A PATH ANALYSIS ON WORK PERFORMANCE AS ESTIMATED BY TELECOMMUTE WORK ENGAGEMENT, COMPUTER LITERACY SKILLS, AND CAREER ADAPTABILITY SKILLS

Rasmia Sumensil

Victor G. Quiambao Jr.

ABSTRACT

The study determined the relationship work performance as estimated by telecommute work engagement, computer literacy skills, and career adaptability skills of teachers. A total of 300 teachers from public elementary schools have participated in the study. Sets of adopted survey questionnaires were utilized in obtaining data from the respondents. The mean and standard deviation, Pearson r correlation, and multiple regression analysis were utilized as statistical tools in the study. The results reveal that the degree of work performance as estimated by telecommute work engagement, computer literacy skills, and career adaptability skills of teachers is high. Moreover, there is a significant relationship between telecommute work engagement and work performance ($r=.523$, $p<.05$), and computer literacy skills and teachers' work performance ($r=.412$, $p<.05$). Further, career adaptability skills have no significant relationship on the teachers' work performance ($r=.019$, $p<.05$). On the other hand, among the three variables, computer literacy skills ($\beta=.080$, $p<.05$) and career adaptability skills ($\beta=.083$, $p<.05$) have significant direct effect on teachers' work performance.

Keywords: *work performance, telecommute work engagement, computer literacy skills, career adaptability skills, path analysis, BARMM, Philippines*

INTRODUCTION

Work performance is the result of work that has been achieved by an employee's effort in carrying out a job entrusted to him with the help of his skills, experience and sincerity and time. (Sumendal et al., 2018). In addition, Niati et al.(2021) explained that high performing employee will make it easier to get the opportunities to get promoted in the higher position.

In Japan, (Kazekami, Sachiko, 2020) investigates the mechanisms underlying the influence of telecommute on work performance. They revealed that appropriate telecommute hours increase work performance, but when telecommute hours are too long, telecommute decreases work performance. In addition, telecommute increases life satisfaction, and life satisfaction improves work performance. However, telecommute increases the stress of balancing work and domestic chores, contrary to Japanese governmental expectations, and the stress decreases life satisfaction. The stress, fortunately, does not directly reduce work productivity. Although telework increases

happiness and work satisfaction, these factors do not influence labor productivity. (Kazekami, Sachiko, 2020. "Mechanisms to improve labor productivity by performing telework," Telecommunications Policy, Elsevier, vol. 44(2).

Recently, Department of Education highly discouraged teaching and non-teaching personnel from physically reporting to schools amid the COVID-19 pandemic. Based on the total regular employee of the Department of Education as of April 2020, there are over 900,000 regular personnel that the department employs in the whole country, and more than 800,000 of them are teachers (DepEd Basic Education Statistics year 2019-2020). The department implement telecommutes as an alternative work arrangement to increase work performance during Covid-19 outbreak, it allows employees to work from home or other off-site locations, provided that personnel must be readily accessible during working hours and must be able to respond to directives, requests, and queries through agreed modes of communication with their immediate supervisor. (Department of Education, Department Order. 043 s. 2020).

COVID-19 has had a significant impact on the work performance in the Philippines, nearly 70% of employees reported they were able to be equally or more productive during the crisis – 21% of women and 14% of men reported being more productive. In total, 4 in 10 adults felt pressure to do more household work and child care. Increased time spent on cleaning was reported by 77% of women and 72% of men. However, 48% of women and 39% of men reported a negative impact on their mental well-being due to COVID-19, and 4 in 10 respondents reported a negative impact on their physical well-being (43% of women and 41% of men)(Australian Aid, Investigating in Women, 2020).

Individuals who are highly adaptable in their careers have the ability to adjust themselves in order to meet the pressures of their working world (Autin et al.,2017, as cited in Le, Hamzah, & Omar, 2019). One among these pressures is the need to adapt to changes in careers, technology, and within and between occupations and various life roles at an unprecedented rate compared with previous generations (Del Corso, 2013, as cited in Le, Hamzah, & Omar, 2019)). Employees are entitled to obtain equipment and tools from their employer that allow them to work as if they were at their regular workplace, without negative consequences on their performance, effectiveness, and wellbeing. Continued working on sub-par equipment and tools leads to a loss of productivity, frustration, and ultimately disengagement of the workers.

Furthermore, in order to achieve a similar level of work performance as in the office, the employer needs to ensure that employees have access to the technology and tools that they would otherwise be using if they were at the workplace. A continuous dialogue between the employer and the employees is vital to detect any difficulties with the tools and for the workers to come forward with their specific needs, in terms of ICT equipment and software as well as related training. (International Labour Organization (2020) Teleworking during the COVID-19 pandemic and beyond, p.6)

Finally, Work performance has been a topic of research for scholars over the past century. However, previous studies about work performance focused only on the

business industry like office employee, hence less has been done among public teachers. In addition, some researcher has not come across the study that determine the relationship between Work Performance. Telecommute Work Engagement, Computer Literacy Skills, and Career Adaptability Skill among public elementary teachers.

In this study, the researcher will explore the relationship between work performance, computer literacy skills, telecommute work engagement and career adaptability skill of public elementary teachers. On the other hand, the result of this study will be the basis for intervention program and additional literature that will generate recommendations that are results-base to the teachers, school leaders, DepEd officials and other educational stakeholders.

Meanwhile, the results of this study would provide important information that can be used by school leaders to develop programs that shall aim to decrease the stress and anxiety and can improve the mental health status of teachers. Moreover, the results of the study can be used by teachers to have personal intervention particularly in notable areas that can be addresses in their personal level.

FRAMEWORK

This study is anchored on Emery and Trist (1960) Socio-technical System Theory (STS) in the link between work performance, telecommute work engagement and computer literacy; (Poole, M. S., & DeSanctis, G. 1990) Adaptive Structural Theory in the link between work performance and telecommute work engagement; and, Lifespan theory of control (Heckhausen, 1999) in the link between work performance, telecommute work engagement and career adaptability. Socio-technical System Theory (STS) explains the interaction between social and technological factors. It examines the relationships between people, work environment and the technology, in order to design work in a way that enhances job satisfaction and increases productivity (Torraco, 2005).

Trist and Bainforth (1951) express that STS was originally developed to explain the paradox of improved technology but decreased productivity, the theory was also applied to the design of remote work. One of the principles of STS is minimal critical specification. Telecommuting provides telecommuters with the freedom to decide how and when to do their tasks (Gajendran & Harrison, 2007). Similarly, telecommuters have the responsibility to use their equipment and resources to carry out their responsibilities (Morganson, Major, Oborn, Verive & Heelan, 2010).

Adaptive Structural Theory proposes that structures (general rules and resources offered by the technology) can differ from structuration (how people actually use these rules and resources) (Torraco, 2005). There is interplay between the intended use of technology and therefore the way that folks use the technology. Telecommuting provides a social structure that enables and constrains certain interactions (Bartol, Tesluk & Langa, 2009). AST suggests that when technologies are used over time, the rules and resources for social interactions will change (Desanctis & Poole, 1994). Torraco (2005) posits that

telecommuting may alter traditional work practices, such as switching from primarily face-to-face communication to electronic communication.

The lifespan theory of control (Heckhausen, 1995) proposes that lifespan development is impacted by an individual's capacity to play an active and effective role in adapting to the environmental opportunities and constraints (Heckhausen et al., 2010). Control also plays a key factor in this development and the concept of compensatory control is especially relevant to adaptability. Llifespan theory of control describes the process by which human operate within their environment in order to pursue developmental goals. (Heckhausen and Schulz, 1995)

The hypothesized models show the conceptual framework that displays the relationships of the variables. The framework has three exogenous variables, namely: computer literacy skills, telecommute work engagement and career adaptability skill. On the other hand, the endogenous variable is the work performance.

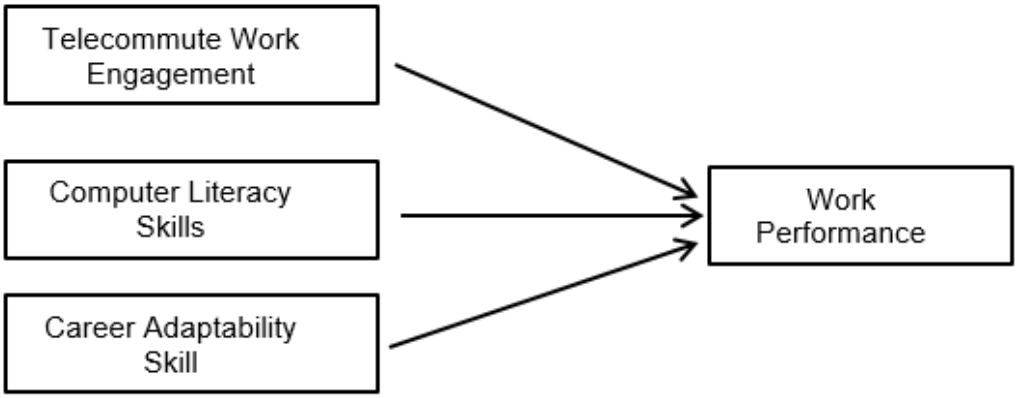


Figure 1. Hypothesized Model 1 showing the Direct Effect of the Telecommute Work Engagement, Computer Literacy Skills and Career Adaptability Skill on Work Performance of teachers.

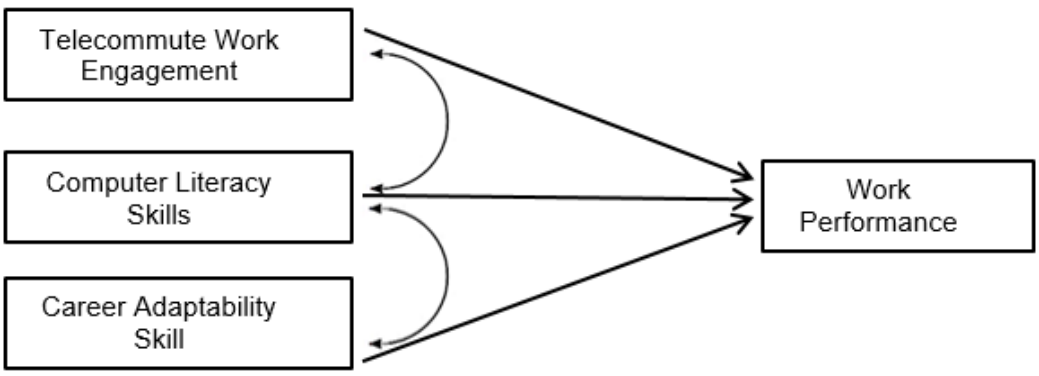


Figure 2. Hypothesized Model 2 showing the Interrelationship of Telecommute Work Engagement, Computer Literacy Skills and Career Adaptability Skill. Moreover, it also shows the Direct Effect of exogenous variables on Work Performance.

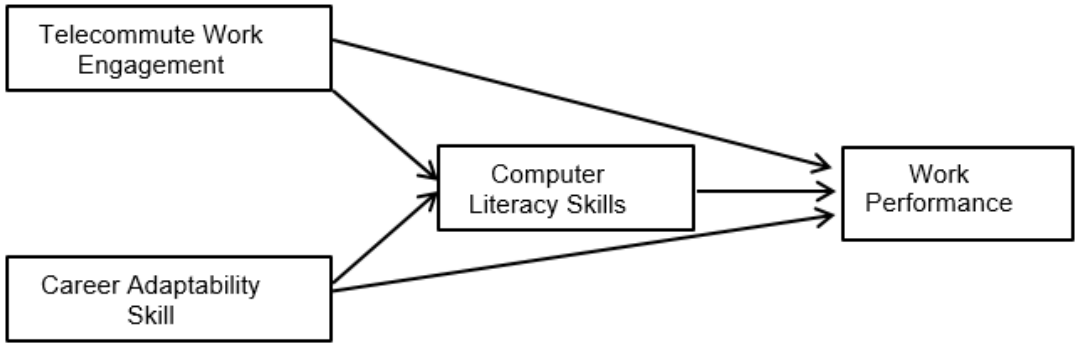


Figure 3 shows the Hypothesized Model 3 showing the Direct Effect of Telecommute Work Engagement and Career Adaptability Skill on Computer Literacy Skills and Work Performance.

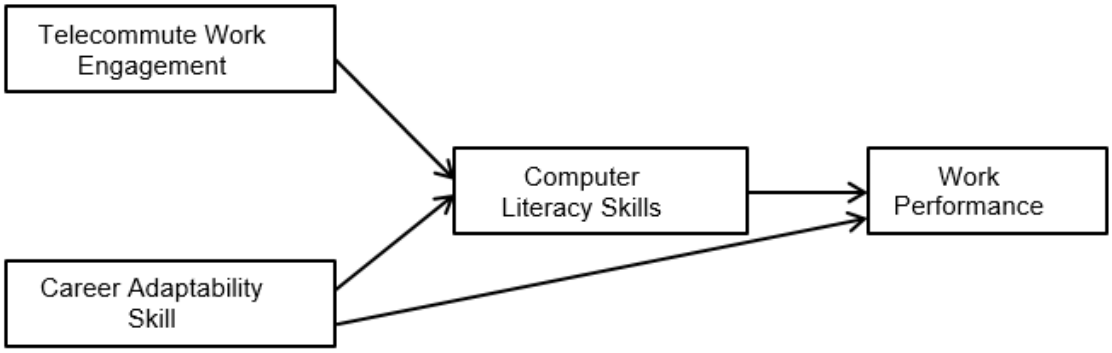


Figure 4 shows the Hypothesized Model 4 showing the Direct Effect of Computer Literacy Skills on Telecommute Work Engagement, Career Adaptability Skill and Work Performance

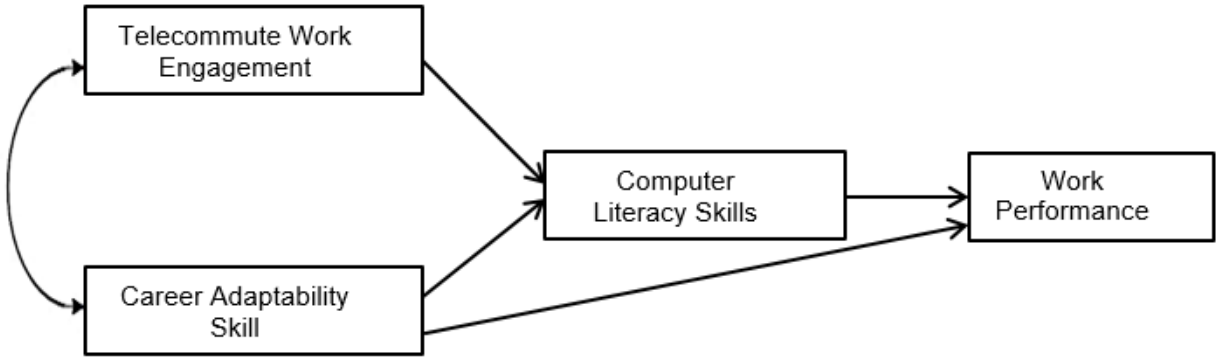


Figure 5 shows the Hypothesized Model 5 showing the Correlation of two exogenous variables, namely Telecommute Work Engagement and Career Adaptability skill. It also shows the Direct Effect of Computer Literacy skills and Work Engagement.

METHOD

Research design

This quantitative study utilized the descriptive - correlational research design. Descriptive research design is used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Furthermore, the correlational design is used to identify the strength and nature of association between two or more variables (Creswell, 2003). In the study, it determined the levels of of work performance, telecommute work engagement, computer literacy skills, and career adaptability skills of public elementary teachers during the Covid-19 pandemic. Moreover, the relationship of telecommute work engagement, computer literacy skills, and career adaptability skills with work performance as well as the best fit model of work performance were also investigated.

Respondents

The public elementary teachers in Pikit Cluster 1 and 3 were the respondents of this study. A total of 300 teachers were selected using the complete enumeration method.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. The instruments include: work performance (K.Gobi ,2012 & S.Chandran,2005telecommute work engagement (fields 2002),Computer Literacy Skills (Hafifa and Sulistyo, 2019), and Career Adaptability Skills, The Career Adapt-Abilities Scale-Short Form (CAAS-SF) (Savickas and Porfeli, 2012).

Statistical Tools

Mean and Standard Deviation was used to determine the level of Work Performance, Telecommute Work Engagement, Computer Literacy Skills, And Career Adaptability Skills. Pearson product-moment correlation coefficient will be used in determining the degree of association of the respondents' responses Work Performance, Telecommute Work Engagement, Computer Literacy Skills, And Career Adaptability Skills. Multiple Regression Analysis will be used to measure the influence of computer literacy skills, telecommute work engagement and career adaptability skill on the work performance. Structural Equation Modelling will be employed to assess the interrelationship of the variables.

RESULTS AND DISCUSSION

Level of Telecommute Work Engagement

Table 1 presents the level of Telecommute Work Engagement of the teachers which has three indicators namely productivity, job satisfaction and work-life balance. The overall mean is 4.17 which can be described as high level.

In particular, productivity 4.31 which described as agree. This means that teachers were more productive when telecommuting. This denotes to the study of Alghaithi (2020) that telecommuting increases the productivity, if their organizations offer them the necessary support, such as enhanced communication and the provision of support services. It is claimed that the productivity is mainly a result of the work-life balance of the employees and flexibility of the work hours.

In terms of job satisfaction, the mean value is 4.08 which described as agree. This indicates that teachers are more satisfied and shows more interest in doing their job while telecommuting. As stated by Irawanto et. al (2021) work–life balance has a positive and significant effect on job satisfaction. Employees have the flexibility and autonomy in balancing their work and personal life and tend to increase their job satisfaction. This result also somewhat congruent to the study of Song and Gao (2019), wherein non-fixed workers had more job satisfaction when the organization gave them the flexibility to telecommute.

Meanwhile, work-life balance also shows a mean of 4.12 which describes as agree. This means that teachers are more likely to work better during telecommuting. This further explain the study of Reyes et.al (2021) that telecommute has been hailed by employees and employers alike for allowing a better work–life balance. As a work arrangement, telecommute permits employees to perform their duties and tasks away from the office, thus giving them more autonomy and control over where to work and how to combine work and personal life. In doing so, it helps improve work–life balance and labor inclusion.

Table 2. Level of Telecommute Work Engagement

Telecommute Work Engagement Items	Mean	Std. Deviation	Description
Productivity	4.31	.420	Agree
Job Satisfaction	4.41	.396	Agree
Work-Life Balance	4.12	.444	Agree
OVERALL	**4.17**	**.267**	**HIGH**

Level of Computer Literacy Skills

Table 3 presents the level of computer literacy skills of teachers contains one indicator namely ICT Activities. The overall mean is 4.11 which can be described as high. This means that teachers are frequently exhibit high level of Computer Literacy Skills to their teaching profession. This denotes to the study of Kozcu Cakir, Guven and Celik (2021) that the diversity in technological products introduced because of the technological expansion in the world, it increases the utilization of technological by activating individuals' interests and inquisitiveness. The pandemic reminds us that ICT is a primary component of pedagogy in the 21st century. The expansion of technology adoption in education sector has enabled teachers to adjust their teaching techniques from the traditional educational approach to modern approach, allowing them to provide knowledge more flexibly.

Table 3. Level of Computer Literacy Skills

Computer Literacy Skills Items	Mean	Std. Deviation	Description
ICT Activities	4.11	.411	High
OVERALL	**4.11**	**.411**	**HIGH**

Level of Career Adaptability Skills

Table 4 shows the level of Career Adaptability Skills of the teachers which has four indicators namely concern, control, curiosity and confidence. The overall mean is 4.32 which can be described as high level.

In terms of Concern, the mean score is 4.11 which described as often. This means that teachers are oftentimes attentive in their decisions and choices in life. This result conforms to the study of (Silverstein, 2007; Pugh, 2018) that our choices in life will not only affect us today, but can also affect our future abilities and choices. It is necessary for us to create better choices and recognize its power. The vital aspect of choices that we must remember is that our choices will not only affect our lives and future, but can also have a huge impact on others' lives. Making choices also means accepting the thought that we are a part of a much bigger picture.

In the aspect of control, the mean value is 4.30 which is also described as often. This means that teachers are taking full responsibility for every actions they made. This finding can be explained by May (2018) that taking responsibility for your actions requires the realization that you play a part in every situation or experience and therefore, have some degree of responsibility over the outcomes or consequences. You may have heard

it as accountability. This means that the first reaction of a person when there is a mistake or a conflict arises, isn't to blame others people, make excuses, twist the facts, or flat out lie. Instead, to swiftly acknowledge the problem, identify your role in it, and carry out an action plan to minimize or entirely eliminate the chances of it happening again.

On the other hand, there is also a high level of career adaptability skills in terms of curiosity with the value of 4.53 which is described as always. This means that teachers are curious and more engage in exploring their surroundings. This result is supported by Antipas (2018) that teachers are genuinely interested in generating and nurturing curiosity in our learners. (Clark, 1992; Antipas 2018) emphasize that teachers should make the familiar strange, this involves to believe that interesting, exciting, amazing things are happening all around us all the time and to question the traditional ways, reasons and explanations that we usually take for granted. Teachers need to be curious about what is studied and about the children and young people in their class. The understanding of the process of teaching makes sense in terms of learning, research and curiosity (Stern, 2018).

In the same way, the mean of confidence 4.32, describes as often. This means that teachers are confidence in solving problems. This result is supported by Prigge and Tregoe (2020) states that to up-level your problem-solving abilities, consider steps to increase confidence in yourself. Problem situations are often complicated that involves extremely overwhelming amounts of information.

Table 3. Level of Career Adaptability Skills

Career Adaptability Skills Items	Mean	Std. Deviation	Description
Concern	4.11	.518	Often
Control	4.30	.356	Often
Curiosity	4.53	.626	Always
Confidence	4.40	.379	Often
OVERALL	**4.32**	**.274**	**HIGH**

Level of Work Performance

Table 4 shows the level of teachers' work performance. The teacher's work performance contains four indicators, namely stress, work environment, workload and salary. It garnered an overall mean of 4.38 with a description of high.

The stress level of teachers has the mean of 4.47, which is described as agree. 4.47 which refers to the description of agree. This result conforms to the study of Düğenci (2018) that stress level, at which individuals' performance is the best, is the optimal positive stress level. At the positive stress level, the individual's motivation, ability to fight

time pressure, speed of making important decisions, and contribution to performance are faster and higher.

In the same way, the mean of work environment 4.41, described as agree. This means that the teachers exhibit a high work performance by learning various skills from work. This aligned to the study of Nkemakolam Samuel Nnanna (2020) states that trainings are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organization. Employees Performance will gradually improve as a product of quality and consistent training as we achieved new skills, skill gaps will be filled and old skills will be sharpened. These also result in the subsequent success of the achievement of organizational goals and objectives.

In terms of Workload, the mean score is 4.35 which is described as agree. This means that teachers exhibit high work performance when they have complete tool and resources in doing their job. As stated by Thorstensson (2020), attitude and policy of the organizations towards telecommuting affects the productivity of their employees. The productivity of every employee increases when the they feel that their organization trusts, cares, and provides them with training, better project management and sufficient resources to get their job done in time.

On the other hand, the salary category has a mean of 4.31 which is described as agree. This suggests that teachers are more likely to have a high level of work performance when they are satisfied with their current salary. This result is supported by McQuerrey (2018) who stated that salary is a strong motivator for employees. Employees who feel that they are well compensated are more likely to perform high and could result to a better work productivity.

Table 4. Level of Work Performance

Work Performance Items	Mean	Std. Deviation	Description
Stress	4.47	.358	Agree
Work Environment	4.41	.371	Agree
Workload	4.35	.399	Agree
Salary	4.31	.332	Agree
OVERALL	**4.38**	**.295**	**HIGH**

Correlation of Teachers' Work Performance among Telecommute Work Engagement, Computer Literacy Skills and Career Adaptability Skills.

Table 5 shows relationship between telecommute work engagement, computer literacy skills and career adaptability skills and teachers' work performance. The result shows that only the telecommute work engagement and computer literacy skills have a significant relationship with the teachers' work performance ($p<.05$).

In particular, there is a relationship between teachers telecommute work engagement and work performance ($r=.523$, $p<.05$). This suggests that the increase in

telecommute work engagement would essentially increase the work performance of teachers. Significant relationships between telecommute work engagement and work performance have been reported. One study (Gajendran, 2019) found that telecommute contributes to better performance for employees in complex jobs, possibly due to the benefit of fewer interruptions that are common in an office setting. Telecommuting has more positive than negative effects on employees and employers. A work-at-home option gives telecommuters more freedom in their work arrangement and removes workers from direct, face-to-face supervision (Gajendran and Harrison, 2019). Further, (Abilash and Suji, 2021) also suggest that as part of the work-life balance, telecommuting results in high performance. Similarly, due to supportive telecommuting arrangements, the commitment related results also tend to rise. It resembles the goodwill and the support of the employer and commitment from the part of employees.

In the same way, there is a significant relationship between computer literacy skills and teachers' work performance ($r=.412$, $p<.05$). This means that as computer literacy skills increases, the work performance of teachers would also likely increase. This conforms the study of Tumburku et al. (2019) that there is a significant relationship between teacher computer' literacy and work performance. The study reveals that Instructional basic knowledge of computer, attitudes towards using digital devices and skills of operating computer positively predict the teacher's performance, implying that computer literacy has a positive impact on teacher performance.

On the other hand, career adaptability skills have no significant relationship on the teachers' work performance ($r=.019$, $p<.05$). This means that career adaptability skills it does not affect the work performance of teachers. This results contradict to the study of (Akca et al., 2018) that analyzes the results that evaluated career adaptability on work performance. It reveals that career adaptability have positive effect on workers' work performance. Individuals who are aware of their personal abilities are more efficient in terms of carrying out basic duties required by a work. At the end of the analyses, it is determined that curiosity and anxiety increase work performance level of individuals. Individuals will be more competent in giving positive suggestions to colleagues in line with the increase in knowledge they obtain in business life. On the other hand, individuals who are anxious about possible changes in future and develop abilities for this reason will inform and cooperate with their colleagues and make positive contributions to enterprise performance.

Table 5. Correlation of Teachers' Work Performance among Telecommute Work Engagement, Computer Literacy Skills and Career Adaptability Skills.

VARIABLES	R	p-value	Remarks
Telecommute Work Engagement and Work Performance	.523**	.001	Significant
Computer Literacy Skills and Work Performance	.412**	.003	Significant
Career Adaptability Skills and Work Performance	.019	.830	Not Significant

*Significant at .05 level

Regression of Teachers' Work Performance among Telecommute Work Engagement, Computer Literacy Skills and Career Adaptability

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of teachers' work performance. The results indicate that only two variables were found to be significant predictors of teachers' work performance.

In particular, the computer literacy skills have significant direct effect on work performance of teachers (β=.080, p<.05). This means that the regression weight for teacher computer literacy skills in the prediction of work performance of teacher is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in computer literacy skills, there is a corresponding increase in the teachers' work performance .080. Through this, would imply that computer literacy skills can improve better the work performance of teachers.

Similarly, the career adaptability skills have significant direct effect on teachers' work performance (β=.083, p<.05). This means that the regression weight for teacher career adaptability skills in the prediction of work performance of teacher is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in career adaptability skills, there is a corresponding increase in the teachers' work performance by .083.

However, the telecommute work engagement do not significantly predict the teachers' work performance (β=-.028, p<.05). This means that the regression weight for telecommute work engagement in the prediction of teachers' work performance is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher telecommute work engagement were decrease by 1, the self-construal of teachers would decrease by -028.

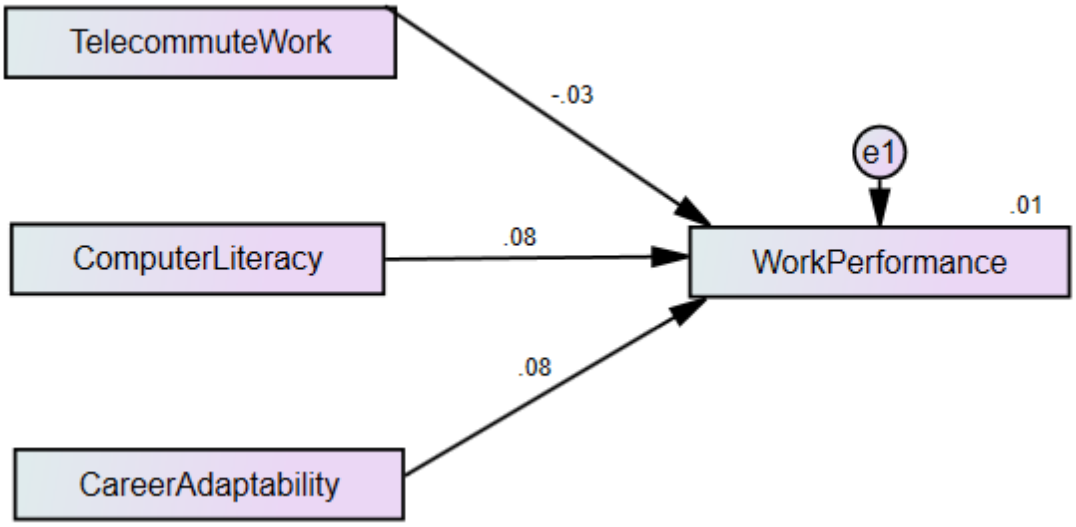
Table 6. Influence of Telecommute Work Engagement, Computer Literacy Skills and Career Adaptability on Work Performance

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	3.891	.490		7.941	.000	
Telecommute Work Engagement	-.031	.097	-.028	-.316	.752	Not Significant
Computer Literacy Skills	.058	.065	.080	.888	.000	Significant
Career Adaptability Skills	.089	.094	.083	.948	.003	Significant

Note: R=.708[a], R-square=.502, F=132.838, P<.05

Test of Hypothesized Model

Figure 6 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of telecommute work engagement, computer literacy skills, and career adaptability skills on teachers' work performance of is 1 percent. Telecommute work engagement, computer literacy skills, and career adaptability skills significantly predict teachers' work performance with beta values of -03, .08, and .08. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 3.0, (NFI, TLI, CFI, GFI < 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model does not fit with the data.

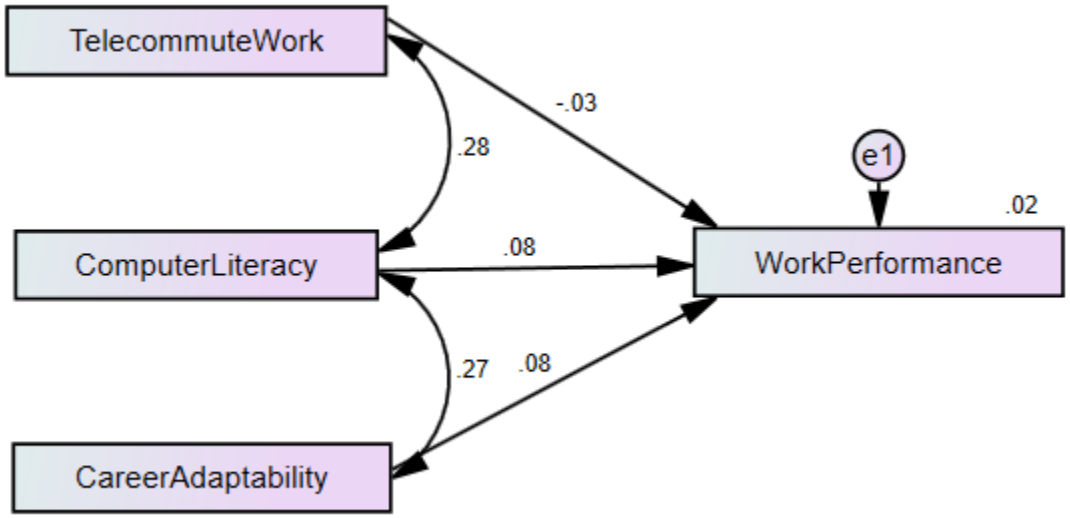


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	12.304
P-value	>.05	.000
NFI	>.95	.061
TLI	>.95	-1.036
CFI	>.95	.000
GFI	>.95	.878
RMSEA	<.05	.275
PCLOSE	>.05	.000

Figure 6. Test of Hypothesize Model 1

Figure 7 presents the results of Hypothesized Model 2. Based on the results, a total of 2 percent of the variance of teachers' work performance is explained by the combined influence of telecommute work engagement, computer literacy skills, and career adaptability skills. Meanwhile, the telecommute work engagement, computer literacy skills, and career adaptability skills significantly predict teachers' work performance with beta values of -.03, .08 and .08, respectively. Moreover, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 2 does not fit with the data and a poor fit model of teachers' work performance.

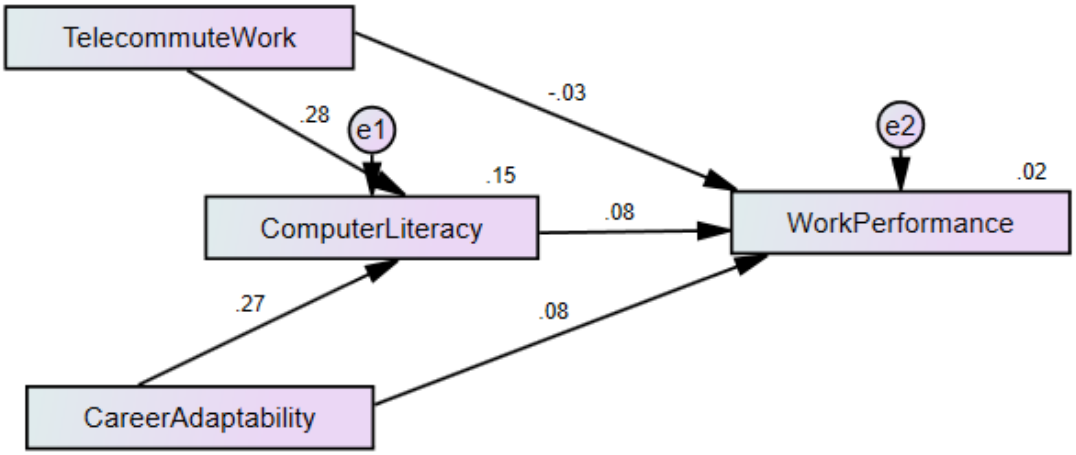


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	7.545
P-value	>.05	.006
NFI	>.95	.808
TLI	>.95	-.179
CFI	>.95	.804
GFI	>.95	.763
RMSEA	<.05	.210
PCLOSE	>.05	.017

Figure 7. Test of Hypothesize Model 2

Figure 8 presents the results of Hypothesized Model 3. Based on the results, a total of 2 percent of the variance of teachers' work performance is explained by the combined influence of telecommute work engagement, computer literacy skills, and career adaptability skills. Moreover, telecommute work engagement and career adaptability skills explain 15 percent of the variance of computer literacy skills. Meanwhile, the telecommute work engagement, computer literacy skills and career adaptability skills significantly predict teachers' work performance with beta values of -03, .08 and .08, respectively. Furthermore, telecommute work engagement and career adaptability skills have direct effect on computer literacy skills with beta values of .28 and .27, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.08 with a PCLOSE > 0.05. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of teachers' self-construal.

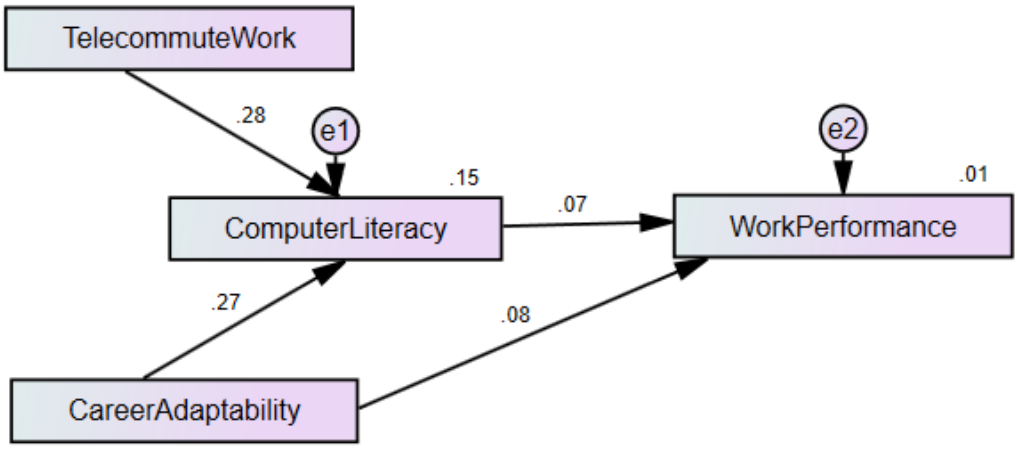


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	7.545
P-value	>.05	.004
NFI	>.95	.808
TLI	>.95	-.179
CFI	>.95	.804
GFI	>.95	.754
RMSEA	<.05	.210
PCLOSE	>.05	.017

Figure 8. Test of Hypothesize Model 3

Figure 9 presents the results of Hypothesized Model 4. Based on the results, a total of 1 percent of the variance of teachers' work performance is explained by the combined influence of computer literacy skills and career adaptability skills. Moreover, telecommute work engagement and career adaptability skills explain 15 percent of the variance of computer literacy skills. Meanwhile, the computer literacy skills and career adaptability significantly predict teachers' work performance with beta values of .07 and .08, respectively. Furthermore, telecommute work engagement and career adaptability skills have direct effect on computer literacy skills with beta values of .28 and .27, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of teachers' self-construal.



MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	3.823
P-value	>.05	.022
NFI	>.95	.805
TLI	>.95	.830
CFI	>.95	.491
GFI	>.95	.764
RMSEA	<.05	.138
PCLOSE	>.05	.058

Figure 9. Test of Hypothesize Model 4

Best Fit Model of Teachers' Quality

The hypothesized model 5 in standardized estimates is presented in Figure 10. It can be observed in the results that 2 percent of the variance of teachers' work performance is explained by the combined influenced computer literacy skills and career adaptability skills. On the other hand, a total of 18 percent of the computer literacy skills can be attributed to telecommute work engagement and career adaptability skills. Furthermore, the model illustrates the relationship of telecommute work engagement and career adaptability skills (r=.22, p>.05), and the direct effect of telecommute work engagement and career adaptability skills on computer literacy skills with beta values of .28 and .26, respectively. On the other hand, it shows the direct effect of computer literacy skills and career adaptability skills on teachers' work performance with beta values of .07 and .08, respectively.

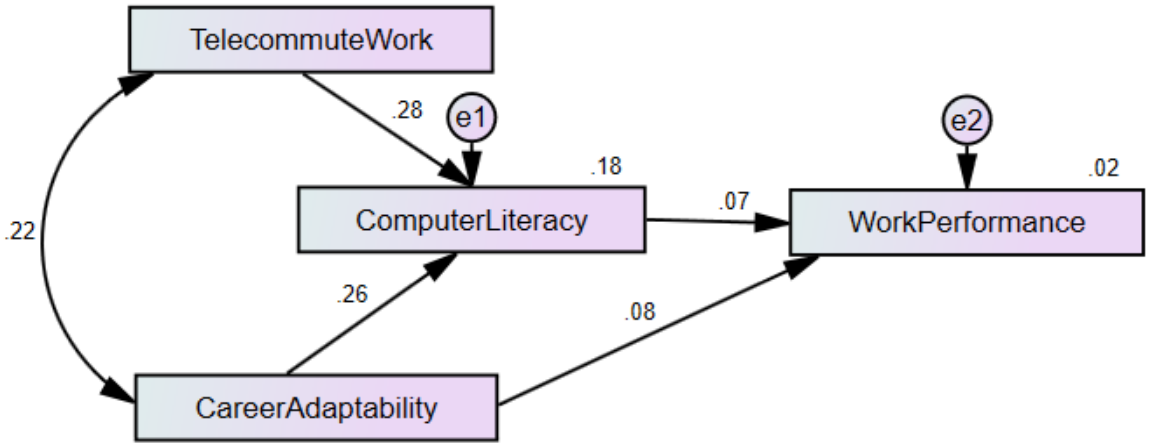


Figure 10. Test of Hypothesize Model 5

As shown in Table 10, all model fit value have successfully met the criteria set by each index (CMIN/DF=17.459 with its p-value > 0.05, (NFI, TLI, CFI, and GFI > .95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model fits well with the data which can best explain the work performance of teachers. This is supported by Arbuckle and Wothke (1999) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis

Index (TLI) and Comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne and Sugawara (1996) indicating 0.01, 0.05, and 0.08 as excellent, good, and mediocre fit respectively, with P of close fit (PCLOSE) that is greater than 0.05.

MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	.102
P-value	>.05	.000
NFI	>.95	.997
TLI	>.95	1.162
CFI	>.95	1.000
GFI	>.95	.983
RMSEA	<.05	.000
PCLOSE	>.05	.791

CONCLUSION

The teachers' during the pandemic have high level of telecommute work engagement, computer literacy skills, career adaptability skills and work performance. Meanwhile, an inverse relationship was observed between career adaptability skills and work performance, and a directly proportional relationship between telecommute work engagement, computer literacy skills and work engagement. Moreover, career adaptability skills and computer literacy skills have a significant direct effect on the work performance of teachers while telecommute work engagement does not have direct effect on work performance and it has a significant indirect effect on work performance which mediated by computer literacy skills.

REFERENCES

Abas, M. K., Yahaya, R. A., Din, M. S. E. (2019). *"Digital Literacy and its Relationship with Employee Performance in 4IR".* Journal of International Business, Economics and Entrepreneurship, e-ISSN: 2558-1429. Vol. 4, (2) Dec. 2019.

Atac, L. O., Dirik, D., & Tetik, H. T. (2018). Predicting Career Adaptability through Self-Esteem and Social Support: A Research on Young Adults. International Journal for Educational and Vocational Guidance, 18 (1), 45-61. doi.org/10.1007/s10775-017-9346-1

Adam, L., Simon, O., (2018).*"Managing Telework: Investigating Possibilities of Telework for Modern Organization"*

Adari, T., Satyanarayana, G. (2018). *"Impact of Compensation on Employee Performance"*. Project: Compensation Management, Andhra University, Visakhapatnam, India.

Aleksi, P. (2020). *"Cultural Aspects of Telecommuting: Does individualism affect telecommuting outcomes?".* Bachelor of Science in Economics and Business Administration, AALTO University, School of Business Mikkeli Campus.

Antipas, P. N. (2018). *" Be Neotenous: The Importance of Curiosity for Teachers".* Core Education, blog-core-ed.org

Bu, N. S. N. (2020*). "Effects of Training On Employee Performance: A Case Study On Airtel Networks Limited"*. Department of Business Management Faculty Of Management and Social Sciences Baze University, Abuja July 2020.

Chang, Y., Shih, H. (2019). "Work curiosity: A new lens for understanding employee creativity". Institute of International Management (IMBA), Human Resource Management Review, Vol. 29, Issue 4, December 2019, 100675 https://doi.org/10.1016/j.hrmr.2018.10.005

Chavez, J. A. M., Hernandez, Y. C. U., Aparcana, R. B., Osores, J. J. V., Alcoser, S. D. I. and Lozano, R. A. R. (2020). *" Integration of ICTS and Digital Skills in times of the Pandemic Covid-19".* International Journal of Higher Education. Vol. 9, No. 9, 2020.

Chen H., Fang T. ,Liu F., Pang L , Wen Y. ,Chen S. and Gu X. (2020). Career Adaptability Research: A Literature Review with Scientific Knowledge Mapping in Web of Science. Int. J. Environ. Res. Public Health 2020, 17(16), 5986; https://doi.org/10.3390/ijerph17165986

Chron Contributor (2020). *"How can Salary Influence a Worker's Performance in an Administration?".work.chron.com/can-salary-influence-workers-performance-administration-25950.html*

DepEd Basic Education Statistics year 2019-2020, https://www.teacherph.com/deped-basic-education-statistics-school-year-2019-2020/

Dewi R. N., Zulkifli M. E. S., Yudi P. (2021). *"The effect of training on work Performance and career Development: The Role of Motivation as Intervening Variable".* Universitas Labuhanbatu, Indonesia.

Irawanto, D. W., Novianti, K. R., Roz, K. (2021). *"Work from Home: Measuring*

Satisfaction between Work–Life Balance and Work Stress during the COVID-19 Pandemic in Indonesia".

Edward E. (2019). *"Telework in the 21st Century".* https://globalworkplaceanalytics .com /telecommuting-statistics.

Eraso, A.B., Garcess A. (2020). "*Teleworking in the context of the COVID-19 Crisis"*. Page 2.

Hafifah, G. N., Dr. Sulistyo, G. H. (2019).*"Teachers' ICT Literacy and ICT Integration in ELT.in the Indonesian Higher Education Setting".* Turkish Online Journal of Distance Education-TOJDE July 2020 ISSN 1302-6488 Volume: 21 Number: 3 Article 13.

Jasmina, Z., Mojca, B. (2021). *"Impact of work-family balance results on employee work engagement within the organization: The case of Slovenia"* https://doi.org/10.1371/journal.pone.0245078.

Reyes, J. S., Carlier, S. I., Oliva, E. J D. (2021). "*Remote Work, Work Stress and Work-Life Balance during pandemic Times: A Latin America Situation". Int J Environ Res Public Health Vol. 18 (13); 2021 July; 7069.*

Journal of Economics and Management Sciences; Vol. 1, No. 3; 2018 ISSN 2576-3008 E-ISSN 2576-3016 https://doi.org/10.30560/jems.v1n3p54.

Le, K. K., Hamzah, S. R., & Omar, Z. (2019). Conceptualising Personal Resources on Career Adaptability. International Journal of Academic Research in Business and Social Sciences, 9(9), 875–886.

Luu, L., Stocker, A. A. (2018). *"Post-decision Biases reveal a Self-Consistency Principle in Perceptual Inference".* Computational Perception and Cognition Laboratory, University of Pennsylvania, United State.

Louron P. (2019). "*How workplace stress can enhance productivity and effectiveness".* hrdconect.com/2019/02/04.

May, E. (2021). *" What does it mean to take responsibility for your actions and work".* niagarainstitute.com

Maier, R. (2018). Self-Responsibility: Transformations Research Article https://doi.org/10.1177/0002764218816802.

Shareena P., and Mohammad S. (2020). *Work from home during COVID 19, Employees perception and experiences.*

Stern, J. (2018). *"Pedagogy, Research and Being a Curious Teacher".* A Philosophy of Schooling: Care and Curiosity in Community, (pp. 79-101).

Sumenda1, V., Kaunang2, M., & Kumayas3, N. (2018). *"Civil Apparatus Work Performance the State in Supporting the Promotion of Positions in the Talaud Islands Regency"*. Journal Department of Government Science, Volume 1 N(1).

.