

Work from Home Scheme: Faculty Efficiency of the Basic Education Department of the Selected Don Bosco Schools

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Abstract

This study focused on the lived experiences of Work from Home Salesian Educators. It aimed to determine the Faculty Efficiency of the Basic Education Department of the selected Don Bosco Schools working from home for the School Year 2021-2022.

Distinctively, it sought to answer to the following questions: 1. What is the demographic profile of the respondents in terms of age, gender, educational attainment, and length of service? 2. What is the level of online instructional delivery in terms of delivery of the lesson, connection to students, assessment, and strategies? 3. What is the level of faculty efficiency in terms of classroom management, teaching competency, professional responsibility, and Salesianity? 4. Is there a significant relationship between the demographic profile of the respondents and their faculty efficiency? 5. Is there a significant relationship between online instructional delivery and faculty efficiency?

The study employed a quantitative research method. The researcher obtained the raw data of the demographic profile in terms of age, gender, educational attainment, and length of service. The result revealed that most of the Salesian Educators in the selected Don Bosco Schools are female and young adults because it holds the more significant percentage. Due to the high percentage of the teachers who has bachelor's degree and the 50% of the respondents with teaching of five years and below, it is concluded that the majority of the respondents are pretty new in the Salesian Education System. Also, the level of online instructional delivery gathered an overall mean of 3.26 for delivery of the lesson, 3.27 for connection to students, 3.36 for assessment, and 3.21 for strategies interpreted as High, respectively. These results mean that teachers are preparing engaging activities and learning approaches. The learners feel that the system of don Bosco is transferred online; hence they can still feel how much their teachers extend effort and presence to deliver effective lessons for them.

In the same manner, the level of faculty efficiency gathered an overall mean of 3.38 for classroom management and 3.23 for professional responsibility with a verbal interpretation of Efficient. In contrast, teaching competency gathered an overall mean of 3.40 teaching competency and 3.57 for Salesianity interpreted as Highly Efficient. These results mean that the teachers are still efficient in providing good classroom management, high-rate teaching competency, and efficient professional responsibility, and meaningful Salesianity. Lastly, the teacher's demographic profile, online instructional delivery, and teaching efficiency garnered a primarily significant analysis in their correlation, which revealed that despite being young or old, whether male or female, pursued professional growth or not, teachers can deliver learning effectively. New or experienced teachers can provide quality education for the learners while accomplishing their professional responsibilities under work from home scheme.

Keywords: Work from Home Scheme, Demographic Profile, Faculty Efficiency, Salesianity, and Online Instructional Delivery

1. Main Text

Introduction

The outbreak of the COVID-19 pandemic and the resulting social distancing requirements have led to significant disruptions in the world of work, and the outcomes of the enforced and large-scale work from home (WFH) practices are currently largely unexplored. Hence, one of the most affected parts of the world of work is education. This is why a very challenging role was given to the educators to bridge the gap brought by this pandemic and ensure that learners will not delay their learning. One primary concern regarding the well-being of the educators during the pandemic was their ability to deliver instruction successfully

remotely. Ardizzone (2019) stated that “educators are expected to create the best possible learning environments for students.” 254 Educators' efficiency and performance in providing quality education despite working from home were challenged.

The R.A. No. 11165, otherwise known as the Telecommuting Act, recognizes telecommuting or working from an alternative workplace using telecommunications and computer technologies that consider work from the home scheme as telecommuting. The Telecommuting Act grants the following rights to WFH employees. (1) A WFH employee should be given the same treatment as an onsite employee; (2) A WFH employee should be given fair treatment as to the rate of pay, benefits, and rest days; (3) A WFH employee shall have the same collective rights and access to safety and health services afforded to onsite employees; (4) A WFH employee should receive the appropriate training, at NO cost to him, on the technical equipment used as well as the characteristics and conditions of telecommuting; and (5) A WFH employee should be allowed to meet with colleagues and should be given access to the regular workplace.

Under the "Telecommuting Act," the Department of Labor and Employment issued Department Order no. 202 s. of 2019, ensuring a cohesive and enabling policy between the employers and employees. These implemented rules and regulations aim to promote the welfare of the workers and their rights. The employer offers a telecommuting program for the workers voluntarily using a system that both parties mutually agree on. The system should provide fair treatment like giving the same opportunities for work from home or onsite employees and data protection where the employee shall commit to the company's data privacy policy that always bears the confidentiality of information. Many teachers have expressed their apprehension about their willingness to return to school when schools can reopen.

Given the abovementioned, this research investigated the relationship of the teacher's demographic profile, online instructional delivery, and faculty efficiency in classroom management, teaching competency, professional responsibility, and Salesianity while working from the home scheme as their work setup. It is hoped that this research will reveal the lived experiences and the perceived factors that compromise the efficiency of the faculty regarding work from the home setup.

Background of the Study

Work from Home Scheme means that an employee works from their house, apartment, or residence, rather than working from the office. Many companies have a WFH policy, or remote work policy, that allows their employees to work from home either full-time or when it is most convenient for them. Similarly, DepEd Order No. 12, s. of 2020 *states adopting the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency* to provide clear guidance to all offices, schools, and community learning centers (CLC's). DepEd engaged internal and external stakeholders for input in designing a learning delivery strategy and operational direction that ensures health, safety, and the well-being of all learners, teachers, and personnel of the Department. The Department enacted a strict implementation of 'No Face-to-Face Classes until Safe.' Besides, the parties to a telecommuting work arrangement shall be primarily responsible for their administration. In case of differences in interpretation, there is a need to observe the provided guidelines.

While students' learning facilitation and evaluation went harder for educators due to their workloads coupled with online delivery of instruction and distance teaching-learning modality as part of their jobs. Work from home schemes became a staple in this generation. Moreover, teachers' lived experiences from it will be, or maybe a factor to consider with regard to their efficiency. As a result, the researcher utilized the quantitative research to determine the relationship of faculty efficiency through the lived experiences of the faculty of the Basic Education Department of the selected Don Bosco Schools in their work from the home setup.

Theoretical Framework

It is essential to address work from the home scheme and faculty efficiency within a theoretical framework to provide an idea and facilitate a more comprehensive conceptualization of these notions, their possible basis, and their lines of inquisition. While interactionism theory and critical theory carry the theoretical frameworks that can clear out the relationship of work from home scheme to the teacher's efficiency, Buchner's performance management theory offers a deeper understanding of the efficiency of the employees in any organization, Vroom's expectancy theory, and the Salesian Preventive System will also clear the relationship of work from home setup and the teacher's efficiency of the selected Don Bosco Schools such as Canlubang, Caritas, Makati, and Mandaluyong.

Interactionism

In micro-sociology, interactionism is a theoretical perspective that sees social behavior as an interactive product of the individual and the situation. Interactionist theory is based on the idea that human beings, as they interact with one another, give meanings to themselves, others, and the world around them and use those meanings as a basis for making decisions and acting in their everyday lives. Interactionism argues that the individual is an active and conscious piece of the social-context system rather than merely a passive object in their environment. In other words, it derives social processes such as conflict, cooperation, and identity formation from social interaction; wherein, subjectively, it holds meaning, which is integral for explaining and

understanding social behavior, which is some of the factors to be considered that might affect the performance of any employee 255 in any institution or organization particularly, educators.

Furthermore, Blumer (1969), in his discussion about symbolic interactionism, which was coined due to the help of George Herbert Mead, mentioned that this theory focuses on the relationships among individuals within a society. In other words, it talks about communication—the exchange of meaning through language and symbols—is believed to be how people make sense of their social worlds.

It is almost impossible to interact with the world where people live, and that critical theory was developed as people realized that societies are too messy to be called systems. And it is pretty hard to perform at your usual best self because of working away from your workplace. But symbolic interactionism explained that it is still possible despite the situation because the educators proved that they could bridge the gap in this crisis that the education system has been facing up until now.

Critical Theory

Crossman (2019) defined critical theory as a social theory that critiqued and changed society. It aims to dig beneath the surface of social life and uncover the assumptions that keep human beings from a complete and true understanding of how the world works. It is not bizarre to the people that the society is drastically changing; it has been a year of fighting the pandemic, and it led them to this "new normal" of everything. Everything is subjected to an enormous change in the food, transportation, business, and education industries.

The distinct notion is that "the general shape of the body, in contemplation of the relative growth and development of the various parts of the body when compared with each other," is interlinked with character and behavior that connect with delinquency (Shoemaker, 2000). This justification is vital because it reminds educators that are still integral to honing young minds despite what they are dealing with right now. They will be the instrument to keep these young minds away from delinquency. Their future is partly in the educators' hands because aside from experience, which is most likely to help learners learn, teachers are the one who guides them in honing their skills. Teachers largely influence their learners to the point that they listen to them more than their parents because why not? Teachers are second parents at the school.

Furthermore, the new standard established and widened the horizon of humanity. While some are still working on site due to their fields of work, some also find work from the home scheme as an alternative, especially teachers, to work as efficiently as they were in the old normal. This experience kept them from assuming that they already knew everything about how the world works, just like how Nicolaus Copernicus and his Heliocentric theory shattered the Geocentric theory and opened the people's minds that everything they knew was right.

And this was also needed in this era of information because it is flooded with fake news, which keeps us away from understanding the truth and digging deeper into specific details that we could benefit from. Why? Because we are blinded by the idea of being content with the information given to us, we will not have the grit to find out what is true. In our lessons, we educators must include the importance of knowing the truth and knowing when we are being fooled by some people who take advantage of these neglects.

Performance Management Theory

The workplace has a significant impact on the individual's performance, including rules, norms, ethics, or even their engagement with the work itself. This is where Ankita Agarwal's Models and Theories of Performance Management System provided an insight not gleaned from other possible theories. This is where Ankita Agarwal's Models and Theories of Performance Management System provided an insight not gleaned from other conceivable theories.

As stated by (Aguinis, 2009), performance management theory is "a continuous process of identifying, measuring, and developing the performance of individuals and aligning performance with the organization's strategic goals." There is no universally accepted performance management model, and so with the workplace. Agarwal (2011) cited that "various experts have explained the concept in their ways."

Therefore, working from home should not be an excuse for lessening the quality of performance for every individual. Consequently, it relates to the model Mabey has prescribed in the form of a 'performance management cycle.' This cycle has five elements that suggest how an organization's performance management system should be implemented. The aspects of the performance management system cycle include (1) Setting of objectives; (2) Measuring the performance; (3) Feedback on performance results; (4) Reward system based on performance outcomes and (5) Amendments to objectives and activities (Mabey et al., 1999). Therefore, it supports the idea that the performance outcomes may be affected by the change in the workplace and work setup. Salaman says two theories are underlying the concept: (1) The goal-setting theory and (2) the Expectancy theory.

Expectancy Theory

Expectancy theory was related to the approach proposed by John Locke in 1968, the 'Goal Setting Theory. This theory was proposed by Victor Vroom in 1964 and is based on the hypothesis that individuals adjust their behavior in the organization based on the anticipated satisfaction of valued goals set by them. The individuals modify their behavior in a way that is most likely

to lead them to attain these goals. Salaman et al. (2005) emphasized that this theory underlies the concept of performance management as it is believed that the expectations concerning future events influence performance. And for those who choose to use the work from the home scheme as their work setup, follow their goals just like those who work onsite. These persons perform in a different perspective, environment, and workplace under new normal circumstances; they are unnerved to giving their best quality performance in their fields of work and understanding the new form of society. Similarly, most employees tend to change behavior if they do not observe themselves, which acquires the consequences of their anticipated satisfaction and valued goals.

They seem to change their behavior and goals to be easier for them to achieve. Based on expectancy theory, when employees believe that performance is influenced by how they are expected to perform, it can be anticipated that more employees would either change their behavior or modify their goals.

The Salesian Preventive System

The three elements of the Preventive System of Don Bosco is the religion, reason, and loving-kindness. Because of this, it excludes every violent punishment and tries to do without even mild penalties. It is the educational philosophy of Saint John Bosco; his way, style, approach, method, and system of educating and accompanying the young people today. The Salesians of Don Bosco in the United States: USA West Province (2013) stated that this system is preferable for the following reasons; (1) students are being forewarned that they will not be disheartened in doing wrong. He did not remember at all in the act of committing the fault, which he certainly would have avoided had a friendly voice warned him. (2) the repressive system can stop a disorder, but only with difficulty can it improve offenders. One observes that young people do not forget the punishments they have suffered and generally remain embittered, wanting to throw off the yolk and even take revenge. And (3) the preventive system offers the student a previous warning so that the educator can still speak to him in the language of the heart, whether during the time of his education or later.

Having won the loving respect of his students, the educator will be able to influence him significantly, warn him, counsel him, and correct him, even when he is employed, whether it be in the civil service or commerce. Through the ages, there have been two systems used in the education of the young: preventive and repressive. The repressive approach contains laws known to the students that supervise them in detecting transgressions and merited punishments when needed. Using this system, the superior's words and appearance must manifest authority, and he must avoid all friendly relationships with his subordinates. It is the opposite of the Preventive system because the latter focuses on making known the rules and regulations of an Institute and then supervising so that the students are always under the vigilant eye of the director and the assistants. They, like loving fathers, will converse with them, act as guides in every event, counsel them and lovingly correct them, which is as much as to say, will put the students into a situation where they cannot do wrong.

Besides, the Preventive System of Don Bosco bears meaningful advantages among other educational approaches for the students; they will have tremendous respect for the educator. They will enjoy the orientation he was given, always considering his teachers and the others as a family because these students are valuable citizens and good Christians wherever they go. Whatever might be the character and the attitude of the student at the time he is enrolled, his parents are ensured that their son will not get worse but rather improve.

Indeed, sure students were then challenged by their parents and were even refused entry into houses of correction, when cared-for according to these principles, they changed their attitude, their character, they set themselves to live a decent life and now fill honorable places in society, thus becoming the support of their families. A credit to the area they live in. Students having unfortunate habits should gain entry into an Institute will not be able to harm their fellows, nor will good boys be abused by them, because there will be neither time, place, or opportunity as the educator, whom we presume to be present, would immediately act positively to the situation.

In summary, several theories provide insight into the phenomena of work from home scheme experience and the educators' efficiency. Interactionalism and Critical Theory sufficed in explaining the relationship of the work from home scheme created by the pandemic to the efficiency of most of the workers in every industry, especially the educators. It may also explain the drastic changes since the new normal existed. Plus, the studies have been conducted using social explanations related to classroom management, teacher competency, professional responsibility, and Salesianity, which are to be measured for faculty efficiency. And since online delivery of instruction and distance teaching-learning modality are not as easy to measure, report, and recognize, it is difficult to find support in the research for these theories related to unfamiliar terminologies, which are enough to consider it challenging.

On the other hand, performance management, expectancy theory, and the Salesian Preventive System provided a sound theory to explain teachers' and other professions' efficiency. When an employee ceases to make available acceptable means of reaching an anticipated goal, and when the organization lacks regulation to make the employees intentionally decline their efficiency, employees will respond through unacceptable means, such as bad performance, which is disregarded if they are working onsite nor work from home setup. Because a means of giving salary increase, support for professional growth, recognition, affirmations, the provision of training that would improve the employees' skills and giving them a voice is to be considered enough reasons for them to stay in any institutions they are into. In addition, receiving a reward would also reinforce

one's performance towards work efficiency. With that, we could assume that a high salary, public praise, and provided opportunities are directly proportional to the quality of performance the employee is going to exert because most of the time, employees would not exert more effort than they are used to, or they are paid up to. It makes sense because they could have used that extra energy to accomplish what was expected from them.

But on top of that, when it comes to the Salesian Preventive System, the educator should be dedicated to his learners, nor should he ever assume tasks that would take him away from his duties; on the contrary, he should be among his learners every time they are not taken up with other studies unless others duly assist them. The teachers, the technical instructors, and the assistants should all be of known moral righteousness. They should try to avoid affection or exclusive friendship with the learners, and they should realize that the wrongdoing of just one person can compromise an educational Institute. They should operate in a way that the students are never alone. As far as possible, the educators should precede them where they are required to assemble; they should remain with them until others come to assist them; they should never allow them to be idle.

Statement of the Problem

The primary purpose of this research is to understand the lived experiences of the teachers and the relationship of work from the home scheme in terms of demographic profile and online instructional delivery to the faculty efficiency of the Basic Education Department of the selected Don Bosco Schools, which are Caritas Don Bosco Schools in Sta. Rosa, Don Bosco College Inc. in Canlubang, Don Bosco Technical Institute in Makati, and Don Bosco Technical College in Mandaluyong.

Distinctively, it sought to answer the subsequent questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 educational attainment; and
 - 1.4 length of service?
2. What is the level of online instructional delivery in terms of:
 - 2.1 delivery of the lesson;
 - 2.2 connection to students;
 - 2.3 assessment; and
 - 2.4 strategies?
3. What is the level of faculty efficiency in terms of:
 - 3.1 classroom management;
 - 3.2 teaching competency;
 - 3.3 professional responsibility; and
 - 3.4 Salesianity?
4. Is there a significant relationship between the demographic profile of the respondents and faculty efficiency?
5. Is there a significant relationship between online instructional delivery and faculty efficiency?

Research Methodology

This research explores the faculty efficiency under the work from home scheme. However, specifically, it addressed the relationship of the teacher's demographic profile and online delivery of instruction under the work from home scheme to the faculty efficiency of the teachers based on their work from home experiences.

Research Design

The research design employed quantitative research to address the research questions. It included the examination of the perceptions of teachers who have experienced working from home. Quantitative methodology is also incorporated in this research because, as Demuth and Mey (2015) have noted, "the increasing recognition of the sociocultural embeddedness of human development, and the importance of studying individuals' subjective experience, however, calls for adequate methodological procedures that allow for the study of processes of transformation across the life span." Exploring the perception of individuals, who had experiences in working from home needs to be addressed as "human development and "process of transformation across the lifespan" that further explains and make people understand the factors which influence work performance.

This research intended to gain a perception of these variations in interpreting the relationship of the work from home scheme to the faculty efficiency. Bhandari (2020) noted that research offers ways to understand how people experience the world. Because while there are many research approaches, they tend to be flexible and focus on retaining rich meaning when interpreting data.

The research question of this study is centered on the perceptions of teachers who had experienced working from home; thus, a quantitative method is most appropriate. The chance given to these participants to share their experiences provides the

school administration with the insight to further research and give attention to these matters to help and encourage educators to perform better in their work as efficiently as possible for the future of our educational system. 258

Population and Sampling Technique

The research participants are the Salesian Educators of the Basic Education Department of the selected Don Bosco Schools working from home. The researcher has utilized the stratified sampling technique to identify the study's respondents. Where one samples specific proportions of individuals from various subpopulations (strata) in the larger population—is meant to ensure that the subjects selected represent the population's interest.

The number of respondents is identified through Slovin's formula with a margin of error of 0.05. Out of 278 work from home, Salesian Educators (43 Caritas, 30 Canlubang, 150 Makati, and 55 Mandaluyong, respectively), 164 are selected as respondents of this study. Teacher participants were selected considering their department/level and work set-up. The participants included Grade School, Junior High School, and Senior High School Salesian Educators of the selected Don Bosco schools like Canlubang, Caritas, Mandaluyong, and Makati.

The data gathering was conducted online but involved the Salesian Educators from Don Bosco College Inc. in Canlubang, Caritas Don Bosco Schools in Sta. Rosa, Don Bosco Technical Institute in Makati, and Don Bosco Technical College in Mandaluyong. The data gathering or the distribution of the research instrument was done online using google forms during the Second half of the school year 2021-2022.

Research Procedure

The purpose of the study was explained to the participants through a letter included in the questionnaire. There, they were notified that they had the right to decline to participate in the study, and they could depart the researcher whenever the participants wanted to upon asking for consent from the proper school personnel. Participants were also ensured that their personal information would be suitably protected and would not be revealed to anyone. Second, data were collected from the participants through a questionnaire made by the researcher, with multiple-choice questions. They will answer it through Google Forms channeled to the principals of the participating schools.

Some of the critical questions in the questionnaire include: "I can make myself clear in giving instructions online during work from the home set-up.", "I can educate by evangelizing and evangelize by educating my students as a Salesian Educator.", and "I can maintain a work-life balance while teaching remotely." The answering of the questionnaire could vary for the participants. However, it is assumed that it would take 5 to 10 minutes, and the average answering of the questionnaire will be seven and a half minutes. Furthermore, the responses from the questionnaire were gathered, and the data were analyzed.

Research Instrument

The author formulated a questionnaire that was validated by experts for this research. This is to ensure that the questions included are appropriate to the Philippine context and that it will gather necessary and relevant data for the study. It will contain a multiple-choice type of question. Each item was expressed by which languages the participants were more comfortable with. Questions on gauging respondents' experience of working from home were based on the own experience and observation of the researcher.

The questionnaire evaluated the level of the work from home scheme to the faculty efficiency among the work from home Basic Education Department Salesian Educators of Don Bosco College Inc., Caritas Don Bosco Schools, Don Bosco Technical Institute, and Don Bosco Technical College. It also determined the relationship between online instructional delivery and teaching efficiency and the different variables.

The Likert scale including its range was used to interpret the values of the gathered data through a self-made questionnaire of the researcher. The equivalent raw scores were as follows:

Scale	Verbal Interpretation
3.40 – 4.00	Very High
2.80 – 3.49	High
2.20 – 2.79	Moderately High
1.60 – 2.19	Low
1.00 – 1.59	Very Low

Statistical Treatment of Data

The following statistical tools were utilized to give a clearer meaning to the gathered data.

The researcher used the mean, weighted mean, and standard deviation as statistical tools to determine the level of demographic profile (age, gender, educational attainment, and length of service) and online instructional delivery (lesson delivery, connection to students, assessment, and strategies) under work from home scheme to the faculty efficiency (classroom

management, teaching competency, professional responsibility, and Salesianity) of the Salesian Educators of the Basic Education Department of the selected Don Bosco Schools. 259

Frequency Percentage was used to determine the demographic profile of the respondents. In contrast, Chi-square was used to determine the relationship between demographic profile (age, gender, educational attainment, and length of service) and faculty efficiency (classroom management, teaching competency, professional responsibility, and Salesianity). Finally, Pearson – r was used to determine the relationship between online instructional delivery (lesson delivery, connection to students, assessment, and strategies) and faculty efficiency (classroom management, teaching competency, professional responsibility, and Salesianity) of the Salesian Educators of the Basic Education Department of the selected Don Bosco Schools.

Results and Discussion

Demographic Profile of the Respondents

Table 1 contains the participating respondents' demographic profiles, including their age, gender, educational attainment, and length of service.

Table 1. Demographic Profile of the Respondents

Demographic Profile		
Age	Frequency	Percentage
21-30 yrs. old	88	53.66%
31-40 yrs. old	35	21.34%
41-50 yrs. old	17	10.37%
51-60 yrs. old	24	14.63%
Gender	Frequency	Percentage
Male	58	35.37%
Female	104	63.41%
LGBTQ++ Community	2	1.22%
Educational Attainment	Frequency	Percentage
Bachelor's Degree	65	39.63%
Bachelor's Degree with M.A. Units	78	47.56%
Master of Arts in Educ/Teaching	18	10.98%
Master of Arts in Educ/Teaching with Doctorate Units	2	1.22%
Doctorate Degree	1	0.61%
Length of Service	Frequency	Percentage
6 months – 5 years	82	50.00%
6 – 13 years	36	21.95%
14 – 20 years	19	11.59%
21 – 30 years	27	16.46%

In terms of age, more than half of respondents are in the age range of 21 to 30 years old (53.66%), and the least number of them are between 41 to 50 years old (10.37%). Most of the respondents are female (63.41%), with a very little proportion of them belonging to the LGBTQ++ Community (1.22%). As to the educational attainment, the majority of the respondents are either holders of bachelor's degree or with units in master's degree (87.19%), with only a few who have units or doctorate holders (1.83%). In terms of length of service, half of the respondents had been teaching in selected Don Bosco schools for 5 years and below (50%). The remaining half had been teaching for 6 to 13 years (21.95%), 14 to 20 years (11.59%), or 21 to 30 years (1.46%).

This means that most of the Salesian Educators in the selected Don Bosco Schools are female and young adults because it holds the larger percentage among the respondents. Besides, due to the high percentage of the teachers who has bachelor's degree and the 50% of the respondents who had only been teaching 5 years and below, it is concluded that the majority of the respondents are pretty new in the Salesian Education System. This could mean that they have a good number of skills to teach online because this generation is much more engaged in technology, which is vital in teaching online classes. It is safe to assume that the younger the teachers are, the more capable they are in the use technology.

Level of Online Instructional Delivery

This part determined the level of relationship of the online instructional delivery as to the delivery of the lesson, connection to students, assessment, and strategies.

Table 2 showcases the level of online instructional delivery as to the delivery of the lessons done by the Salesian 260 Educators of selected Don Bosco Schools which revealed an average result from the data gathered using the different indicators for this variable.

Table 2. Level of Online Instructional Delivery as to Delivery of the Lesson

Statements	Mean	S.D.	Verbal Interpretation
1. I can deliver lessons clearly to my students at home.	3.41	0.529	Very high
2. I can make myself clear in giving instructions online during work from home set-up	3.43	0.543	Very high
3. I can provide instructions for my lessons without delay due to my high-speed internet at home.	3.00	0.655	High
4. I can communicate well with my students regarding their lessons in my class due to my high in specifications devices.	3.23	0.579	High
5. I can provide engaging activities at home, so my students seem to grasp the competencies.	3.23	0.582	High
Overall Mean	3.26	High	

Legend:

3.40 – 4.00 Very High
 2.80 – 3.39 High
 2.20 – 2.79 Moderately High
 1.60 – 2.19 Low
 1.00 – 1.59 Very Low

The teachers perceived that they can deliver lessons to their students who are at home ($M=3.41$, $SD=0.529$) and give them instructions on what to do during WFH set-up ($M=3.43$, $SD=0.543$) at a *very high* extent. To a *high* extent, the teachers also perceived that they could either communicate well with their students ($M=3.23$, $SD=0.579$) or provide them with engaging activities ($M=3.23$, $SD=0.582$). The teachers, to a *high* extent, provide instructions for the lessons without delay due to high-speed internet at home ($M=3.00$, $SD=0.655$). The overall mean of 3.26 indicates that the teachers deliver their lessons online at a *high* extent. This means that they prepared lessons with appropriate engaging activities and that they can send these lessons online to the students. Also, for the teachers who adequately provide the students with the necessary skills and competencies for online teaching success, the specific teaching behaviors must be identified and prioritized.

Table 3 revealed the level of the online instructional delivery as to connection to students of the Salesian Educators to their learners. It also revealed a high extent verbal interpretation with the use of the indicators written below.

Table 3. Level of Online Instructional Delivery as to Connection to Students

Statements	Mean	S.D.	Verbal Interpretation
1. My students express their enjoyment during our online classes.	3.16	0.585	High
2. My students can give suggestions and additional information regarding our discussions.	3.27	0.579	High
3. My students can share their achievements, rants-predicaments with me.	3.29	0.594	High
4. I can motivate my students to perform better in class.	3.38	0.557	High
5. I can spend ample time to hear my student's sentiments even past working hours.	3.26	0.688	High
Overall Mean	3.27	High	

Legend:

3.40 – 4.00 Very High
 2.80 – 3.39 High
 2.20 – 2.79 Moderately High
 1.60 – 2.19 Low
 1.00 – 1.59 Very Low

The teachers perceived that they can see how much their students can express enjoyment during online synchronous classes ($M=3.16$, $SD=0.585$), the atmosphere of the class is open so their students can give suggestions and additional information

regarding the discussions ($M=3.27$, $SD=0.579$), their students can share achievements and rants predicaments with them ($M=3.29$, $SD=0.594$) at a *high* extent. Also, at a *high* extent, teachers perceived that they can motivate their students to perform better in class in any subject ($M=3.38$, $SD=0.557$) while spending ample time to hear student's sentiments even past working hours ($M=3.26$, $SD=0.688$). The overall mean of 3.27 indicates that the teachers have a great connection with their students even online so it seems that nothing has changed even the pre-pandemic time.

This means that they are able to touch learners' lives by spending time to hear their sentiments and by motivating them to perform better in class and be a good Christian and an upright citizen even past working hours or during their breaks. Something unique even for a Catholic school because the teachers are expected to stay in their faculty or offices most of the time doing their professional responsibilities.

Table 4 below reveals the level of online instructional delivery as to assessment activities provided by the teachers to know how much their learners perform in their subject, or the activities given by the Salesian Educator to the students left under their care. It also shows Very High and High verbal indicators resulting from the data gathered using the different indicators.

The teachers perceived that their provided activities for the students could check their prior knowledge ($M=3.43$, $SD=0.497$), and that the activities provided could reveal what they expected the students to learn ($M=3.43$, $SD=0.521$) to a *very high* extent. To a *high* extent, the teachers perceived that their self-created assessment tools could improve their student's academic performance ($M=3.34$, $SD=0.511$). However, their synchronous and asynchronous activities are challenging for the students ($M=3.24$, $SD=0.587$). They can relate their answers in their current situation during online class using their provided activities ($M=3.37$, $SD=.485$).

Table 4. Level of Online Instructional Delivery as to Assessment

Statements	Mean	S.D.	Verbal Interpretation
1. The activities provided to my students check their prior knowledge.	3.43	0.497	Very high
2. The activities provided to my students can reveal what I am expected them to learn.	3.43	0.521	Very high
3. My self-created assessment tools showed improvement to my student's academic performance.	3.34	0.511	High
4. My synchronous and asynchronous activities given to my students seemed to be challenging to them.	3.24	0.587	High
5. The students can relate their answers in my provided activities to their current situation during online classes.	3.37	0.485	High
Overall Mean	3.36	High	

Legend:

3.40 – 4.00 Very High
 2.80 – 3.39 High
 2.20 – 2.79 Moderately High
 1.60 – 2.19 Low
 1.00 – 1.59 Very Low

The overall mean of 3.36 indicates that the self-created assessment tools and provided synchronous and asynchronous activities of the teachers are helping the learners to share their prior knowledge, learn what is expected to learn, relate to their current situation, and improve their academic performance despite being challenged by the activities.

Table 5 revealed the level of online instructional delivery as to strategies performed by the Salesian Educators during online classes which showed a high extent of verbal interpretation.

Table 5. Level of Online Instructional Delivery as to Strategies

Statements	Mean	S.D.	Verbal Interpretation
1. My chosen teaching strategy made my students more vocal in asking questions and sharing their thoughts.	3.26	0.572	High
2. My students became more participative with the help of the strategy I used in our online discussions.	3.15	0.582	High

3. I can maintain the balance between asynchronous and synchronous tasks as a help for my students.	3.30	0.545	High
4. I can make my students evaluate their own performance and also their peers.	3.14	0.553	High
5. My students can work on their own by using the collaborative task I am assigning to them.	3.21	0.537	High
Overall Mean	3.21	High	

Legend:

3.40 – 4.00 Very High
 2.80 – 3.39 High
 2.20 – 2.79 Moderately High
 1.60 – 2.19 Low
 1.00 – 1.59 Very Low

The teachers perceived that their students became more vocal in asking questions and sharing their thoughts due to their chosen teaching strategy ($M=3.26$, $SD=0.572$) and became more participative with the help of the strategy used in the online discussions ($M=3.15$, $SD=0.582$) and that they can maintain a balance between synchronous and asynchronous tasks to help the students ($M=3.30$, $SD=0.545$) at a *high* extent. Also, to a *high* extent, the teachers perceived that they could make their students evaluate their performance ($M=3.14$, $SD=0.553$). Their students could work independently by using the collaborative tasks assigned to them ($M=3.21$, $SD=0.537$).

The overall mean of 3.21 indicates that the students became more vocal in asking questions, sharing their thoughts, and became more participative while having an equal opportunity of evaluating their performance as well as their peers because their teachers balance the synchronous and asynchronous tasks. Their teachers also provide collaborative tasks as an aid to help them get better in their academic performance in all the subjects. It also shows that the Salesian Educators from the participating schools can develop these changes for the betterment of the learners.

Level of Faculty Efficiency

This part determined the level of faculty efficiency in classroom management, teaching competency, professional responsibility and Salesianity being performed by the teacher-respondents of the selected Don Bosco schools who are currently doing their work and responsibilities in their own homes.

Table 6 indicates the level of faculty efficiency in terms of classroom management performed by the Salesian Educators partaking in this research.

Table 6. Level of Faculty Efficiency in terms of Classroom Management

Statements	Mean	S.D.	Verbal Interpretation
1. I can maintain organization in my class very well.	3.43	0.521	Highly efficient
2. My created routines manifest appropriate behavior during classes.	3.48	0.559	Highly efficient
3. I can handle disruptive or defiant students, even online.	3.30	0.600	Efficient
4. I can provide support for learners who find my activities extra challenging on their end.	3.40	0.538	Highly efficient
5. My collaborative activities create a harmonious relationship among my students.	3.30	0.536	Efficient
Overall Mean	3.38	Efficient	

Legend:

3.40 – 4.00 Highly Efficient
 2.80 – 3.39 Efficient
 2.20 – 2.79 Moderately Efficient
 1.60 – 2.19 Less Efficient
 1.00 – 1.59 Not at all Efficient

The teachers claimed that they could maintain organization in their class exceptionally well ($M=3.43$, $SD=0.521$), they can provide support for learners who find activities extra-challenging ($M=3.40$, $SD=0.538$), and that their created routines manifest appropriate behavior during classes ($M=3.48$, $SD=0.559$) at a *highly efficient* extent. To an *efficient* extent, the teachers claimed they could handle disruptive, defiant students even online ($M=3.30$, $SD=0.600$), and their collaborative activities create a harmonious relationship among learners ($M=3.30$, $SD=0.536$).

The overall mean of 3.38 indicates that the teachers have a good classroom management. This means that the students follow the routines, and the activities create harmonious relationships because the teachers can handle defiant students and maintain organization during classes at an *efficient* extent.

Table 7 revealed the level of faculty efficiency in terms of teaching competency being exerted by the teacher-respondents during online classes.

Table 7. Level of Faculty Efficiency in terms of Teaching Competency

Statements	Mean	S.D.	Verbal Interpretation
1. I can keep my students engaged and motivated during my class.	3.26	0.518	Efficient
2. I promote student voice and choice in my class to make them self-directed learners.	3.43	0.520	Highly efficient
3. I teach them to use technology with a soul and guide them to become global citizen.	3.40	0.538	Highly efficient
4. I pursue professional development to maintain personal growth.	3.41	0.575	Highly efficient
5. I teach my students to be a 21 st century learner.	3.48	0.513	Highly efficient
Overall Mean	3.40	Highly Efficient	

Legend:

- 3.40 – 4.00 *Highly Efficient*
 2.80 – 3.39 *Efficient*
 2.20 – 2.79 *Moderately Efficient*
 1.60 – 2.19 *Less Efficient*
 1.00 – 1.59 *Not at all Efficient*

The teachers claimed that they promote student voice in their class to make students self-directed learners who can decide on their own with minimal supervision ($M=3.43$, $SD=0.520$). The teacher-learners use technology with a soul and not for entertainment purposes only ($M=3.40$, $SD=0.538$). They pursue professional growth to maintain personal growth ($M=3.41$, $SD=0.575$), and they teach students to be a 21st-century learner at a *highly efficient* extent. To an *efficient* extent, the teachers claimed that they could keep students engaged and motivated in class to perform better ($M=3.26$, $SD=0.518$).

The overall mean of 3.40 indicates that the teachers have a *highly efficient* extent when it comes to their teaching competency or the utilization of their skills in teaching the lessons. This result means that the teachers have the mastery of the subject matter and perform well in their profession. The students can also perform well in class to the extent that the students can manifest the good qualities of their teachers because they are being influenced by them positively.

Table 8 revealed the level of faculty efficiency in terms of professional responsibility of the Salesian Educators. It also revealed an efficient verbal interpretation which depended on the results of data gathering with the use of the written indicators below.

The teachers claimed that they always submit instructional materials earlier than the deadline ($M=3.11$, $SD=0.674$). They check students' output early with relevant feedback for their growth ($M=3.01$, $SD=0.641$). They create assessment tools before the lesson and have them checked by their superiors before relaying them to students ($M=3.36$, $SD=0.533$). They evaluate themselves concerning their performance in teaching remotely ($M=3.30$, $SD=0.547$), and they use technology to provide a very inclusive and proactive class online ($M=3.37$, $SD=0.544$).

Table 8. Level of Faculty Efficiency in terms of Professional Responsibility

Statements	Mean	S.D.	Verbal Interpretation
1. I can always submit my instructional materials earlier than the deadline.	3.11	0.674	Efficient
2. I can check my students' output early and provide relevant feedback for their growth.	3.01	0.641	Efficient
3. Before the lesson, I can create my assessment tools and have them checked by my superior before relaying them to my students.	3.36	0.553	Efficient

4. I can evaluate myself with regard to my performance in teaching remotely.	3.30	0.547	Efficient
5. I can use technology efficiently to provide a very inclusive and proactive class online.	3.37	0.544	Efficient
Overall Mean	3.23	Efficient	

Legend:

- 3.40 – 4.00 *Highly Efficient*
 2.80 – 3.39 *Efficient*
 2.20 – 2.79 *Moderately Efficient*
 1.60 – 2.19 *Less Efficient*
 1.00 – 1.59 *Not at all Efficient*

The overall mean of 3.23 indicates that the teachers are *efficient* in their professional responsibility. This means that the teachers are able to create and submit necessary paperwork, which includes a learning plan, learning log, instructional materials, and other assessment tools on time. As a result, they are able to provide inclusive, proactive, and effective classes online.

The Table 9 revealed the level of faculty efficiency in terms of Salesianity spent by the educators for the learners with a verbal interpretation of Highly Efficient as a result from the gathered data using the indicators below.

Table 9. Level of Faculty Efficiency in terms of Salesianity

Statements	Mean	S.D.	Verbal Interpretation
1. I cultivate a positive relationship with my students and create a sense of class community.	3.62	0.499	Highly efficient
2. I could make time to hear my students' sentiments and give them advice if they needed it.	3.62	0.511	Highly efficient
3. I can educate by evangelizing and evangelize by educating my students as a Salesian Educator.	3.53	0.525	Highly efficient
4. I cultivate positive relationships with parents and guardians of the students with regard to their holistic formation.	3.49	0.525	Highly efficient
5. I can make my students feel that I am journeying with them in these trying times as their educator.	3.58	0.495	Highly efficient
Overall Mean	3.57	Highly Efficient	

Legend:

- 3.40 – 4.00 *Highly Efficient*
 2.80 – 3.39 *Efficient*
 2.20 – 2.79 *Moderately Efficient*
 1.60 – 2.19 *Less Efficient*
 1.00 – 1.59 *Not at all Efficient*

The teachers claimed that they could cultivate a positive relationship with their students, which creates a sense of class community ($M=3.62$, $SD=0.499$), they make time to hear student's sentiments while advising if needed ($M=3.62$, $SD=0.511$), and they educate by evangelizing and evangelize by educating their students as a Salesian Educator ($M=3.53$, $SD=0.525$) at a *highly efficient* extent. Also, to a *highly efficient* extent, the teachers claimed that they cultivate positive relationships with parents and guardians for the holistic formation of students ($M=3.49$, $SD=0.525$) and that they make their students feel that they are journeying with them ($M=3.58$, $SD=0.459$).

The overall mean of 3.57 indicates that teachers provide great Salesian assistance for their students. This means that teachers have a good relationship to students and their parents. They make them feel that teachers are there to teach them academically and are journeying with them, especially in these trying times.

Relationship between Teachers' Demographic Profile and their Teaching Efficiency

This part determined the relationship between teachers' demographic profile regarding age, gender, educational attainment, and length of service and their teaching efficiency in classroom management, teaching competency, professional responsibility, and Salesianity.

Table 10 shows the relationship between the teacher's demographic profile and their teaching efficiency regarding the classroom management imposed by the Salesian Educators.

Table 10. Relationship between Teachers' Demographic Profile and their Teaching Efficiency as to Classroom Management 265

Profile	value	df	Critical value	Analysis
Age	42.98	21	32.66	Significant
Gender	24.45	14	23.68	Significant
Educational Attainment	34.86	28	41.34	Not significant
Length of Service	48.61	21	32.66	Significant

The way teachers effectively manage their classrooms during online instructional delivery is dependent on their profile as age ($X^2=42.98$, $df=21$), gender ($X^2=24.45$, $df=14$), and length of service ($X^2=48.61$, $df=21$). The association between these variables is *significant*. However, it was found that classroom management is not dependent on the teachers' educational attainment. As most of the teachers are young, they can effectively manage their classes during online instructional delivery. Also, female teachers can promote collaboration among students and maintain discipline. Even if the teachers are new in the service, still they can provide support to academically challenged students.

Table 11 revealed the relationship of teachers' demographic profile and their teaching efficiency as to teaching competency exerted by the Salesian Educators with the use of the variables written below associating a significant analysis.

Table 11. Relationship between Teachers' Demographic Profile and their Teaching Efficiency as to Teaching Competency

Profile	X^2 value	df	Critical value	Analysis
Age	37.29	24	36.42	Significant
Gender	24.27	16	26.30	Not significant
Educational Attainment	35.87	32	46.01	Not significant
Length of Service	41.17	24	36.42	Significant

Teachers efficiently showcased their skills during online classes depending on their age ($X^2=37.29$, $df=24$) and length of service ($X^2=41.17$, $df=24$). The association between these variables is *significant*. However, it was found that teaching competency is not dependent on the teachers' gender and educational attainment. As most teachers are young, they can be more efficient in their classes during online instructional delivery. Also, even if the teachers are new in the service, they can still be of great help in honing the learners using their professional skills. On the other hand, a teacher's gender and educational attainment have nothing to do with delivering a practical lesson.

Table 12 revealed the relationship of teachers' demographic profile and their teaching efficiency to the Salesian Educators' professional responsibility.

Table 12. Relationship between Teachers' Demographic Profile and their Teaching Efficiency as to Professional Responsibility

Profile	X^2 value	df	Critical value	Analysis
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Age	40.12	27	40.12	<i>Significant</i>
Gender	32.93	18	28.87	<i>Significant</i>
Educational Attainment	46.54	36	50.96	Not significant
Length of Service	42.19	27	40.12	<i>Significant</i>

The way the teachers can perform their professional responsibilities even working at home is dependent on their age ($X^2=40.12$, $df=27$), gender ($X^2=32.93$, $df=18$), and length of service ($X^2=42.19$, $df=27$). The association between these variables is *significant*. However, it was found that professional responsibility is not dependent on the teachers' educational attainment. Since most of the teachers are young, they can efficiently create and submit professional work even at home. Also, female teachers can accomplish most of the tasks earlier than the expected deadline. Furthermore, even if the teachers are new in the service, they can still finish assigned work to them despite working at home, where housework would add up to the challenge of the work.

Table 13 revealed the relationship between teacher's demographic profile and teaching efficiency as to Salesianity of the Salesian Educators in assisting the young left under their care.

The way the teachers provide Salesian assistance or Salesianity for their students is dependent on their age ($X^2=36.44$, $df=21$), gender ($X^2=32.18$, $df=14$), educational attainment ($X^2=27.53$, $df=28$), and length of services ($X^2=49.99$, $df=21$). The association between these variables is *significant*. This means that, as most of the teachers are young, they spent more time staying online to provide more time assisting their students who ask for advice and help. This is a great intervention for learners because they can release stress by sharing their personal predicaments with their teachers.

Table 13. Relationship between Teachers' Demographic Profile and their Teaching Efficiency as to Salesianity

Profile	X^2 value	df	Critical value	Analysis
Age	36.44	21	32.66	<i>Significant</i>
Gender	32.18	14	23.68	<i>Significant</i>
Educational Attainment	27.53	28	41.34	<i>Significant</i>
Length of Service	49.99	21	32.66	<i>Significant</i>

Also, since there are more female teachers among the respondents, it is assumed that a school having more males in the student population is more open in sharing their situations with female teachers, which is supported by the skills they gathered from pursuing professional growth. And even if the teachers are new in the service, they are able to adapt to the system of the Salesian assistance for honing the students holistically by journeying with them in all the levels of their formation, such as intellectual, spiritual, mental, and emotional formation.

Relationship between Teachers' Online Instructional Delivery and their Teaching Efficiency

This part determined the relationship between teacher's online instructional delivery as to the delivery of the lesson, connection to students, assessment, and strategies and their teaching efficiency of classroom management, teaching competency, professional responsibility, and Salesianity that they provide for the students as a routine to maintain organization during online classes.

Table 14 indicates the relationship between teachers' online instructional delivery and teaching efficiency of classroom management and routinely imposed by the Salesian Educators during their synchronous and asynchronous tasks. 267

Table 14. Relationship between Teachers' Online Instructional Delivery and their Teaching Efficiency of Classroom Management

Online Instructional Delivery	r-value	p-value	Degree of Correlation	Analysis
Delivery of the Lesson	0.461	0.000	Moderate	<i>Significant</i>
Connection to Students	0.570	0.000	Moderate	<i>Significant</i>
Assessment	0.566	0.000	Moderate	<i>Significant</i>
Strategies	0.600	0.000	Strong	<i>Significant</i>

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ Very strong
 $\pm 0.60 - \pm 0.79$ Strong
 $\pm 0.40 - \pm 0.59$ Moderate
 $\pm 0.20 - \pm 0.39$ Weak
 $\pm 0.00 - \pm 0.19$ Very weak

From table 14, it is interesting to note that there is a *moderate* and *positive* correlation between the delivery of the lesson and the teaching efficiency in terms of classroom management. The correlation is *significant* ($r=0.461$, $p=0.000$). Also, teaching efficiency in classroom management is *significantly* correlated with online instructional delivery to connect to students ($r=0.570$, $p=0.000$). From the findings, it can be noted that classroom management is *significantly* correlated with online instructional delivery as to assessment. The correlation is *moderate* and *positive* ($r=0.566$, $p=0.000$). Finally, there is a *strong* and *positive* correlation between teaching efficiency in classroom management and online instructional delivery as to strategies ($r=0.600$, $p=0.000$). This means that the teachers can deliver instructions online while maintaining effective classroom management. Their classes are organized with minimal disruptions. While providing support to students, still the teachers emphasize on-time submission of tasks, encourage students' participation, and make use of appropriate assessment tools.

Table 15 revealed a *weak*, *moderate*, and substantial degree of correlation between teacher's online instructional delivery and their teaching efficiency in terms of teaching competency which refers to the expertise of a teachers in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day to maximize the learning of students. This also showcases the skills and knowledge that enable a teacher to deliver an effective lesson and provide a venue for learning for the students.

From table 15, it is interesting to note that there is a *weak* and *positive* correlation between the delivery of the lesson and the teaching efficiency in terms of teaching competency. The correlation is *significant* ($r=0.362$, $p=0.000$). Also, teaching efficiency in terms of classroom management is *significantly* correlated with online instructional delivery as to connection to students ($r=0.570$, $p=0.000$). From the findings, it can be noted that teaching competency is *significantly* correlated with online instructional delivery as to assessment. The correlation is *moderate* and *positive* ($r=0.520$, $p=0.000$). Finally, there is a *strong* and *positive* correlation between teaching efficiency in terms of teaching competency and online instructional delivery as to strategies ($r=0.647$, $p=0.000$).

Table 15. Relationship between Teachers' Online Instructional Delivery and their Teaching Efficiency of Teaching Competency

Online Instructional Delivery	r-value	p-value	Degree of Correlation	Analysis
Delivery of the Lesson	0.362	0.000	Weak	<i>Significant</i>

Connection to Students	0.570	0.000	Moderate	<i>Significant</i>
Assessment	0.520	0.000	Moderate	<i>Significant</i>
Strategies	0.647	0.000	Strong	<i>Significant</i>

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ *Very strong*
 $\pm 0.60 - \pm 0.79$ *Strong*
 $\pm 0.40 - \pm 0.59$ *Moderate*
 $\pm 0.20 - \pm 0.39$ *Weak*
 $\pm 0.00 - \pm 0.19$ *Very weak*

This means that the teachers perform well online while maintaining teaching competency efficiently and effectively. Their classes are fruitful and manifest learning since the teachers show good performance for the learners. While providing practical lessons online for the students, they can still provide good assessment tools to know and measure the learning of the students and use effective strategies to provide an avenue of meaningful learning and to build a more harmonious relationship and connection with students, which is very important for teachers because they will be able to know what the needs of the students and their interests are. This is important because a teacher who does not know what the students need will not be able to give all his skills because he or she will not know how to utilize them.

Table 16 revealed the relationship between teachers' online instructional delivery and their teaching efficiency in terms of professional responsibility, generally referred to as the area of legal practice that encompasses the duties of teachers, which involves their work as educators. This also revealed a weak to moderate significant relationship among the variables included in this study, like professional responsibility relating to the teachers' job description, which demands their responsibility as professionals.

Table 16. Relationship between Teachers' Online Instructional Delivery and their Teaching Efficiency of Professional Responsibility

Online Instructional Delivery	of the Lesson	r-value	p-value	Degree of Correlation	Analysis
Delivery of the Lesson		0.465	0.000	Moderate	<i>Significant</i>
Connection to Students		0.351	0.000	Weak	<i>Significant</i>
Assessment		0.481	0.000	Moderate	<i>Significant</i>
Strategies		0.362	0.000	Weak	<i>Significant</i>

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ *Very strong*
 $\pm 0.60 - \pm 0.79$ *Strong*
 $\pm 0.40 - \pm 0.59$ *Moderate*
 $\pm 0.20 - \pm 0.39$ *Weak*
 $\pm 0.00 - \pm 0.19$ *Very weak*

From table 16, it is interesting to note that there is a *moderate* and *positive* correlation between the delivery of the lesson and the teaching efficiency in terms of professional responsibility. The correlation is *significant* ($r=0.465$, $p=0.000$). Also, teaching efficiency in terms of professional responsibility is *significantly* correlated with online instructional delivery and connection to students ($r=0.351$, $p=0.000$). From the findings, it can be noted that professional responsibility is *significantly* correlated with

online instructional delivery to assessment. The correlation is *moderate* and *positive* ($r=0.481, p=0.000$). Finally, there is a *weak* and *positive* correlation between teaching efficiency in terms of professional responsibility and online instructional delivery as to strategies ($r=0.362, p=0.000$). This means that the teachers can still be efficient in doing their professional work even at home. Their work is organized and submitted early despite the other workload. They also deliver effective online lessons using the strategies and assessment tools for the students, which leads to a good relationship with them.

Table 17 revealed the relationship between a teacher's online instructional delivery and teaching efficiency in terms of Salesianity or presence of a Salesian Educator for his/her students and the time and compassion a Salesian Educator can offer even at these trying times. It is also referred to as Salesian assistance provided by the teacher-respondents from the selected Don Bosco Schools. It can be done by talking with them during lunchtime, breaks, or waiting for their guardians to arrive.

From table 17, it is interesting to note that there is a *weak* and *positive* correlation between the delivery of the lesson and the teaching efficiency in terms of Salesianity. The correlation is *significant* ($r=0.390, p=0.000$). Also, teaching efficiency in terms of Salesianity is *significantly* correlated with online instructional delivery to connect to students ($r=0.539, p=0.000$). From the findings, it can be noted that Salesianity is *significantly* correlated with online instructional delivery to assessment. The correlation is *moderate* and *positive* ($r=0.571, p=0.000$). Finally, there is a *moderate* and *positive* correlation between teaching efficiency in terms of Salesianity and online instructional delivery as to strategies ($r=0.517, p=0.000$).

Table 17. Relationship between Teachers' Online Instructional Delivery and their Teaching Efficiency of Salesianity

Online Instructional Delivery	r-value	p-value	Degree of Correlation	Analysis
Delivery of the Lesson	0.390	0.000	Weak	<i>Significant</i>
Connection to Students	0.539	0.000	Moderate	<i>Significant</i>
Assessment	0.571	0.000	Moderate	<i>Significant</i>
Strategies	0.517	0.000	Moderate	<i>Significant</i>

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

This means that the teachers provide Salesian assistance even though distance hinders its significance and essence. The classes are more open because learners can feel the care of the teachers. Even if they provide care and help to students; still the teachers can spend ample time advising them even past working hours. The assessment and strategies they provide positively affect the learner's academic performance.

These findings led to the rejection of the null hypothesis of the research. Since there is a significant relationship between the teacher's demographic profile, online instructional delivery, and their faculty or teaching efficiency, it is concluded that the work from home Salesian Educators of the Basic Education Department of the selected Don Bosco Schools are still efficient in providing quality education by being prompt in professional responsibilities, being skilled in teaching competency, organized classroom management, effective assessment tools and strategies, and proving that Salesian Educators are different because they can make the students feel that they are journeying with them even this time of the pandemic.

Summary of Findings

This chapter concludes the assessment of the relationship between teacher's the demographic profile, online instructional delivery, and their faculty efficiency. It contains the summary, conclusion, and recommendations anchored on the data gathering and conducted research.

The study aimed to know the relationship between the demographic profile and online delivery of instructions of the 270 Work from Home Salesian Educators of the Basic Education Department of selected Don Bosco Schools to their Faculty Efficiency. It sought answers to the following questions: What is the demographic profile of the respondents in terms of age, gender, educational attainment, and length of service? What is the level of instructional delivery in terms of delivery of the lesson, connection to students, assessment, and strategies? What is the level of faculty efficiency in terms of classroom management, teaching competency, professional responsibility, and Salesianity? Is there a significant relationship between the demographic profile of the respondents and faculty efficiency? And lastly, Is there a significant relationship between online instructional delivery and faculty efficiency?

Likewise, the descriptive method was used to analyze the data systematically. The instrument used in gathering data was a questionnaire made by the researcher through a google form. Weighted mean, standard deviation, Chi-Square, and Pearson - r were used to analyze and interpret the data.

Based on the data gathered, different findings are hereby presented:

1. Profile of the Work from Home Salesian Educator of the Basic Education Department of the selected Don Bosco Schools

Of the 164 respondents, eighty-eight (88) of them have the age ranging from 21-30 years old (53.66%), thirty-five (35) that range from 31-40 years old (21.34%), seventeen (17) that range from 41-50 years old (10.37%), and twenty-four (24) that range from 51-60 years old (14.63%). Also, out of the 164 respondents, fifty-eight (58) were male (35.37%), one hundred-four (104) were female (63.41%), and two (2) were part of the LGBTQ++ Community (1.22%).

On the other hand, of the 164 respondents, sixty-five (65) attained Bachelor's Degree (39.63%), seventy-eight (78) had their M.A. units (47.56%), eighteen (18) attained Master of Arts in Education/Teaching (10.98%), two (2) had their units in Doctorate (1.22%), and one (1) attained a Doctorate Degree (0.61%). And lastly, out of 164 respondents, eighty-two (82) served their Don Bosco School for 6 months-5 years (50.00%), thirty-six (36) for 6-13 years (21.95%), nineteen (19) for 14-20 years (11.59%), and twenty-seven (27) for 21-30 years (16.46%) respectively.

2. Level of Online Instructional Delivery

The level of online instructional delivery gathered an overall mean of 3.26 for delivery of the lesson, 3.27 for connection to students, 3.36 for assessment, and 3.21 for strategies interpreted as High, respectively which indicate the efficiency of the teachers even working from home.

3. Level of Faculty Efficiency

The level of faculty efficiency gathered an overall mean of 3.38 for classroom management and 3.23 for professional responsibility with the verbal interpretation of Efficient. On the other hand, teaching competency gathered an overall mean of 3.40 for teaching competency and 3.57 for Salesianity, interpreted as Highly Efficient.

4. Relationship between Teacher's Demographic Profile and their Teaching Efficiency

The obtained critical value in terms of Age, Gender, and Length of Service as to Classroom Management were 32.66, 23.68, and 32.66, respectively. The association between these variables is *significant*. However, it was revealed that classroom management is not dependent on the teacher's educational attainment 41.34 associated as *not significant*.

The obtained critical value for age (36.42) and Length of Service (36.42) was associated with *significant* analysis. In contrast, Gender and Educational Attainment obtained a critical value of 26.30 and 46.01 associated with a *not significant* analysis which means that teaching competency is not dependent on the said variables. Also, the obtained critical value for Age, Gender, and Length of Service as to Professional Responsibility was 40.12, 28.87, and 40.12, respectively, which was associated with *significant* analysis. However, it was also revealed that professional responsibility is not dependent on the teacher's educational attainment. Lastly, associated with a *significant* analysis, Age, Gender, Educational Attainment, and Length of Service as to Salesianity obtained a critical value of 32.66, 23.68, 41.34, and 32.66, respectively.

5. Relationship between Teacher's Online Instructional Delivery and their Teaching Efficiency

The obtained r-values in terms of Delivery of the Lesson, Connection to Students, Assessment, and Strategies were 0.461, 0.57, 0.566, and 0.600, respectively. This revealed a "moderate and positive correlation" for Delivery of the Lesson, Connection to Students, and Assessment in terms of Classroom Management, while for the Strategies, it revealed a "strong and positive correlation" between Teaching Efficiency and Online Instructional Delivery in terms of Classroom Management as well.

Also, the obtained r-values in terms of Connection to Students and assessment were 0.570 and 0.520, respectively. This showed a "moderate and positive correlation" between the Online Instructional Delivery and Teaching Efficiency regarding Teaching Competency. Besides, Delivery of the Lesson obtained an r-value of 0.362, which revealed a "weak and positive correlation" between the Online Instructional Delivery and Teaching Efficiency when it comes to Teaching Competency. Lastly,

the Strategies that obtained an r-value of 0.647 revealed a "strong and positive correlation" between the Online Instructional Delivery and Teaching Efficiency when it comes to Teaching Competency. 271

Likewise, Delivery of the Lesson and Assessment obtained an r-value of 0.465 and 0.481, respectively. This revealed a "moderate and positive correlation" between Online Instructional Delivery and Teaching Efficiency in terms of Professional Responsibility. At the same time, Connection to Students and Strategies obtained a 0.351 and 0.362 r-value, respectively, which showed a "weak and positive correlation" between Online Instructional Delivery and Teaching Efficiency when it comes to Professional Responsibility.

And finally, Connection to Students, Assessment, and Strategies obtained an r-values of 0.539, 0.571, and 0.517, respectively. This revealed a "moderate and positive correlation" between Online Instructional Delivery and Teaching Efficiency in terms of Salesianity. Furthermore, for the Delivery of the Lesson, which obtained an r-value of 0.390, this showed a "weak and positive correlation" between Online Instructional Delivery and Teaching Efficiency in terms of Salesianity.

Conclusion

Based on the inferential questions and the gathered data results, the teacher's demographic profile and online instructional delivery have a significant relationship to the faculty efficiency of the work from home Salesian Educators of the Basic Education Department of the Selected Don Bosco Schools.

Therefore, it is concluded that the teacher-respondents are still efficient in providing good classroom management, high-rate teaching competency, efficient professional responsibility, and meaningful Salesianity using their delivery of the lesson, connection to students, assessment tools, and strategies despite their age, gender, educational attainment, and length of service even working from home.

Results showed a significant relationship between the teacher's demographic profile and faculty efficiency; therefore, the hypothesis states that no significant relationship is not sustained.

Results showed a significant relationship between the teacher's online instructional delivery and faculty efficiency; therefore, the hypothesis stating that there is no significant relationship is not sustained. This means that the Salesian Educators are efficient in online instructional delivery that they can fulfill their duties for the students entrusted to their care.

Recommendations

Based on the results of the gathered data, the following are hereby recommended:

1. The young Salesian Educators may share technical assistance with the seasoned teachers, which is vital in our educational system. In return, the seasoned Salesian Educators may share their skills and experiences with the young bloods for them to be guided in the formation of the Bostonians entrusted to them.
2. The Salesian Educators may sustain the effectivity and efficiency in performing their responsibilities as teachers who will form the young as globally competitive learners by being equipped with relevant training and workshops.
3. The School Administrators may provide more access to training, career development and opportunities, and equipment to support the Salesian Educators in maintaining their teaching efficiency despite working from home.
4. The Don Bosco Schools may sustain the Preventive System and apply programs to it helps the Salesian Community in producing good Christians and upright citizens.
5. The Catholic Educational Association of the Philippines may adopt the Salesian Preventive System as one of their Educational Philosophy. It may help them materialize the mission of solidarity among member schools.
6. Future researchers may conduct studies about the faculty efficiency of the teachers in a different setting like work from home scheme.

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