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MOTIVATION, COMMITMENT AND JOB SATISFACTION: ITS INFLUENCE ON THE FACULTY PERFORMANCE IN THE WORK FROM HOME PERSPECTIVE

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ABSTRACT

This descriptive study investigated the influence of motivation, commitment and job satisfaction on faculty performance in the Work from Home (WFH) perspective of ISAT U faculty members. The participants of this study were the two hundred seventeen (217) regular and part-time faculty members of ISAT U System, AY 2021-2022. A random sampling technique was used to select the samples, ensuring a fair representation of the target population. The sample size was determined using Slovin's Formula. The researcher-made instrument, utilising a remote data-gathering method (Google Forms) and face-to-face data collection, was used to collect the data. The instrument was subjected to content validation with the three experts. The study revealed that the faculty members were extremely motivated, extremely committed, extremely satisfied in their jobs and had very satisfactory teaching performance from a work-from-home perspective. A significant relationship was observed among motivation and commitment, motivation and job satisfaction, and commitment and job satisfaction, from the work-from-home perspective of faculty members. Finally, no significant relationships were observed between motivation and teaching performance, between commitment and teaching performance, or between job satisfaction and teaching performance from the work-from-home perspective of faculty members.

KEYWORDS: Motivation, Commitment, Job Satisfaction, Teaching Performance, Work from Home Perspectives.

1. INTRODUCTION

The COVID-19 pandemic is significantly transforming people's lives, including those of young people. Every country enforced strict lockdown measures to limit the spread of infection, which eventually resulted in the suspension of face-to-face classes. To maintain the teaching and learning process, most schools worldwide have implemented several strategies, with work-from-home (WFH) being the most prevalent. This pandemic forced schools to consider remote working.

Along with the situation, the CSC issued a memo Circular No. 18, s. 2020, which states that the Work-from-Home arrangement shall be implemented in areas declared under Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine (MECQ) by the appropriate authorities.

With this new concept, faculty perspectives also shift. Faculty personal and professional traits, attitudes, and behaviour are also affected. Relevant to these traits are motivation, commitment, and job satisfaction. Therefore, the primary aim of this study is to determine how motivation, commitment, and job satisfaction influence faculty performance in a work-from-home (WFH) context.

2. STATEMENT OF THE PROBLEM

This study aimed to assess the impact of motivation, commitment, and job satisfaction on faculty performance from the Work from Home (WFH) perspective of ISAT U faculty for AY 2021-2022.

Specifically, the following questions were answered:

1. What is the level of motivation, commitment, job satisfaction and faculty performance in the work-from-home perspective of the faculty members of the ISAT U system when taken as an entire group and classified by sex, educational attainment and length of service?
2. Is there a significant difference in the level of motivation, commitment, job satisfaction and faculty performance from the work-from-home perspective of the faculty members of the ISAT U system when classified by sex, educational attainment and length of service?
3. Is there a significant relationship among the level of motivation, commitment, job satisfaction and faculty performance from the work-from-home perspective of the faculty members of the ISAT U system?

3. SIGNIFICANCE

This study will benefit the department heads and administrators. It will provide them with a clear

overview of their faculty members' condition during the WFH period. Additionally, it will help in planning and implementing programmes to boost motivation, commitment, job satisfaction, and performance among faculty members.

4. REVIEW OF LITERATURE

Working from home (WFH), also known as telework or remote work, is a flexible work arrangement where employees carry out their duties outside the traditional office, usually from their homes, using information and communication technologies. This modern approach allows employees to complete tasks regardless of physical location, as long as they have internet access and digital connectivity. Studies show that teleworking is linked with greater schedule flexibility and can help improve work-life balance, as employees can better manage both professional and personal responsibilities. Additionally, organisations adopt WFH practices to keep productivity high while giving employees more control over how and where their work is done (Rodríguez-Modroño & López-Igual, 2021).

When COVID-19 compelled companies worldwide to send their employees home to work remotely, remote work experienced a significant moment. The rush to provide employees with all the necessary tools for working from home was somewhat, well, abrupt for many employers. But once everyone settled in, it quickly became clear to many office-based teams that employees could be productive and focused outside the office—in many cases, even more so. Employers everywhere began to realise that remote work genuinely works. Whether you're searching for a remote job or already working virtually, there are many great **benefits to working from home**, along with some of the top companies hiring for remote roles (Courtney, 2021).

Working from home usually results in fewer interruptions, less office politics, a quieter noise level, and fewer—or more efficient—meetings. Add in the absence of a commute, and remote workers generally have more time and fewer distractions, leading to increased productivity—a significant benefit for both employees and employers. When implemented effectively, remote work enables employees and companies to focus on what truly matters—performance. Unfortunately, the office environment can sometimes create “false positives” that lead to bias and favouritism. After all, arriving early and leaving late may appear to indicate more effort, but actual performance is a much better measure of productivity. FlexJobs' 2020 survey found that

workers who believed they might be more productive working from home actually proved to be more productive when working remotely. Just over half of respondents (51%) stated that they were more productive working from home during the pandemic. When asked why, many cited fewer interruptions and quieter work environments (68% for both) as reasons for their increased productivity (Courtney, 2021).

Rupiettaa and Beckmann (2016) found that employees who have the option to work from home enjoy high autonomy in scheduling their work and are therefore assumed to possess higher intrinsic motivation. Thus, they expect that working from home will positively influence employees' work effort. For their empirical analysis, they utilise the German Socio-Economic Panel (SOEP). To account for self-selection into work locations, they employ an instrumental variable (IV) estimation strategy. The empirical findings reveal that working from home has a significantly positive effect on work effort. Furthermore, they discover that the frequency of working from home is also important; the more often employees work from home, the greater their work effort.

Remote work arrangements, including work-from-home (WFH) practices, have been shown to significantly influence employee commitment and satisfaction within organisations. Research indicates that flexible work models boost job satisfaction and enhance work-life balance, which, in turn, strengthen employees' organisational commitment and attachment to their roles. When employees are given autonomy and flexibility in how and where they perform their tasks, they are more likely to exhibit higher levels of engagement and positive attitudes towards work. Understanding the impact of remote work on the work environment is therefore crucial, as it affects both employee well-being and overall organisational performance (Simon et al., 2022).

Susilo's (2020) study revealed that working from home led employees to experience greater enjoyment, satisfaction, and motivation, thereby improving job performance. While the validity of this research is limited to how these benefits appear in Indonesia, it may have external validity in other countries affected by COVID-19.

This study tested a conceptual model based on self-determination theory to examine how university faculty members' motivation for teaching predicts their use of best teaching practices and explored whether faculty at different higher education institutions differ in their motivation. Data from a

national online survey of 1671 faculty from 19 universities were analysed using structural equation modelling. Support for the overall model showed that faculty autonomy, competence, and relatedness positively predicted autonomous motivation (intrinsic, identified), but not controlled motivation (introjected, external). Autonomous motivation, in turn, predicted greater use of effective teaching strategies, namely instructional clarity, higher-order learning, reflective and integrative learning, and collaborative learning. There were no differences across faculty at Doctoral, Master's, and Bachelor's institutions in mean autonomous motivation levels, nor in the predictive effects of autonomous motivation on teaching best practices. The findings have implications for the faculty motivation and teaching research literature, as well as for faculty development initiatives aimed at improving teaching effectiveness (Stupniskya et al., 2018).

This descriptive-correlational study aims to assess the levels of employee commitment and performance among faculty members of Montfortian educational institutes in Southeast Asia. The study considers locale, employment status, educational attainment, and years of service as the key variables for analysis. A randomly selected sample of 81 teachers from two Montfortian educational institutions in Southeast Asia participated in the research. Commitment was measured across three dimensions: affective commitment, continuance commitment, and normative commitment. Performance was evaluated based on four dimensions: knowledge of the subject matter, understanding of learner nature, professionalism, and community engagement. Data analysis was conducted using T-tests and ANOVA. Findings indicated a "Very High" overall level of faculty commitment, consistent across the variables, except for commitment to continuance among those with more than 20 years of service. Performance was rated as "Very Good," with some variations from "Very Good" to "Excellent" when analysed by variables. A "Moderate Significant Relationship" was identified between levels of commitment and performance. The respondents' "locale" significantly influenced both the levels of commitment and the relationship between commitment and performance. The results will inform the development of a faculty development programme designed to address the gaps highlighted in the research (Robert, 2022).

5. METHODOLOGY

This study used a descriptive-quantitative method to investigate the influence of motivation, commitment, and job satisfaction on faculty

performance from the Work from Home (WFH) perspective of ISAT U faculty for AY 2021-2022. The correlational approach was used to determine the extent to which different variables are related. In this study, the relationships among motivation, commitment, job satisfaction, and faculty performance were examined from the perspective of faculty members working from home in the ISAT U system.

The participants of this study were the two hundred seventeen (217) regular and part-time faculty members of ISAT U System, AY 2021-2022. A random sampling technique was used in selecting the samples. The researchers used a remote data-gathering method (Google Forms) and face-to-face data collection to collect the data. The gathered data were analysed using SPSS. The results were interpreted using the mean, standard deviation, t-test, One-Way ANOVA, and Pearson's *r* at the 0.05 level of significance.

6. RESULTS AND DISCUSSION

The following are the results of the study:

6.1. The level of motivation from the work-from-home perspective of the faculty members of the ISAT U System.

Table 1: Level of Motivation in the Work from Home Perspective of the Faculty Members.

	N	SD	Mean	Description
A. Entire Group	217	11.52	86.82	Extremely Motivated
B. Sex				
Male	94	10.42	85.65	Extremely Motivated
Female	123	12.26	87.62	Extremely Motivated
C. Educational Attainment				
Baccalaureate	25	17.48	86.72	Extremely Motivated
Master's Degree	118	10.17	86.67	Extremely Motivated
Doctorate Degree	74	11.26	87.11	Extremely Motivated
D. Length of Service				
1-14	99	12.89	86.04	Extremely Motivated
15-29	62	11.32	86.85	Extremely Motivated
30 Years Above	56	8.96	88.18	Extremely Motivated

As shown in Table 1, the level of motivation in the WFH perspective of the faculty members when taken as a whole was "Extremely Motivated" with a mean of 86.82 and a standard deviation of 11.52. When classified as to sex, both male and female faculty

members were "Extremely Motivated" with means of 85.65 and 87.62, respectively and standard deviations of 10.42 and 12.26, respectively. When classified as to educational attainment, all faculty members with a baccalaureate, master's degree, and doctorate degree were "Extremely Motivated" with means of 86.72, 86.67 and 87.11, respectively and standard deviations of 17.48, 10.17 and 11.26, respectively. When classified as to length of service, all faculty members with 1-14 years, 15-29 years and 30 years and above were "Extremely Motivated" with means of 86.04, 86.85 and 88.18, respectively and standard deviations of 12.89, 11.32 and 8.96, respectively.

This implies that the work-from-home model is highly effective at fostering faculty members' motivation. It indicates that the positive impact of working from home transcends various individual characteristics. This supports the implementation and continued exploration of work-from-home arrangements as a means to enhance faculty productivity and job satisfaction.

6.2. Difference of Motivation in the Work from Home Perspective of the Faculty Members as to Sex

Table 2: Difference of Motivation in the Work from Home Perspective of the Faculty Members as to Sex.

	N	Mean	t-value	t-crit
Male	94	85.65	1.28	1.97
Female	123	87.62		

As shown in Table 2, when classified by sex, the computed t-value of 1.28 was less than the t-crit value of 1.97. The null hypothesis was accepted. Hence, no significant difference existed in the level of motivation in the work-from-home perspective of faculty members when classified by sex.

It implies that the benefits and challenges of working from home are experienced similarly by both men and women in the academe. This challenges the notion that women may be more negatively impacted by remote work arrangements due to potential childcare responsibilities or other traditional gender roles.

Table 3: Difference of Motivation in the Work from Home Perspective of the Faculty Members as to Educational Attainment and Length of Service.

	N	Mean	F-value	F-crit
A. Educational Attainment				
Baccalaureate	25	86.72	0.03	3.04
Master's Degree	118	86.67		
Doctorate Degree	74	87.11		
B. Length of Service				
1-14	99	86.04	0.61	3.04
15-29	62	86.85		
30 Years Above	56	88.18		

As shown in Table 3, when classified by educational attainment, the computed F-value of 0.03 was less than the F-crit value of 3.04. The null hypothesis was accepted. In terms of length of service, the computed F-value of 0.61 was less than the F-crit value of 3.04. The null hypothesis was accepted. Hence, no significant differences in motivation were observed among faculty members working from home when classified by educational attainment and length of service.

This implies that factors such as educational attainment and length of service do not significantly influence faculty members' motivation to work from home. This suggests that other variables, such as individual personality traits, work-life balance preferences, or the nature of their teaching/research roles, may be more important determinants of motivation in a remote work setting.

Table 4: Level of Commitment in the Work from Home Perspective of the Faculty Members.

	N	SD	Mean	Description
A. Entire Group	217	9.25	90.39	Extremely Committed
B. Sex				
Male	94	8.96	90.01	Extremely Committed
Female	123	9.48	90.67	Extremely Committed
C. Educational Attainment				
Baccalaureate	25	11.03	88.56	Extremely Committed
Master's Degree	118	8.27	91.48	Extremely Committed
Doctorate Degree	74	9.96	89.26	Extremely Committed
D. Length of Service				
1-14	99	9.26	90.04	Extremely Committed
15-29	62	8.52	91.00	Extremely Committed
30 Years Above	56	10.16	89.92	Extremely Committed

As shown in Table 4, the level of commitment from the work-from-home perspective of the faculty members, when taken as a whole, was "Extremely Committed" with a mean of 90.39 and a standard deviation of 9.25. When classified as to sex, both male and female faculty members were "Extremely Committed" with means of 90.01 and 90.67, respectively and standard deviations of 8.96 and 9.48, respectively. When classified as to educational attainment, all faculty members with a baccalaureate, master's degree, and doctorate degree were "Extremely Committed" with means of 88.56, 91.48 and 89.26, respectively and standard deviations of 11.03, 8.27 and 9.96, respectively. When classified as

to length of service, all faculty members with 1-14 years, 15-29 years and 30 years and above were "Extremely Committed" with means of 90.04, 91.00 and 89.92, respectively and standard deviations of 9.26, 8.52 and 10.16, respectively.

The study shows a strong commitment to working from home among faculty members, regardless of sex, educational attainment, or length of service. This finding implies that the work-from-home model has been successfully integrated into the university environment and is well-received by faculty members across various demographics.

Table 5: Difference of Commitment in the Work from Home Perspective of the Faculty Members of as to Sex.

	N	Mean	t-value	t-crit
Male	94	90.01	0.53	1.97
Female	123	90.67		

As shown in Table 5, when classified by sex, the computed t-value of 0.53 was less than the t-crit value of 1.97. The null hypothesis was accepted. Hence, no significant difference existed in the level of commitment from the WFH perspective of faculty members when classified by sex.

It implies that both male and female faculty members have adapted equally to the WFH model and find it equally effective and fulfilling. This challenges traditional assumptions that women face greater difficulty balancing work and home responsibilities.

Table 6: Difference of Commitment in the Work from Home Perspective of the Faculty Members as to Educational Attainment and Length of Service.

	N	Mean	F-value	F-crit
A. Educational Attainment				
Baccalaureate	25	88.56	1.89	3.04
Master's Degree	118	91.48		
Doctorate Degree	74	89.26		
B. Length of Service				
1-14	99	90.04	0.25	3.04
15-29	62	91.00		
30 Years Above	56	89.92		

As shown in Table 6, when classified by educational attainment, the computed F-value of 1.89 was less than the F-crit value of 3.04. The null hypothesis was accepted. In terms of length of service, the computed F-value of 0.61 was less than the F-crit value of 3.04. The null hypothesis was accepted. Hence, no significant differences in the level of commitment to WFH from the home perspective of faculty members were observed when classified by educational attainment and length of service.

This implies that institutions can implement remote work policies without worrying about potential disparities in commitment based on

experience or education. This opens the door to a more diverse and inclusive workforce, potentially attracting and retaining faculty members with varied backgrounds and qualifications.

Table 7: Level of Job Satisfaction in the Work from Home Perspective of the Faculty Members.

	N	SD	Mean	Description
A. Entire Group	217	14.04	106.87	Extremely Satisfied
B. Sex				
Male	94	15.30	105.27	Highly Satisfied
Female	123	12.75	108.32	Extremely Satisfied
C. Educational Attainment				
Baccalaureate	25	17.76	104.76	Highly Satisfied
Master's Degree	118	13.59	107.23	Extremely Satisfied
Doctorate Degree	74	13.5	107.01	Extremely Satisfied
D. Length of Service				
1-14	99	15.39	107.01	Extremely Satisfied
15-29	62	12.29	105.00	Highly Satisfied
30 Years Above	56	13.28	108.66	Extremely Satisfied

As shown in Table 7, the level of job satisfaction in the WFH perspective of the faculty members when taken as a whole was "Extremely Satisfied" with a mean of 106.87 and a standard deviation of 14.04. When classified as to sex, male faculty members were "Highly Satisfied" with a mean of 105.27 and a standard deviation of 15.30, while the female faculty members were "Extremely Satisfied" with a mean of 108.32 and a standard deviation of 12.75. When classified as to educational attainment, faculty members with a baccalaureate degree were "Highly Satisfied" with a mean of 104.76 and a standard deviation of 17.76, while faculty members with a master's degree and a doctorate degree were "Extremely Satisfied" with means of 107.23 and 107.01, respectively and standard deviations of 13.59 and 13.50, respectively. When classified as to length of service, faculty members with 1-14 years and 30 years and above length of service were "Extremely Satisfied" with means of 107.01 and 108.66, respectively and standard deviations of 15.39 and 13.28, respectively, while faculty members with 15-29 years of length of service were "Highly Satisfied" with a mean of 105.00 and a standard deviation of 12.29.

The study suggests that while remote work is generally well-received, satisfaction levels vary by demographic factors. This highlights the need for a nuanced approach to remote work policies and practices to ensure equitable and positive experiences for all faculty members. The higher satisfaction of

female faculty compared to their male counterparts implies a need for targeted support to address potential gender-specific challenges in remote work. This could include flexible work arrangements, childcare support, and resources to address work-life balance concerns. The lower satisfaction of faculty with baccalaureate degrees compared to those with higher degrees indicates a need for additional support to ensure they are equally equipped for success in remote work. This could involve targeted training programs, mentorship opportunities, and access to resources that address specific needs. The lower satisfaction among faculty with 15-29 years of service suggests that institutions may provide targeted support to this group to ensure their continued engagement and satisfaction with remote work. This could involve mentoring programs, professional development opportunities, and career advancement pathways that recognise their experience and expertise.

Table 8: Difference of Job Satisfaction in the Work from Home Perspective of the Faculty Members as to Sex.

	N	Mean	t-value	t-crit
Male	94	105.27	1.56	1.97
Female	123	108.32		

As shown in Table 8, when classified by sex, the computed t-value of 1.56 was less than the t-crit value of 1.97. The null hypothesis was accepted. Hence, no significant difference existed in the level of job satisfaction in the work-from-home perspective of faculty members when classified by sex.

It implies that institutions can implement remote work policies without worrying about potential disparities in satisfaction between men and women. This supports the creation of a more inclusive and equitable work environment for all faculty members. This suggests the importance of tailoring remote work policies and practices to individual needs and preferences rather than relying on gender-based generalisations. This could involve flexible work arrangements, customised support systems, and individual training programs to ensure optimal productivity and well-being for all faculty members.

Table 9: Difference of Job Satisfaction in the Work from Home Perspective of the Faculty Members as to Educational Attainment and Length of Service.

	N	Mean	F-value	F-crit
A. Educational Attainment				
Baccalaureate	25	104.76	0.32	3.04
Master's Degree	118	107.23		
Doctorate Degree	74	107.01		
B. Length of Service				
1-14	99	107.01	1.001	3.04
15-29	62	105.00		
30 Years Above	56	108.66		

As shown in Table 9, when classified by educational attainment, the computed F-value of 0.32 was less than the F-crit value of 3.04. The null hypothesis was accepted. In terms of length of service, the computed F-value of 1.001 was less than the F-crit value of 3.04. The null hypothesis was accepted. Hence, no significant differences in job satisfaction were observed among faculty members working from home, stratified by educational attainment and length of service.

This implies that the lack of a significant difference in satisfaction across these factors highlights the importance of tailoring remote work policies to individual needs and preferences, rather than relying on broad generalisations. This could involve flexible work schedules, customised support systems and individual training programs to ensure optimal productivity and well-being.

Table 10: Level of Teaching Performance from Home Perspective of the Faculty Members.

	N	SD	Mean	Description
A. Entire Group	217	2.6	94.7	Very Satisfactory
B. Sex				
Male	94	2.21	94.66	Very Satisfactory
Female	123	2.86	94.72	Very Satisfactory
C. Educational Attainment				
Baccalaureate	25	5.43	93.74	Very Satisfactory
Master's Degree	118	2.05	94.59	Very Satisfactory
Doctorate Degree	74	1.65	95.17	Outstanding
D. Length of Service				
1-14	99	3.37	94.27	Very Satisfactory
15-29	62	1.68	95.06	Outstanding
30 Years Above	56	1.42	95.05	Outstanding

As shown in Table 10, the level of teaching performance from the faculty members' WFH perspective, when taken as a whole, was "Very Satisfactory," with a mean of 94.7 and a standard deviation of 2.6. When classified by sex, both male and female faculty members had "Very Satisfactory" teaching performance, with means of 94.66 and 94.72, respectively, and standard deviations of 2.21 and 2.86, respectively. When classified as to educational attainment, faculty members with baccalaureate and master's degrees had "Very Satisfactory" teaching performance with means of 93.74 and 94.59, respectively and standard deviations of 5.43 and 2.05, respectively, while faculty members with a doctorate degree had "Outstanding" teaching performance with a mean of 95.17 and standard deviation of 1.65. When classified by length of service, faculty members with

1-14 years of service had "Very Satisfactory" teaching performance, with a mean of 94.27 and a standard deviation of 3.37. Whereas faculty members with 15-29 years and 30 years and above length of service had "Outstanding" teaching performance with means of 95.06 and 95.05, respectively and standard deviation of 1.68 and 1.42, respectively.

The study suggests that the implemented work-from-home model had a broadly positive impact on teaching effectiveness, regardless of faculty members' individual characteristics. Further research may explore the specific factors within the WFH model that contributed to this high level of performance.

Table 11: Difference of Teaching Performance in the Work from Home Perspective of the Faculty Members as to Sex.

	N	Mean	t-value	t-crit
Male	94	94.66	0.19	1.97
Female	123	94.72		

As shown in Table 11, when classified by sex, the computed t-value of 0.19 was less than the t-crit value of 1.97. The null hypothesis was accepted. Hence, no significant difference in teaching performance was observed from the WFH perspective of faculty members when classified by sex.

It suggests that the work-from-home model was equally conducive to successful teaching for both men and women, potentially due to factors such as increased flexibility, reduced commuting stress, or a more equitable distribution of household responsibilities during the pandemic.

Table 12: Difference of Teaching Performance in the Work from Home Perspective of the Faculty Members as to Educational Attainment and Length of Service.

	N	Mean	F-value	F-crit
A. Educational Attainment				
Baccalaureate	25	93.74	3.11	3.04
Master's Degree	118	94.59		
Doctorate Degree	74	95.17		
B. Length of Service				
1-14	99	94.27	2.54	3.04
15-29	62	95.06		
30 Years Above	56	95.05		

As shown in Table 12, when classified by educational attainment, the computed F-value of 3.11 was greater than the F-crit value of 3.04. The null hypothesis was rejected. In terms of length of service, the computed F-value of 2.54 was less than the F-crit value of 3.04. The null hypothesis was accepted. Hence, a significant difference in teaching performance from the WFH perspective of faculty members was observed when classified by

educational attainment, whereas no significant difference was observed in length of service.

This implies that educational attainment, rather than years of experience, played a significant role in faculty members' teaching performance during the WFH period. The ability to adapt to the online teaching environment was more strongly influenced by the level of education achieved than by the length of time spent in the profession. Faculty members with advanced degrees may be more comfortable with digital tools and platforms, enabling them to deliver online instruction effectively. They have a deeper understanding of educational theory and practice, enabling them to create engaging and effective online learning experiences.

Table 13: Relationship between Motivation and Commitment in the Work from Home Perspective of the Faculty Members.

Category	r-value	coe.R	Table value
Motivation Commitment	0.41	6.66	1.97

As shown in Table 13, the obtained r-value of 0.41 indicates a moderately small positive correlation between motivation and commitment among faculty members in the WFH context (Punsalan, 2000).

The table also shows that the computed r-value of 6.66 exceeded the tabular value of 1.960. Thus, the null hypothesis of no significant relationship between motivation and commitment in the WFH context among faculty members was rejected. Therefore, a moderately small and significant relationship was observed between motivation and commitment from the work-from-home perspective of faculty members.

The finding suggests that while motivation plays a role in their commitment to work, other factors likely exert a stronger influence. This implies that interventions aimed at boosting faculty commitment to remote work should consider a broader range of factors, not just increasing motivation.

Table 14: Relationship between Motivation and Job Satisfaction in the Work from Home Perspective of the Faculty Members.

Category	r-value	coe.R	Table value
Motivation Job Satisfaction	0.48	8.08	1.97

As shown in Table 14, the obtained r-value of 0.48, according to Punsalan (2000), indicates a moderately small positive correlation between motivation and job satisfaction among faculty members in the WFH context.

The table also shows that the computed r-value of 8.08 exceeded the tabular value of 1.97. Thus, the null hypothesis that there is no significant relations WFH

context was rejected. Therefore, a moderately strong and significant relationship between motivation and job satisfaction was observed among faculty members working from home.

The finding suggests that while motivation does play a role in their overall job satisfaction, it is not the primary driver. This implies that simply focusing on increasing motivation may not be sufficient to significantly improve faculty job satisfaction in this context. Other factors, such as work-life balance, autonomy, and the nature of the work itself, likely play a more significant role. Institutions may consider these factors when implementing strategies to enhance faculty well-being and satisfaction in remote work environments.

Table 15: Relationship between Motivation and Teaching Performance from Home Perspective of the Faculty Members.

Category	r-value	coe.R	Table value
Motivation Teaching Performance	-0.033	-0.45	1.97

As shown in Table 15, the obtained r-value of -0.033, according to Punsalan (2000), indicates a very small negative correlation between motivation and teaching performance from the faculty members' work-from-home perspective.

The table also shows that the computed coefficient r-value of -0.45 was less than the tabular value of 1.97. Thus, the null hypothesis, which states that there is no significant relationship between motivation and teaching performance from the faculty members' work-from-home perspective, was accepted. Therefore, a very small negative and no significant relationship was observed between motivation and teaching performance from the work-from-home perspective of faculty members.

Thus, the finding suggests that motivation is not a strong predictor of their teaching effectiveness in this context. This implies that simply focusing on increasing faculty motivation may not lead to substantial improvements in teaching performance. Other factors, such as the quality of online teaching resources, access to technical support, and the nature of the subject matter, likely play a more significant role. Institutions may invest in providing faculty with the tools and support they need to enhance their online teaching capabilities, rather than relying solely on motivation as a driver of performance.

Table 16: Relationship between Commitment and Job Satisfaction in the Work from Home Perspective of the Faculty Members.

Category	r-value	coe.R	Table value
Commitment Job Satisfaction	0.66	12.77	1.97

As shown in Table 16, the obtained r-value of 0.66, according to Punsalan (2000), indicates a strong positive correlation between commitment and job satisfaction from the work-from-home perspective of faculty members.

The table also shows that the computed r-value of 12.77 exceeded the tabular value of 1.97. Thus, the null hypothesis, which states that there is no significant relationship between commitment and job satisfaction from the WFH perspective of faculty members, was rejected. Therefore, a strong and significant relationship was observed between commitment and job satisfaction among WFH faculty members.

Thus, it may be inferred that commitment influenced the job satisfaction from the WFH perspective of faculty members. Hence, it implies a strong link between feeling invested in their work and overall job satisfaction. Institutions may prioritise strategies that foster faculty commitment in remote work environments.

Table 17: Relationship between Commitment and Teaching Performance in the Work from Home Perspective of the Faculty Members.

Category	r-value	coe.R	Table value
Commitment Teaching Performance	-0.083	-1.23	1.97

As shown in Table 17, the obtained r-value of -0.083 according to Punsalan (2000) indicates a very small negative correlation between commitment and teaching performance in the WFH perspective of faculty members.

The table also shows that the computed coefficient r-value of -1.23 was less than the tabular value of 1.97. Thus, the null hypothesis, which states that there is no significant relationship between commitment and teaching performance from the WFH perspective of faculty members, was accepted. Therefore, a very small negative and no significant relationship was observed between commitment and teaching performance from the WFH perspective of faculty members.

Thus, it may be inferred that commitment does not influence the teaching performance in the WFH perspective of faculty members. Hence, this implies that institutions may focus on creating a supportive environment that addresses these other factors rather than solely relying on fostering commitment to improve teaching performance.

Table 18: Relationship between Job Satisfaction and Teaching Performance in the Work from Home Perspective of the Faculty Members.

Category	r-value	coe.R	Table value
Job Satisfaction Teaching Performance	-0.042	-0.63	1.97

As shown in Table 18, the r-value of 0.042, according to Punsalan (2000), indicates a very small positive correlation between job satisfaction and teaching performance from the WFH perspective of faculty members.

The table also shows that the computed coefficient r-value of -0.63 was less than the tabular value of 1.97. Thus, the null hypothesis, which states that there is no significant relationship between job satisfaction and teaching performance from the WFH perspective of faculty members, was accepted. Therefore, a very small negative and no significant relationship was observed between job satisfaction and teaching performance from the work-from-home perspective of faculty members.

Thus, it may be inferred that job satisfaction does not influence teaching performance from the WFH perspective of faculty members. Hence, this suggests that whether they love their job or not doesn't seem to make much difference in their teaching performance when they're working remotely. This could mean a few things: Maybe the challenges of working from home affect everyone equally, no matter how they feel about their job. Or perhaps teachers have found ways to keep their performance steady, even if they're not super thrilled with their job right now.

7. SUMMARY OF FINDINGS

1. The level of motivation among faculty members regarding work from home, when considered overall and classified by sex, educational attainment, and length of service, was "Extremely Motivated".
2. The level of commitment among faculty members working from home, when considering the entire group and categorising by sex, educational attainment, and length of service, was "Highly Committed".
3. The level of job satisfaction concerning the work-from-home perspective of faculty members, when considered as a whole, was "Extremely Satisfied". When categorised by sex, male faculty members were "Highly Satisfied", while female faculty members were "Extremely Satisfied". In terms of educational attainment, faculty members with a baccalaureate degree were "Highly Satisfied", whereas those with master's and doctorate degrees were "Extremely Satisfied". Regarding length of service, faculty members with 1-14 years and 30 years or more of experience were "Extremely Satisfied", while those with 15-29 years of experience were "Highly Satisfied".
4. The level of teaching performance from the work-from-home perspective of the faculty members, when considered overall and when classified by sex, was "Very Satisfactory". When classified by

educational attainment, faculty members holding baccalaureate and master's degrees had "Very Satisfactory" teaching performance, while those with a doctorate degree achieved "Outstanding" teaching performance. When grouped by length of service, faculty members with 1-14 years had "Very Satisfactory" teaching performance, whereas those with 15-29 years and 30 years and above demonstrated "Outstanding" performance.

5. No significant differences in motivation were observed among faculty members during the WFH period when classified by sex, educational attainment, and length of service.
6. There were no notable differences in commitment among faculty members regarding WFH, regardless of sex, educational attainment, or length of service.
7. No significant differences in job satisfaction were observed among faculty members during the WFH period when stratified by sex, educational attainment, and length of service.
8. No significant difference in teaching performance from the WFH perspective of faculty members was observed when classified by sex and length of service, whereas a significant difference was observed in educational attainment.
9. Moderate, positive, and significant relationships were found between motivation and commitment, and between motivation and job satisfaction. A strong, positive, and significant relationship was observed between faculty members' commitment and job satisfaction.
10. Very small negative relationships, and no significant relationships, existed between motivation and teaching performance, commitment and teaching performance, and job satisfaction and teaching performance among faculty members.

8. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The work-from-home model is highly effective in boosting faculty members' motivation. It shows that the positive effects of working from home extend beyond different individual traits.
2. The study reveals a strong commitment to working from home among faculty members, irrespective of their sex, educational background, or length of service. This suggests that the WFH model has been effectively embedded into the university setting and is widely accepted by staff across different demographics.
3. The highly positive job satisfaction reported by faculty members working from home, regardless

of gender, education level, or years of service, strongly indicates that remote work arrangements are very effective in improving faculty well-being and possibly productivity in this context.

4. The study indicates that the adopted WFH model generally had a positive effect on teaching performance, regardless of faculty members' individual traits. Further research might investigate the specific elements within the WFH model that contributed to this high level of achievement.
5. The study shows a modest yet important positive link between motivation and both commitment and job satisfaction among faculty members working from home. Although the relationship isn't strong, the statistical significance indicates that higher motivation correlates with increased commitment and job satisfaction in this particular work setting.
6. This study demonstrates a strong and statistically significant positive relationship between commitment and job satisfaction among faculty members working from home. The high correlation suggests that a robust sense of commitment is a key predictor of higher job satisfaction in this remote work environment. These findings underline the importance of fostering faculty commitment when working remotely to cultivate more positive, productive work experiences.
7. The very small negative correlations observed were not statistically significant, suggesting that these factors are unlikely to be important predictors of teaching performance in this remote work environment. This implies that other factors, not analysed in this study, could have a greater influence on teaching performance in a WFH setting.

9. RECOMMENDATIONS

In light of the findings and conclusions given, the following recommendations were made:

1. Policy Makers might promote flexible work arrangements. They might recognise and endorse flexible work options, including work-from-home schemes, to attract and retain highly skilled faculty.
2. Administrators can **foster** a culture that trusts faculty members to manage their work effectively from home. This involves setting clear expectations, providing support, and avoiding micromanagement.
3. Faculty members can make **use** of WFH arrangements to manage their time effectively and prioritise their well-being. This may involve setting clear boundaries, establishing a dedicated workspace, and taking regular breaks to prevent burnout.

4. Students should maintain open, respectful communication with their professors, recognising that professors may be working remotely. Ask questions clearly and be considerate of their time and availability. They should be patient with their professors as they adjust to working from home.
5. Researchers may examine the long-term effects of WFH arrangements on faculty motivation, commitment, job satisfaction, and performance. Investigate the specific factors that drive these positive trends and identify potential challenges or areas for improvement.

10. DECLARATION OF CONFLICT OF INTERESTS

The author has stated that there are no competing interests.

11. DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author used generative AI tools, including ChatGPT, Copilot, and AI Academic Writer, to improve the language and structure of the

Introduction and Related Work sections. Grammarly was employed for grammar, spelling, and plagiarism checks, while Quillbot paraphrased and summarised text for clarity. These tools were used to enhance readability, not to generate original content, perform data analysis, or draw conclusions. The author reviewed all outputs for accuracy, originality, and ethical compliance.

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