pandemic contribute to a lot of challenges where learners are forced to do some drastic adjustments to fit into the new learning trend.

The finding reveals in this study seem to pass the test of time since the pandemic does not have the semblance of leaving the environment. Their presence in the surrounding is feared by many as it triggers them to hold on to the possibilities of having a full blast of the shift of the new normal to its traditional learning method. Despite that teachers are still effectively doing their job at home, they notice that there are some constraints experienced in doing their tasks. Their expertise and capabilities are limited they will somehow drop down their interest and become burnout. This suggests that to become productive during these uncertain times, and if the controls and limitations are evident which prolonged the new learning methodology, a review is needed to come up with a modified learning method that sustains the downtrend of learning brought by these environmental abnormalities.

Keyword: *Critical assessment of work from home on teachers' performance*

Introduction

The unexpected occurrence of the coronavirus (COVID-19) affects the universal scope which affects all walks of life destabilizing the economy and the society resulting to experience different types of economic and social shock. One of the most drastic changes as a result of the COVID-19 pandemic is the new learning design called work from home. The shift in the academic landscape in discharging learning paradigm is crafted in the presence of the unwanted and feared virus which triggers academic institutions to redesign an alternative approach. Work-from-home (WFH) is not a new concept that became increasingly important during the COVID-19 outbreak. Businesses are always innovating and changing the way they operate. It has become a new way of working for millions of employees worldwide. Working from home is mainly performing a long effort, mainly intellectual, distantly, or remotely by using IT and Communications Technologies (ITCs), which is mainly focused on the paid work performed by a third person (OIT, 2020). Work-from-home is designed to provide more flexibility to teachers in balancing their academic roles performed outside the four corners of the room. To stop COVID-19 from spreading, most countries have implemented quarantine rules and temporarily closed their educational

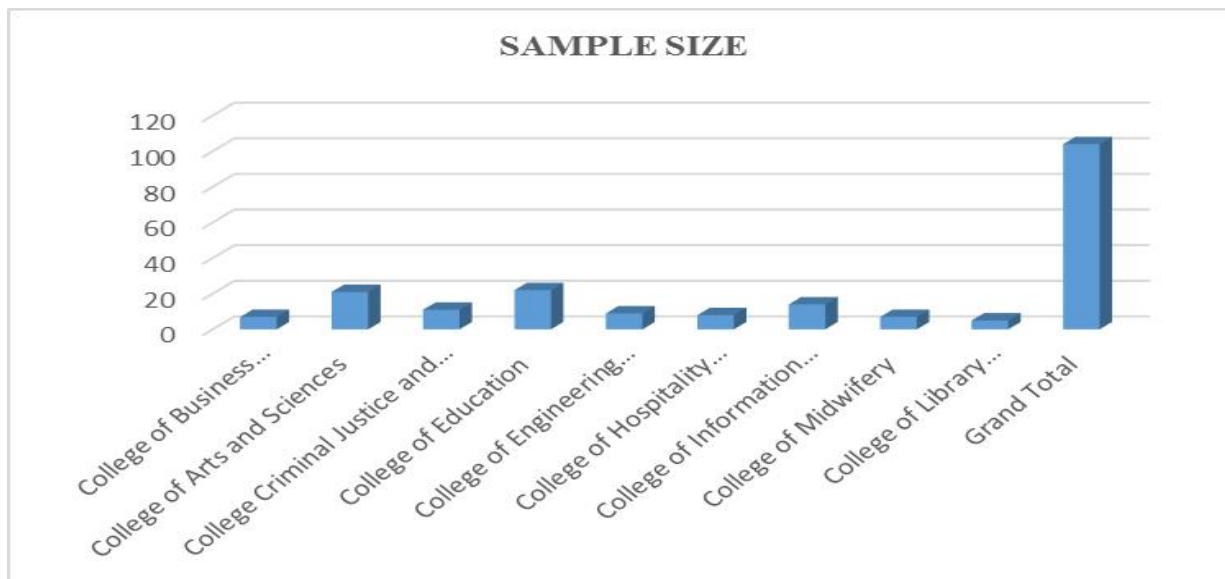
institutions. As a result, over a billion students around the world have been affected. This number includes over 28 million Filipino learners across academic levels who have to stay at home and comply with the Philippine government's quarantine measures (UNESCO, 2020). The threat of the contagion continuously instills fear and anxiety in every individual, not discounting the absence of the vaccine, the Department of Education had to declare a work-from-home (WFH) arrangement for the employees in the National Capital Region (NCR) starting March 16, 2020, as stipulated in DepEd Memo No. 043 s. 2020. Certain Higher Education Institutions (HEIs) in the country have established aggressive policies for continuing education to meet the needs of students, especially the 3.5 million tertiary-level students enrolled in around 2,400 HEIs. To help students, learn more efficiently, these regulations incorporate modified forms of online learning. Online education can take the form of synchronous, real-time lectures and time-based outcomes assessments, or it can take the form of asynchronous, delayed-time activities such as pre-recorded video lectures and time-independent assessments (Oztok et al., 2013).

With this, work systems in schools and online lectures were implemented in Tagoloan Misamis Oriental. This will be a strategic step taken by the government to prevent the coronavirus outbreak that is increasingly widespread in Tagoloan today. Work from home is not possible in several domains of work, particularly because corporations and institutions are not always ready with this WFH system. Teaching professionals are now delivering courses online, administrative duties are being handled online, and meetings are being scheduled online. In terms of the impact of the covid-19 pandemic on Higher Education Institutions (HEIs), the International Association of Universities (IAU) reported that 67 percent of HEIs worldwide have converted their classrooms to online distance teaching and learning (Marinoni et al., 2020). Similarly, Symonds (2020) reported that 50% of higher education professionals in universities around the world had switched some of their scheduled courses online; this number is only expected to rise as the coronavirus spreads (Symonds, 2020). Administrators, managers, and students have all had to adopt remote teaching, learning, and administration in a very short amount of time, often with little prior experience.

Method

A quali/quantitative method was used in this study and randomly selected 104 student respondents. Since the time that this study was conducted, government restrictions are still in effect and the Inter-Agency Task Force (IATF) enforced policy, the mode of data gathering is a combination of limited face-to-face and utilizes a platform as a mechanism that supplements the efforts of the data gathering. The target respondents were given an equal opportunity to answer the same questionnaire where responses are recorded for further analytical review. Those respondents not available during the conduct of this study were interviewed using the social media platforms like calls by setting an appointment. Google meets, and even Skype whenever is convenient to respondents. Information gathered was carefully tallied and tabulated to ensure its veracity, credibility, and validity. The respondent's observation covering twelve (12) months from June 2020 to 2021 was used to benchmark some competent initiatives in sustaining its operation. Reinforced data from other sources like the Department of Education (DepEd) and the Commission on Higher Education (CHED) Some important information was drawn from selective face-to-face interviews following the mandated safety protocol from the Inter-Agency Task Force (IATF) is carefully observed. Thus their executive reports received descriptively were triangulated to the ethnographic notes of the field researchers on the period specified. Since the study deals with the critical assessment of work from home on teachers' performance, the element of "truth" in the qualitative data, exchange of ideas, and other methods of generating prepondering shreds of evidence were carefully recorded.

Figure 1 shows the Respondent's representation per college



The table above shows the distribution of the respondents involved in this study. All departments were randomly surveyed to ensure that they are well represented and information gathered will be equally shared by the opinion of the different areas. There were nine departments used to answer the instrument floated starting from the college of Business Administration, Arts and Science, Criminal Justice, Education, Engineering, Hospitality Management, Information Technology, Midwifery, and Library Science.

Table 1 shows the research scoring procedure

Range	Interpretation	Description
3.26-4.00	<i>Strongly Agree</i>	<i>Very Effective</i>
2.51-3.25	<i>Agree</i>	<i>Effective</i>
1.76-2.50	<i>Disagree</i>	<i>Moderately Effective</i>
1.0-1.75	<i>Strongly Agree</i>	<i>Not Effective</i>

Validity and Reliability of the Study

According to Vlachos (2009), answering a research question or testing the research hypotheses in a specific sector adds to the validity of the research design. Before the final implementation of the self-created survey test questionnaire, it was pretested by 20 people who were not research participants. Before releasing the findings, the researcher utilized Cronbach's Alpha to determine if the survey questions were measuring the same thing. The reliability coefficient was 0.931 or 93.1%, indicating that the questionnaires created by the researchers were excellent.

Table 2 shows the results of test validity using the Cronbach's Alpha

Cronbach's Alpha	Number of Items
0.931	64

Table 3. Distribution of the respondents based on gender.

GENDER	FREQUENCY	PERCENT
Male	60	57.7
Female	44	42.3
Total	104	100

This table presents the distribution of the respondents according to gender. It was found that the study was dominated by males who represents 57.7 percent compared to 42.3 females. This simply explains that at this time, the teaching profession does not only limit to females.

Table 4. Distribution of the respondents based on age.

AGE BRACKET	FREQUENCY	PERCENT
<i>19 -20 years</i>	<i>30</i>	<i>28.8</i>
<i>21-23-years</i>	<i>38</i>	<i>36.5</i>
<i>24-26</i>	<i>17</i>	<i>16.3</i>
<i>27 years and above</i>	<i>19</i>	<i>18.3</i>
<i>Total</i>	<i>104</i>	<i>100</i>

The table above shows that out of 104 total respondents surveyed, ages 21-23 years old are dominant with 36.5 percent, followed by 19-20 years with 28.8 percent. While the 24-26 years old has 17 respondents and 19 for 27 years above. This implies that the overall surveyed respondents fall within the age ranges of 21-23 years old.

Findings and Discussions

The critical assessment of work from home on teachers’ performance at Tagoloan Community College considers technological literacy, internet access, working environment, and teachers' performance are among the factors that contribute to achieving quality leanings a product of teachers' productivity that needs to be strengthened and thus, the findings below are:

On Technological Literacy

Technological literacy refers to one's ability to use, manage, evaluate, and understand technology (ITEA, 2000/2002). To be a technologically educated citizen, one must first comprehend what technology is, how it works, how it influences society, and how society shapes technology. One of the characteristics of a technologically literate person is that they comfortable with and objective about the use of technology, neither scared of it nor infatuated with it. Technological literacy is much more than just knowledge about computers and their application. It involves a vision where every person has a degree of knowledge about the nature, behavior, power, and consequences of many aspects of technology from a real-world perspective (ITEEA, 2022). Technological literacy encompasses three interdependent dimensions: (1) knowledge, (2) ways of thinking and acting, and (3) capabilities (Technical Speaking, 2006). It is an essential quality for all people. Technology affects almost every phase of our current and future lives. It enables people to perform their daily tasks and supports their ability to make informed, responsible decisions that affect them as individuals, society as a whole, and the environment. It is a new basic and should become an integral portion of skills. Nowadays, people must have a basic understanding of how technology affects their world and how they exist both within and around technology. A study was conducted to assess the impact of work from home on teachers' productivity regarding technological literacy and the findings are shown in the table below.

Table 5 shows the findings of the study in terms of technological literacy

Indicators	Mean	Interpretation	Description
<i>Effective usage of educational platforms like Google Classroom, Edmodo, etc.</i>	3.29	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>Knowledgeable in using technology in my professional task.</i>	3.55	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>I can upload class information using education-oriented social networking sites with my students.</i>	3.56	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>I am satisfied with the technology and software I am using for online teaching.</i>	3.32	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>I am effective in teaching online.</i>	3.16	<i>Agree</i>	<i>Effective</i>
<i>Using a laptop or any technological products during discussion.</i>	3.47	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>Applying digital resources creatively.</i>	3.40	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>Solving possible troubleshooting is part of technological literacy.</i>	3.33	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>Using digital media appropriate to their goals.</i>	3.37	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>Good communication using appropriate tools.</i>	3.39	<i>Strongly Agree</i>	<i>Very Effective</i>
OVERALL MEAN	3.38	Strongly Agree	Very Effective

The findings of the respondents in terms of teachers' technological literacy find it as very effective on the usage of educational platforms like Google Classroom and Edmodo, knows using technology as their professional tasks, able to upload class information using education-oriented social networking sites with students, satisfied with the technology and software they used for online teaching, using a laptop or any technological products during the discussion, applies digital resources creatively, solving possible troubleshoot is part of technological literacy, using digital media appropriate to their goals, and good communication using the appropriate tools. However, the respondents find only effective teaching online.

The above findings on working from home are rated by the students as very effective by the majority. Only limited shortcomings were observed by the respondents in the area of the effectiveness of the online class. Generally, it is found to be that working from home as a medium of learning is still very effective, however, the connectivity is always a challenge. As cited by (Ingerman, A., & Collier-Reed, B. (2011), Technological literacy is reconsidered as a model for enactment that describes technological literacy as helpful to the individual in the course of reshaping their lives and the world around them. The interrelated facts of technological literacy are mutually and potentially constitute each other. The implications for technological literacy in the context of the individual and society, and the role of technology education in developing technological literacy remains a challenge. Ongoing developments in educational technologies place increasing demands on teachers

who have to make decisions daily concerning how, when, and where to make use of technologies in classrooms, (Hasse, C. 2017)

On Internet Access

Motive, a New Zealand-based Internet communication design company, defines the Internet in relatively lay terms as "a global network of interconnected computers. This is the infrastructure through which applications such as e-mail, chat rooms, and instant messaging operate". Internet access is defined as the percentage of households who reported that they had access to the Internet. In almost all cases this access is via a personal computer either using a dial-up, ADSL, or cable broadband access. This indicator is measured in the percentage of all households.

While internet access in the Philippines has grown throughout the last decade, it can improve in many ways. Currently, the Philippines has one of the slowest internet systems in the world. There is also a need to make the internet cheaper; some suggest that more internet companies should enter the country to make a competitive market and lower consumer prices. A study conducted on the level of effectiveness in terms of internet access is shown below.

Table 6. What is the level of effective tools in terms of Internet Access?

Indicators	Mean	Interpretation	Description
<i>Having good network connectivity while working from home.</i>	3.06	Agree	Effective
<i>The internet improved my teaching skills over the past two years.</i>	3.07	Agree	Effective
<i>My teaching skills improved because of the good internet connection.</i>	2.95	Agree	Effective
<i>A good internet connection determines my effective teaching process.</i>	2.98	Agree	Effective
<i>Having speed and accessible internet.</i>	3.18	Agree	Effective
<i>Offers e-book, PDF, Word, and other downloadable files.</i>	3.52	Strongly Agree	Very Effective
<i>Easy access to lectures online and refer to relevant study material in various multimedia formats.</i>	3.45	Strongly Agree	Very Effective
<i>Providing the students with extra study material and resources such as interactive lessons, educational quiz as well as tutorials.</i>	3.46	Strongly Agree	Very Effective
<i>Using the internet will bridge communication gaps.</i>	3.32	Strongly Agree	Very Effective
<i>Offers virtual field trips.</i>	3.04	Agree	Effective
OVERALL MEAN	3.20	Agree	Effective

The table above shows the responses in terms of effective tools in terms of internet access. The overall general average mean was found to be effective which means that they agree that the internet is an effective tool used for teachers who work from home. They agree on having good network connectivity while working at home, the internet improves their teaching skills for the past pandemic time, their teaching skills improved because of the good internet connectivity and determines their effectiveness of the teaching process. On the other hand, they found it very effective and they strongly agree that they have easy access to e-books, PDF files, word, and other downloadable files, easy access to lectures online and refer to relevant study materials in various multimedia formats, provide the students with extra study materials and resources such as interactive lessons, educational quiz as well as tutorials, and using internet able to bridge communication gaps. The above findings although they have some conflicting opinions in the survey conducted, they come to the common conclusion that the internet is a useful tool that leads and aids education using the online platform however, some of them viewed traditional learning as far more effective. (Shareena, & Shahid, M. 2020), said that the pandemic has enforced the concept of work from home (WFH) into an officially mandated, strictly enforced rule emerging in all teaching sectors. The WFH concept is new to the majority of the employees as the COVID 19 has forced almost all teachers to work from home. In his study, it was revealed that teachers are more willing to work from home however, teachers are dependent on the presence of the student who is in contact with the teachers.

On Teachers' Productivity

Many scholars have attempted to conceptualize the working environment. Perhaps it may be defined in its simplest form as the settings, situations, conditions, and circumstances under which people work. It is further elaborated by Briner, (2000) as a very broad category that encompasses the physical setting (e.g., heat, equipment, etc.), characteristics of the job itself (e.g., workload, task complexity), broader organizational features (e.g., culture, history) and even aspects of the extra organizational setting (e.g., local labor market conditions, industry sector, work-home relationships). It means that the work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human, and the organizational environment. Opperman (2002) was quoted in Yusuf and Metiboba, (2012), to define the workplace environment as the composition of three major sub-environments which include the technical environment, the human environment, and the organizational environment. According to them, technical environment refers to tools, equipment, technological infrastructure, and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and management (p.37). The human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as the boss-subordinate relationship that exist within the framework of organizations. Such interaction (especially the informal interaction), presumably, provides an avenue for the spread of information and knowledge as well as cross-fertilization of ideas among employees. Of course, it has been established in previous studies that workers' interpersonal relations at the workplace tend to influence their morale (see Clement, 2000; Stanley, 2003). Hypothetically, whatever affects morale on the job is likely to affect job commitment. According to Yusuf and Metiboba, (2012) the third type of work environment, the organizational environment includes systems, procedures, practices,

values, and philosophies which operate under the control of management. In the words of Akintayo (2012) organizational environment refers to the immediate task and national environment where an organization draws its inputs, processes them, and returns the outputs in form of products or services for public consumption. The task and national environment include factors such as supplier's influence, the customer's role, the stakeholders, sociocultural factors, the national economy, technology, legislation, managerial policies, and philosophies. All these go a long way in influencing people's psych and attitude towards work. As the study was conducted to assess the critical impact of work from home on teachers' productivity.

Table 7 shows the respondent's views on the impact of work from home on teachers and their productivity.

Indicators	Mean	Interpretation	Description
<i>My overall work quality has improved since working from home.</i>	2.75	Agree	Effective
<i>Working from home has helped me to spend more time on my objectives and tasks.</i>	3.01	Agree	Effective
<i>Planning and measuring work outputs rather than being present in the workplace makes me an effective worker.</i>	2.88	Agree	Effective
<i>I have a quiet, distraction-free area at home that allows me to work efficiently.</i>	2.82	Agree	Effective
<i>Working from home enables me to better achieve a balance between work and family.</i>	3.10	Agree	Effective
<i>Having a place where I can concentrate.</i>	3.19	Agree	Effective
<i>Having a working environment that lightens the mood.</i>	3.27	Agree	Effective
<i>Promotes meaningful learning experience.</i>	3.37	Strongly Agree	Very Effective
<i>The working environment encourages higher levels of teacher performance.</i>	3.45	Strongly Agree	Very Effective
<i>The working environment increases the teacher's attention and focus.</i>	3.29	Strongly Agree	Very Effective
OVERALL MEAN	3.11	Agree	Effective

The information from the table explains the response of the teachers surveyed while working from home. The overall general average on the response of teachers in terms of the impact of work from home on teachers' productivity seems effective as they agree with the overall result. They agree on the overall work quality has improved since working from home, helps them to spend more time on their objectives and tasks, they plan and measure work outputs rather than the presence in the workplace and make them effective workers, quiet and distraction-free area at home that allows them to work efficiently, that working from home

enables them becoming better in achieving a balance between work and family, a place where they can concentrate working, and having a working environment that lightens their mood.

On the other hand, they strongly agree with the statement that it promotes a meaningful learning experience, that the working environment encourages higher levels of teacher performance, and that the working environment increases teachers' attention and focus. The finding among the respondents is conflicting, which means that not all of them (Teachers) enjoyed the work-from-home type of learning. Although some of them agree that working at home gives them the impact that improves teachers' productivity. The finding suggests that there is a need to review the mechanics of how to facilitate work from the learning concept as it is manifested by them that not all feel the convenience of doing it as it aims to improve productivity. This finding is supported by the study by (Azainil, A., Komariyah, L., & Yan, Y. 2021), which states the importance of teachers' competence and discipline is one of the determinants of increasing teachers' productivity for the school success. It is concluded that managerial competence had a significant effect on teachers' productivity.

Conclusion and Recommendations

The critical assessment of work from home on teachers' performance in the areas like technological literacy, internet access, and working environment was found to be excellent by students. It helps them in terms of understanding their lessons and managing time very well with the aid of technology. They found further that the use of technology makes them more professional in dealing with their tasks. Although shortcomings are being observed along the process due to lack of technical know-how and they are not computer savvy as we say, they are trying harder to deliver what their students expect from them. In terms of the availability of technology, it helps in promoting high-quality teaching and they can perform beyond normal and usually do in the classroom settings. The mechanisms of the work from home brought by the pandemic contribute to a lot of challenges where learners are forced to do some drastic adjustments to fit into the new learning trend.

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