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## Job Satisfaction and Teaching Performance of Teachers in the Implementation of Distance Learning

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**Abstract** — The study aimed to determine the significant relationship between teachers' job satisfaction and teaching performance on distance learning. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher utilized the Job Satisfaction Survey and Monitoring and Supervision Tool to implement distance learning. Simple Percentage, Weighted mean, and Pearson r were the statistical tools used. The researcher found out that job satisfaction is satisfied, and teachers' teaching performance on distance learning is very satisfactory. Likewise, it was found out in the study that there is a significant relationship between the level of job satisfaction of teachers and teaching performance on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting plus factor of teachers on distance learning. Thus, job satisfaction of teachers and teaching performance on distance learning have a moderate correlation.

**Keywords** — *Job Satisfaction, Teaching Performance, Distance Learning*

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### I. Introduction

Secretary Leonor Briones of the Department of Education (DepEd), in charge of the K-to-12 Education in the Philippines, announces the Opening of Classes this August 24, 2020 (4). This is not the typical opening of classes in the basic education which normally starts on the first Monday of June every year. This decision of DepEd, the education agency, was based on the recommendation of Inter-Agency Task Force which was in charged to oversee the general welfare of all sectors of society especially concerning health issues. Moreover, this is also in accord with the Republic Act 7797 which dictates that school opening should not be beyond the last day of August of every year. However, this reality did not leave the department some challenges brought about by COVID 19 (4). Hence, Educational Leaders of the Central Office, in consultation with other stakeholders both from public and private agencies crafted some policies and guideline in order to sustain the quality of K12 education despite the pandemic.

A concerted effort in the department gave birth to a more extensive framework known as the Learning Continuity Plan, which will serve as the guiding principles of the whole K12 Educational System. The Learning Continuity Plan is the primary response & commitment in

ensuring the health, safety & well-being of learners, teachers, personnel in time of COVID 19 while finding ways for education to continue amidst the crisis for the upcoming school year (2). This educational framework is composed of different essential pillars such: School Readiness, Human Resources, Infrastructure readiness, Transition Program. Building Partnership, Teaching and Learning Modalities and Assessment centered on the Development of the Most Essential Skills and Values of the learners.

The same continuity plan is taken charge by the School Governance and Management adopted by every region and school's division offices around the countryside. Contextualization brought about by differences in culture and tradition is considered in the local school jurisdiction. Private Institutions in every region are also allowed to draft their own Learning Continuity Plan based on their own needs and practices. Furthermore, the same private institution is even allowed to open classes earlier than August 24. The same institution has properly laid down their LCPs (3).

Despite the opening of the classes by the last week of August, teachers were asked to report to school beginning June 2, 2020, virtually or physically. This is to prepare teachers in the possible changes in the teaching-learning modalities, strategies and even the physical situation in the school. This coincides with the annual "Brigada Eskwela" – a school brigade program to prepare the school and the "Balik Eskwela" or Back to School Program, all to provide a safe and friendly atmosphere both to learners and other stakeholders (4).

A series of webinars were also provided to teachers and administrators sponsored by the Department of Education- Office of Information Technology, Open Education Resources and other private organizations and book publishing companies. Most of these capacity- building webinars were provided for free or with a very minimal fee. Majority of the topics discussed in the sessions are on the use of multi-modal and flexible learning deliveries using Information and Communication Technology platforms, both online and offline. A volume of printed materials was also provided by learners of schools with very weak internet connectivity or whose households have the scarcity of gadgets to be used.

With the Philippines' education system's present scenario, teaching competencies of teachers to teach using the modular distance learning modality challenged education leaders and managers and other school stakeholders. Job satisfaction is crucial during this time for this motivates the teachers to work hard to attain the goals of distance learning which helps improve their teaching performance.

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. "Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative", (5). In recent years attention to job satisfaction has become more closely associated with broader approaches to improved job design and work organization, and the quality of working life movement (1).

According to Kadtong et al, (5), the educational system's effectiveness largely depends upon the active, resourceful and competent teachers. An effective teacher imparts the entire educational curricula allotted to him in the best and the most efficient manner and ensures the best possible academic performance and optimum development of the students' personality. In the present scenario, when there is a fierce competition in every sphere of life, the teachers' effectiveness becomes imperative to empower the students for facing the emerging challenges of the global world. Effective is a part of the excellence attribute of quality education.

It is in the above premise that the researcher conducted this study to determine the significant relationship between teachers' job satisfaction and level of teaching performance on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factor of teachers on distance learning. A proposed intervention plan was formulated based on the findings of the study

In the rationale mentioned above, the researcher who is currently teaching in the above mentioned local would like to delve worthy research undertaking that will benefit the school he is currently teaching and that of her Graduate Program.

This study determined the relationship between the level of job satisfaction and teachers' teaching performance on distance learning.

Specifically, this study sought to answer the following questions:

1. What is the teaching performance of teachers on distance learning in terms of the following indicators:
  - 1.1 content knowledge and pedagogy;
  - 1.2 learning environment and diversity of learners;
  - 1.3 curriculum and planning;
  - 1.4 assessment and reporting; and
  - 1.5 plus factor?
2. What is the level of job satisfaction of teachers on distance learning?
  - 2.1 Is there a significant relationship between the level of job satisfaction and teaching performance of teachers on distance learning?
3. What intervention plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive- correlational research design. This design was the most appropriate research design for this study because it sought to determine the level of job satisfaction of teachers and teaching performance on distance learning. Moreover, this design also determined the degree of the linear relationship between the variables, level of Job

Satisfaction; and Teaching Performance on Distance Learning. Don Felipe ES, Kawayan ES, and Montealegre ES of Kananga II District, Leyte Division are the study's main locale. The 30 teachers in the said locales are the respondents of the study. The Job Satisfaction Survey and Monitoring and Supervision Tool to determine the teaching performance on distance learning were utilized. This research determined the level of job satisfaction and teaching performance on distance learning and its correlation between the dependent and independent variables. A Proposed Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 30 teachers involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies were sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before gathering data. The research instrument was administered personally to the teachers in selected schools in Kananga II District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to answer the survey. Retrieval, tabulation and submission for statistical treatment was done. They were making of Proposed Intervention Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

**Treatment of Data.** Descriptive statistics such as frequency counts, percentage, and weighted mean were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between the level of job satisfaction of teachers and teaching performance on distance learning. This proved and disproved the hypothesis of the study.

### III. Results and Discussion

**Table 1**  
**Level of Job Satisfaction (N=30)**

Statement	Weighted Mean	Description	Interpretation
1. I am comfortable in using the modular distance learning modality.	3.29	Sometimes	Undecided
2. I am happy with the consistent salary and benefits despite this pandemic.	4.73	Always	Very Satisfied
3. I am provided with health care enough for my hospitalization.	2.22	Fairly	Less Satisfied
4. I am not satisfied with no face-to-face interaction with my pupils.	3.22	Sometimes	Undecided
5. I am tired of printing and checking the modules of my pupils.	3.25	Sometimes	Undecided
6. I am not happy with this learning modality.	3.18	Sometimes	Undecided
7. I am not satisfied with my work being a teacher during this pandemic.	4.10	Often	Satisfied
8. I love visiting my pupils at home.	4.08	Often	Satisfied
9. I love my profession as a teacher even during this pandemic.	3.95	Often	Satisfied
10. My job allows me to highlight my abilities and skills even with this kind of learning modality.	3.94	Often	Satisfied
11. I am satisfied with the freedom granted to me in accomplishing my work.	4.15	Often	Satisfied
12. My work at present gives me more freedom to work in school without the pupils around me.	4.06	Often	Satisfied
13. I enjoy doing my work as a teacher in distance learning modality.	4.18	Often	Satisfied
14. My work creates opportunities to serve mankind.	3.88	Often	Satisfied
15. I feel regret for my choice of this profession.	2.10	Fairly	Less Satisfied
<b>GRAND MEAN</b>	<b>3.62</b>	<b>Often</b>	<b>Satisfied</b>

Table 1 presents the level of job satisfaction of teachers on modular distance learning. It was revealed on the table that the level of job satisfaction of teachers on distance learning has a grand mean of 3.62 which is interpreted as satisfied. This means that teachers often achieved job satisfaction on distance learning. This implies that teachers are more relevant, efficient and motivated to implement distance learning modality. They have the positive attitude to their work and their teaching profession.

Moreover, the indicator which states that “I am happy with the consistent salary and benefits despite this pandemic” rated the highest with average mean of 4.73 which is interpreted as very satisfied. This means that teachers are very satisfied with the pay and benefits she received despite of this pandemic. This implies that teachers are contented with what they get as compensation for the work rendered. With the government's benefits and privileges in times of pandemic, teachers achieve satisfaction with their job.

On the other hand, the indicator which states that “I am provided with health care enough for my hospitalization” and “I feel regret for my choice of this profession” rated less satisfied by the respondents. With the present scenario where COVID-19 still exists and there are an increasing number of reported positive cases, teachers are afraid they might be contained with the kind of work where she is in. This implies that the amount of health care benefits that teachers availed of, expenses when get infected is big and teachers cannot support such expenses thus, they rated fairly on feeling regret for the choice of profession the teacher engage in.

All other indicator were rated satisfied by the respondents. This shows that of the 15 indicators 12 of it were rated satisfied by the teachers. This implies that though there are lapses in providing health care to the government employees, they are still satisfied with other benefits and the job as well where they are in.

**Table 2**  
**Teaching Performance of Teachers on Distance Learning (N=30)**

<b>Statement</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Content Knowledge and Pedagogy (Applies knowledge of content within and across curriculum teaching areas and Uses modular-based instruction to enhance learner achievement in literacy and numeracy skills)	4.25	Evident	Very Satisfactory
2. Learning Environment and Diversity of Learners (Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments)	3.95	Evident	Very Satisfactory
3. Curriculum and Planning (Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts)	4.12	Evident	Very Satisfactory
4. Assessment and Reporting (Designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements)	3.91	Evident	Very Satisfactory
5. Plus Factor (Performs various related works/activities that contribute to the teaching-learning process)	3.97	Evident	Very Satisfactory
<b>GRAND MEAN</b>	<b>4.04</b>	<b>Evident</b>	<b>Very Satisfactory</b>

Table 2 presents the level of teaching performance of teachers on distance learning. It was revealed on the table that the level of teaching performance of teachers on distance learning has a grand mean of 4.04 which is interpreted as very satisfactory. This means that the indicators in the survey conducted, all are evident. This implies that teachers are versatile and resilient to any circumstances. They can easily adopt the changes especially in education. They are knowledgeable enough to think of innovative works where they can implement it to their work, they are engaged in.

Moreover, this table also shows that teachers' level of teaching performance on distance learning in content knowledge and pedagogy with an average mean of 4.25 is interpreted as very satisfactory. This indicator is rated the highest. This means that it is evident that teachers apply the

knowledge and content across learning areas in teaching and they use the modular-based instruction to enhance the learning of the pupils in literacy and numeracy. This implies that teachers are equipped with the technical and pedagogical skills needed in the implementation of distance learning to attain positive learning outcome among pupils.

Further, teaching performance on learning environment and diversity of learners has an average mean of 3.95 which is interpreted as very satisfactory. It is evident that despite the implementation of distance learning, teachers are able to manage learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. This implies that teachers can extend assistance to the learning facilitators by providing a child-friendly activity where pupils can work on while at the same time accomplishing the modules which will help them manage their attitudes towards education. Through the real-life stories provided as examples and with the guidance of the learning facilitators, behaviors of pupils will be enhanced and learning will be achieved.

Additionally, curriculum and planning have an average mean of 4.12 which is interpreted as very satisfactory. This means that teachers are able to define intended learning outcomes, assessments, content and pedagogic requirements necessary for pupil's success across an entire curriculum. This implies that teachers plan to develop a well-coordinated, quality teaching, learning and assessment programs that build pupil's knowledge, skills and behaviors in the disciplines, and their interdisciplinary and or physical, personal and social capacities through distance learning.

Likewise, the table shows that teachers' assessment and reporting level has an average mean of 3.95 which is interpreted as very satisfactory. This means that teachers were able to design, select, organize, and use assessment to measure the pupils' performance on distance learning and report such performance to the parents to help improve the learners. This implies that assessment and reporting of pupil's progress are still important in distance learning to provide timely, constructive, and relevant feedback and facilitate remediation to pupils who need further guidance.

Lastly, this table shows the level of teaching performance in terms of plus factor. It was revealed on the table that the level of teaching performance on plus factor of teachers has an average mean of 3.97 which is interpreted as very satisfactory. This means that aside from making learning happen while pupils are learning at home, teachers evidently perform other related activities to help learners achieve the necessary competencies for the grade and period. This means that aside from the day-to-day task of teachers in the implementation of distance learning, teachers evidently perform other activities like conducting home visitation, creating audio and video lessons, providing assistance to learning facilitators and fellow teachers and do some office works to help the school head accomplish the reports needed. This implies further that teachers are versatile and resilient to changes in life and in profession.



**Table 3**  
**Test of Relationship**

<b>Variables Correlated to Parental Involvement</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>JOB SATISFACTION AND TEACHER'S PERFORMANCE</b>	0.28	2.21	0.263	Reject Ho	Significant Relationship <i>(Moderate Relationship)</i>

Table 3 presents the test of the relationship between the level of job satisfaction of teachers and teaching performance on content knowledge and pedagogy, the learning environment and diversity of learners, curriculum and planning, assessment and reporting, and teachers' factor on distance learning. It was revealed on the table that the computed value or t of 2.21 is greater than the tabular value or t of 0.263, so null hypothesis is rejected. This means that there is a significant relationship between the level of job satisfaction of teachers and teaching performance on content knowledge and pedagogy, the learning environment and diversity of learners, curriculum and planning, assessment and reporting, and teachers' factor on distance learning. The r value of 0.28 shows moderate relationship between the two variables. This implies that when teachers are satisfied with their job their performance will definitely improve.

#### **IV. Conclusion**

Based on the findings of the study, it was concluded that there is a significant relationship between the level of job satisfaction of teachers and teaching performance on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and factor of teachers on distance learning. The teachers are satisfied with their job so teaching performance is very satisfactory. Job satisfaction of teachers and teaching performance on distance learning have moderate correlation.

#### **V. Recommendations**

1. The proposed intervention plan formulated should be utilized;
2. There should be a balance between the task and teacher-oriented, close supervision and mentoring to the teachers to develop and maintain teaching performance and job satisfaction to bring about efficiency and affectivity in work;
3. The Department of Education should strengthen the pay for the teachers in order for them to gain higher satisfaction on job;
4. The government should allocate more budget for teacher's salaries and other benefits;

5. The Department of Education should make policy, programs and projects for basic education schools to enhance the teaching performance and job satisfaction of teachers towards quality education especially during this time of pandemic;
6. School Heads and the school organization should be open for sharing of ideas to promote academic excellence;
7. Teachers should provide opportunities for knowledge and network;
8. Teachers should have opportunities to listen to by the school heads for support to make teaching performance and job satisfaction be directed toward enhancement of academic administration;
9. School Heads should provide materials for the teachers in the implementation of distance learning so teachers will have no reason to implement such;
10. School Heads should provide a healthy, motivating and pleasant teaching environment where love and harmonious relationship is observed;
11. Schools Heads should acknowledge performing and deserving teachers; and
12. Future researchers should replicate this study to include different locale, variables and factors which affects job satisfaction of teachers aside from what is mentioned in this study.

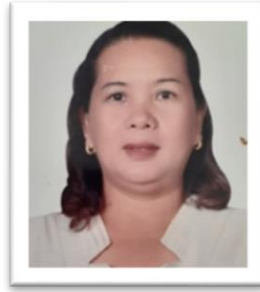
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## AUTHOR'S PROFILE



### **MRS. LILIBETH C. COLABA**

The author is born on September 28, 1970 at Kananga, Leyte Philippines. She is presently residing at Batiller St., Poblacion, Kananga, Leyte. She finished her elementary education at Central School, Poblacion, Kananga, Leyte in the year 1983 and continue her quest for education and able to finish her secondary education at National Heroes Institute, Kananga, Leyte in the year 1987. She enrolled and finished her Bachelor of Elementary Education major in MAPEH at Leyte State College, Leyte Normal University, Tacloban City. She is currently enrolled at Western Leyte College, Inc., Ormoc City taking up Master of Arts in Education major in School Administration and Supervision.

She is currently the Principal I in Don Felipe Elementary School, Kananga II District, Department of Education, Leyte Division. She was a classroom teacher for 22 years before she was promoted to a school head position. She is the District MAPEH coordinator. She was able to receive a series of awards from the District, Division, Region, and National Level. She is a Division Trainer in Multigrade Education and MAPEH.

With the present learning delivery modality, she was able to attend series of seminars to enhance her knowledge and skills in managing a school under the new normal. She is one of the proponents of the District Innovation “Project MATT” which aims to formulate other learning materials in the implementation of modular distance learning modality.