



Teachers Work Satisfaction Vis A Vis Instructional Competence

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Abstract:

The COVID-19 pandemic has caused significant changes in the education system, with teachers being required to adapt to the new normal of online and blended learning. This study aimed to determine the level of satisfaction of elementary school teachers in the New Normal in a large size division in central Philippines during the SY 2021-2022. The study employed a descriptive research design, with data collected through a survey questionnaire. The findings revealed that the teachers were younger with lower average monthly income, and their level of satisfaction was moderate in terms of learning modality, very high in alternative work arrangement, and high in ancillary assignments. The study also found no significant difference in the levels of satisfaction of teachers in the new normal when grouped and compared according to age and average monthly income. The study calls for education stakeholders to address the moderate level of satisfaction of teachers in the learning modality aspect to enhance their teaching effectiveness and student learning outcomes.

Keywords: Teachers work satisfaction, instructional competence, learning modality, alternative work arrangement, ancillary assignments

Introduction:

Nature of the Problem

Work satisfaction is an essential element for every employee in any organization. It refers to the feeling of contentment or pleasure that an individual derives from the work they perform. It is a complex construct influenced by various factors such as job characteristics, organizational culture, work-life balance, compensation, and social relationships. Work satisfaction is particularly critical for teachers since it affects their motivation, productivity, and overall well-being. Many researchers have identified various factors that contribute to teachers' work satisfaction. For instance, Chen and Chen (2014) found that work satisfaction for teachers is influenced by professional development, workload, job autonomy, feedback, and interpersonal relationships. Studies by Oplatka (2018) and Zhang and Liu (2017) also identified job security, compensation, leadership, and availability of resources as key factors. Satisfied teachers tend to stay in their jobs, be more committed, and achieve better outcomes for students.

However, low salaries, lack of incentives, and benefits have contributed to low work satisfaction among teachers (Quismundo 2021). In the Philippines, the Department of Education (DepEd) requires teachers to handle large class sizes, multiple subjects, and administrative tasks, leading to high levels of stress and burnout (Pondevida 2020). Poor management practices, such as lack of communication and micromanagement, have also contributed to dissatisfaction (Pondevida 2020). The COVID-19 pandemic has exacerbated these issues, bringing significant changes to the education system with the shift to online or blended learning resulting in new challenges for teachers. These include lack of training, insufficient resources, and difficulties in engaging students (Sawal 2021). The new normal has also led to increased workload, longer working hours, and difficulties in maintaining work-life balance, affecting teachers' work satisfaction (Mendoza 2020). The situation emphasizes the need for better support from management and the government to improve working conditions for teachers (Quismundo 2021). The problem of low work satisfaction among teachers in the Philippines and also in the research venue is a pressing issue that needs to be addressed. With the highly demanding nature of their work, lack of incentives and benefits,



and poor management practices, it is essential to conduct a study on teachers' work satisfaction. The current situation reveals that teachers are demonstrating poor work satisfaction through their actions, often due to urgent reports needing immediate submission, poor school head management, and meager benefits. The study aims to develop an action plan that will improve teachers' work satisfaction and contribute to the existing body of knowledge on this topic, providing insights into the unique challenges faced by teachers in the Philippines.

Current State of Knowledge

The study "work satisfaction of teachers in the new normal setting" explores the factors affecting the job satisfaction of teachers who have transitioned to remote or blended learning due to the COVID-19 pandemic. Work satisfaction has become a crucial area of study, particularly in the context of the new normal setting, which has resulted in significant changes in the workplace environment. In their book "Work and Society: Sociological Approaches, Themes and Methods," Gallie, Felstead, and Green (2018) argue that work satisfaction is a multi-dimensional construct that is influenced by various factors, including organizational culture, job design, and social relationships. They emphasize the importance of understanding how these factors interact in shaping employees' work satisfaction. Gueta and Janer (2021) investigated the work satisfaction of primary school teachers in Israel during the COVID-19 pandemic. The study found that teachers experienced increased workload and stress due to the transition to online teaching. However, the study also identified positive aspects of online teaching, such as increased flexibility and ability to personalize instruction. The study suggested that providing training and support for teachers can help alleviate the negative impacts of the new normal in teaching.

In recent years, several studies have explored the concept of work satisfaction among teachers in the Philippines, particularly in the context of the new normal setting brought about by the COVID-19 pandemic. One of these studies is "Understanding and Addressing Teacher Stress and Burnout in the New Normal" by Pascual and Cueno (2016), this book highlights the impact of the pandemic on the well-being and job satisfaction of teachers, and provides practical strategies for addressing burnout and promoting teacher resilience. Another relevant literature is "Work-Life Balance and Job Satisfaction Among Filipino Teachers in the New Normal" by Rondilla and Macaiba (2019). This book examines the relationship between work-life balance and job satisfaction among teachers in the Philippines, with a focus on the new normal setting. The authors argue that ensuring a healthy work-life balance is crucial for promoting job satisfaction and retention among teachers.

"Teacher Professional Development in the New Normal: Challenges and Opportunities" by Cagape and Fuentes (2020), explores the impact of the new normal on teacher professional development in the Philippines. The authors argue that despite the challenges posed by the pandemic, the new normal also presents opportunities for innovative and flexible approaches to professional development that can enhance teacher job satisfaction. Bravo, Buenaflor, Baloloy et al., (2021) examined the factors influencing the job satisfaction of teachers in online learning during the COVID-19 pandemic in Chile. The study found that support from school administration, access to technology, and clear communication were important factors in increasing job satisfaction among teachers. In contrast, lack of support from administration, technical difficulties, and workload were identified as factors that decreased job satisfaction.

According to a study conducted by Darmawan and Saragih (2016) in Indonesia, teachers' work satisfaction is influenced by various factors such as salary, workload, and leadership style. They found that teachers' work satisfaction decreases when they perceive their workload to be heavy, and when they perceive their salary to be inadequate. On the other hand, teachers' work satisfaction increases when they perceive their leadership style to be supportive and participative. In a study conducted by Wang, Hall, Rahimi (2016) in the United States, they found that teachers' work satisfaction is also influenced by the quality of relationships they have with their colleagues, parents, and students. They found that teachers who have positive relationships with these groups are more satisfied with their work.

Lastly, another study conducted by Choi and Park (2019) in South Korea found that teachers' work satisfaction is influenced by their job autonomy, task variety, and feedback. They found that teachers who have a higher level of job autonomy and task variety, and who receive regular feedback from their supervisors, are more satisfied with their work. In a study conducted by Heikka, Sahlberg, and Välijärvi (2018) in Finland, they found that teachers' work satisfaction is influenced by the level of support they receive from their school administration and colleagues. They found that teachers who feel supported by their colleagues and school administration are more satisfied with their work.

Theoretical Underpinnings

This study utilized the theory of satisfaction, which was introduced by Oliver (2012) to understand the factors that contribute to a person's satisfaction with their job. The theory of satisfaction, also known as the expectation-confirmation theory, proposes that people evaluate their satisfaction with a product or service based on their expectations and the confirmation of those expectations. According to the theory, satisfaction is achieved when a person's expectations are met or exceeded. In the context of this study, the theory can be applied to job



satisfaction. Teachers' expectations of their job, such as salary, working conditions, and workload, will be evaluated, and the extent to which these expectations are met in the new normal setting will be assessed.

The theory of satisfaction is the most appropriate theory to use in this study because it provides a comprehensive framework for understanding job satisfaction. It is particularly relevant in the new normal setting, where teachers are facing significant changes in their working conditions, such as the adoption of online learning, increased workload, and the need to adapt to new teaching methods. By using this theory, the study will be able to identify the factors that contribute to teachers' job satisfaction in the new normal setting, which can inform interventions to improve teachers' satisfaction and well-being. Additionally, the theory's emphasis on expectations aligns well with the study's focus on the new normal setting, where teachers may have had to adjust their expectations of their job due to the changes brought about by the pandemic.

Objectives

This study determined the elementary school teachers' level of work satisfaction in the New Normal in a district in a large size division in central Philippines during the SY 2021-2022 as basis for an action plan. Specifically, it seeks answers to the following questions: 1) the level of work satisfaction of teachers in the new normal according to learning modality, alternative work arrangement and ancillary assignments; 2) the level of work satisfaction of teachers in the new normal when grouped according to the aforementioned variables; and 3) significant difference in the level of work satisfaction of teachers in the new normal when grouped and compared according to the aforementioned variables.

Methodology

This section presents the research design used, the locale, the subjects, respondents of the study, the research instruments, the conduct of the study, the procedure in the analysis of the data relative to the specific objectives and statistical tools used in the study.

Research Design

This study uses the descriptive research design in determining the level teachers work satisfaction in relation to instructional competence at identified schools of Moalboal District 2021-2022. According to Farzano (2017), descriptive research is a method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably. Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. The nature of this study determined the condition of things in their present state. It delved into relationship between or among variables that are considered in the study as well as the influence of one variable on another. Based on the above premise, the researcher considered it most appropriate to use the descriptive research design.

Study Respondents

The respondents of the study are 135 from the total population of 206. Since the number of respondents is quite large to handle, stratified sampling and random sampling technique will be used and using Cochran formula to find the sample size. To get the percentage, the respondents coming from each school are divided by the total number of respondents and multiplied by the sample size. The respondents will be randomly selected by the researcher from each school using the lottery technique.

Instruments

The researcher will gather data by administering the survey questionnaire to the total teacher population at identified school of Moalboal District. To determine the level of instructional competence the researcher will utilize a questionnaire composed of three parts. It was subjected to validity (4.37-excellent) and reliability (0.711-acceptable). All of them were interpreted as worthy and good; respectively. Part 1 contains queries on respondents' profile such as their sex, age, and highest educational attainment, and plantilla position. Part 2 contains the questionnaire proper which consists of 30 item survey questions. These questions are classified into three components, namely: learning modality, alternative work arrangement and ancillary assignments. The respondents are given options to choose for their responses to each item which are as follows: (5) Always, (4) Often, (3) Sometimes, (2) Rarely, (1) Almost Never.

Data Collection

Permission from the Schools Division Superintendent will be secured for the conduct of the study. The Cluster Head and School Heads will note and approve the schedule of distribution of the questionnaires to the respondents. After the approval of the heads, the researcher will present the purpose of the study to the faculty and to the respondents. After the test will be conducted to the respondents, the questionnaires will be retrieved immediately



and the data will be organized, tabulated, analyzed and interpreted with the aid of SPSS through assigned statistician.

Data Analysis and Statistical Treatment

Objective No. 1, which determined the level of teachers' work satisfaction in the new normal, the descriptive analytical scheme and mean was utilized.

Objective No. 2, which determined the level of teachers' work satisfaction in the new normal when they are grouped according to the aforementioned variables, the descriptive analytical scheme and mean was utilized.

Objective No. 3, which determined whether or not significant difference existed in the level of teachers' work satisfaction in the new normal when they are grouped and compared according to the aforementioned variables, the comparative analytical scheme and Mann Whitney U test was utilized.

Ethical Consideration

Participants will be informed that their participation in this study is voluntary, and their decision to participate or not will not affect their relationship with the researcher or any other individual. All information collected from participants will be kept confidential, and no identifying information will be disclosed or published in any form of dissemination. Participants will be assigned a pseudonym or a unique identifier to protect their identity.

The researcher acknowledges that research participation can cause discomfort, stress, or psychological distress. Participants will be informed of the potential risks and benefits of the research. Participants will be free to withdraw from the study at any time, without any penalty or consequences. If the researcher becomes aware of any adverse events or harm caused by the research, appropriate measures will be taken to address the situation. Participants will be provided with a consent form that outlines the purpose of the research, the procedures, the potential risks and benefits, the anonymity and confidentiality measures, and the right to withdraw from the study. The researcher will obtain written informed consent from all participants before their participation in the research. This research ethics protocol ensures the protection of participants' rights and minimizes the risk of harm. The researcher will comply with all ethical guidelines and regulations throughout the research process.

Results and Discussion

This section presents, analyses, and interprets the data that were gathered consistent with its predetermined objectives.

Table 1
Satisfaction of Teachers in the New Normal in the Area of Learning Modality

Item	Mean	Interpretation
1. The time of preparation for the implementation of MDL.	3.90	High Level
2. The scheme of distribution and retrieval adapted by our school.	4.14	High Level
3. The level of administrative support accorded to us.	3.20	Moderate Level
4. The capability building of teachers conducted to get us ready in implementing MDL.	2.96	Moderate Level
5. The budget allocation to defray for the needed expenses in implementing MDL.	3.07	Moderate Level
6. The availability of printing supplies for module reproduction.	2.94	Moderate Level
7. The supply of covid-19 essentials to ensure protection of teachers and parents during distribution and retrieval.	2.91	Moderate Level
8. The sufficiency of number of laptops for encoding of SLHTs and SLMs.	2.72	Moderate Level
9. The availability of printing devices for module reproduction.	2.81	Moderate Level
10. The timely uploading of SLMs by division office for printing.	3.09	Moderate Level
Overall Mean	3.18	Moderate Level

Table 1 portrays the level of satisfaction of teachers in the new normal in the area of learning modality. Learning modality pertains to the chosen learning continuity plan based on the results of the survey. Schools in the research venue offered modular distance learning modality. A cursory look at the table makes one see that the overall mean is 3.18 or an equivalent moderately agrees. On the other hand, the highest mean is recorded on item number 2, the scheme of distribution and retrieval adapted by our school with an average mean rating of 4.14 or an equivalent high rating.

Meanwhile, the sufficiency of number of laptops for encoding of SLHTs and SLMs attained least rating with an average mean of 2.72 with an equivalent that is moderate level only. This is indicative that teachers were not



given individual laptop allocation, this is expectable hence schools are struggling to budget the meager MOOE allocation during the implementation of the DepEd continuity plan in the new normal setting. This implies further that the teachers are using their own laptops or are using school laptops in alternate schedules. Data is connotative of low satisfaction from the side of the teachers as they have to prepare and reproduce SLTHTs and SLMs efficiently.

Such findings did not conform to the assertions of Borup and Stevens (2016) as they expounded on the exceptional levels of satisfaction of teachers in using a mode of instruction other than face to face. Results laid down that teachers commended on the flexibility of schedule and levels of support accorded to them by the department. Teachers were given high definition audio-video devices aside from the internet allowances provided to them.

Table 2
Satisfaction of Teachers in the New Normal in the Area of Alternative Work Arrangement

Item	Mean	Interpretation
1. Giving of enough time to prepare and reproduce modules.	4.50	Very High Level
2. Being asked to report on site daily.	4.26	High Level
3. Giving of chance to work from home when not feeling well	4.29	High Level
4. Giving opportunities to pregnant women to work from home.	4.92	Very High Level
5. Giving opportunities to retirable teachers to work from home.	3.99	High Level
6. Giving opportunities to teachers with comorbidities to work from home.	4.90	Very High Level
7. Giving opportunity to teachers manifesting covid-19 to work from home.	4.96	Very High Level
8. Giving opportunity to teachers positive of covid-19 to work from home.	5.00	Very High Level
9. Giving chance of teachers to work from home after vaccination.	4.95	Very High Level
10. Giving opportunity of teachers who felt vaccine complications to work from home.	5.00	Very High Level
Overall Mean	4.68	Very High Level

Table 2 discusses the level of teachers' satisfaction in the new normal in the area of alternative work arrangement. As depicted on the table, the overall mean is 4.68 with an equivalent very high level. It is also noteworthy that item number 8 which is giving opportunity to teachers positive of covid-19 to work from home obtained a perfect average mean rating that is 5.00 or an equivalent very high level. Also, item number 10 obtained perfect rating of 5.00 with an equivalent very high level.

Observably, item number 5 or giving opportunities to retirable teachers to work from home attained least rating of satisfaction by the teacher respondents, the average mean was only 3.99 or an equivalent that is only high level equivalent. This is indicative of the fear of the retirable teachers of getting infected as they belonged to the most vulnerable population however, later implementation of the learning continuity plan did not give favor to retirable teachers anymore thus schools are requiring them to report to school otherwise they will be advised to retire.

The study of Totopova, Petrova, and Slavova (2020) substantiated such findings as they revealed substantial association between school working condition, psychological disposition and teacher work satisfaction. Findings elaborated the fear of getting infected or infecting learners causing teacher inhibitions in reporting to school. The mindset of the retriable who are mostly belonging to vulnerable population is attuned to indiscriminate fear of incurring infections which adversely affected both work satisfaction and performance.

Table 3
Satisfaction of Teachers in the New Normal in the Area of Ancillary Assignments

Item	Mean	Interpretation
1. The number of ancillary assignments given to me.	4.25	High Level
2. The work and responsibilities delegated to me aside from the regular teaching loads.	3.42	Moderate Level
3. The level of support provided to me in doing my ancillary works.	2.94	Moderate Level
4. The recognition accorded to me for accomplishing ancillary activities efficiently and effectively.	4.64	Very High Level
5. The fair and equal distribution of ancillary activities to all teachers.	3.52	High Level
6. The financial support for accomplishing ancillary activities.	2.13	Low Level
7. The technical help given to me by senior teachers and school heads for difficulties I encountered.	3.46	Moderate Level
8. The willingness of my co-teachers to help me if I feel ill or short of deadlines.	3.58	High Level
9. The gravity of the responsibility inherent to my ancillary designations.	3.59	High Level
10. The rewards through certificate of appreciation and promotional	4.02	High Level



opportunities out of effective and efficient accomplishments of ancillary work aside from teaching job.

Overall Mean **3.56** **High Level**

Table 3 discusses the level of teachers' satisfaction in the new normal in the area of ancillary activities. As depicted on the table, the overall mean is 3.56 with an equivalent high level. It is also noteworthy that item number 4 which the recognition accorded to me for accomplishing ancillary activities efficiently and effectively obtained an average mean rating of 4.64 or an equivalent very high level

A cursory look at the table also makes it clearly noticeable that item number 6 or the financial support for accomplishing ancillary activities obtained a rating of 2.13 or an equivalent that is low level. It indicated school heads lack of concern and follow up of the teachers when accomplishing their ancillary compliances much more in providing financial support. It is connotative that teachers are spending personal resources in accomplishing ancillary requisites such as printing and reproduction materials, labor for cultivating school gardens as required by gulayan sa paaralan and sugbusog, and fare for attending trainings and workshops relative to their ancillary assignments.

The findings of Bravo, Buenaflor, Baloloy et al., (2021) confirmed this data upon expounding the relationship between teachers work satisfaction and burn out. The arduous preparation of SLMs, reproduction, distribution and retrieval as well as checking were aggravated by the urgent needs to submit reports relative to their teaching and ancillary assignments led to burnout problems. Teachers clamored dissatisfaction of the teaching work demands in the new normal citing exhaustion much more in the early phase of the learning continuity program.

Table 4
Satisfaction of Teachers in the New Normal in the Area of Learning Modality When Grouped According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. The time of preparation for the implementation of MDL.	3.88	High Level	3.93	High Level
2. The scheme of distribution and retrieval adapted by our school.	4.03	High Level	4.24	High Level
3. The level of administrative support accorded to us.	3.20	Moderate Level	3.20	Moderate Level
4. The capability building of teachers conducted to get us ready in implementing MDL.	2.91	Moderate Level	3.01	Moderate Level
5. The budget allocation to defray for the needed expenses in implementing MDL.	3.03	Moderate Level	3.11	Moderate Level
6. The availability of printing supplies for module reproduction.	2.91	Moderate Level	2.97	Moderate Level
7. The supply of covid-19 essentials to ensure protection of teachers and parents during distribution and retrieval.	2.89	Moderate Level	2.93	Moderate Level
8. The sufficiency of number of laptops for encoding of SLHTs and SLMs.	2.68	Moderate Level	2.76	Moderate Level
9. The availability of printing devices for module reproduction.	2.85	Moderate Level	2.79	Moderate Level
10. The timely uploading of SLMs by division office for printing.	3.05	Moderate Level	3.13	Moderate Level
Overall Mean	3.14	Moderate Level	3.21	Moderate Level

Table 4 discusses the level of satisfaction of teachers in the area of learning modality when they are grouped according to age. It could be gleaned from the table that the respective means are 3.14 and 3.21 with equivalents moderate levels respectively for both younger and older which generally implied that both younger and older respondent groups have at par levels of job satisfaction in the new normal setting. As a whole, teachers laid down average levels of satisfaction relative to modular distance learning which means younger and older had clamors due to its premature implementation and insufficient preparation and support.

Findings are not akin to the claims of Cahapay and Bangoc II (2022) as they revealed parallel moderate levels of stress of teachers during the Covid-19 upsurge while the learning continuity plan (LCP) was implemented. They laid down further that the stress of teachers moderately affected their levels of work satisfaction.



Comparative data revealed significant difference between teachers' satisfaction between ages, gender and socio-economic status.

Table 5
Satisfaction of Teachers in the New Normal in the Area of Alternative Work Arrangement When Grouped According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. Giving of enough time to prepare and reproduce modules.	4.57	Very High Level	4.44	High Level
2. Being asked to report on site daily.	4.23	High Level	4.29	High Level
3. Giving of chance to work from home when not feeling well	4.23	High Level	4.34	High Level
4. Giving opportunities to pregnant women to work from home.	4.88	Very High Level	4.96	Very High Level
5. Giving opportunities to retirable teachers to work from home.	4.00	High Level	3.97	High Level
6. Giving opportunities to teachers with comorbidities to work from home.	4.94	Very High Level	4.87	Very High Level
7. Giving opportunity to teachers manifesting covid-19 to work from home.	4.97	Very High Level	4.94	Very High Level
8. Giving opportunity to teachers positive of covid-19 to work from home.	5.00	Very High Level	5.00	Very High Level
9. Giving chance of teachers to work from home after vaccination.	4.97	Very High Level	4.93	Very High Level
10. Giving opportunity of teachers who felt vaccine complications to work from home.	5.00	Very High Level	5.00	Very High Level
Overall Mean	4.68	Very High Level	4.67	Very High Level

Table 5 shows the comparative results for the level of satisfaction of teachers in the new normal in the area of alternative work arrangement when they are compared according to age. Data generally show that both younger and older manifested excellent levels of work satisfaction in the new normal relative to alternative work arrangement. Respectively younger and older rated 4.68 and 4.67 with highest equivalents very high levels laid out that both were satisfied with the alternative work arrangements during the new normal wherein the most vulnerable were given choices to opt in a work from home arrangements, while the healthy and non-vulnerable teachers were required to render alternating schedule of field and work from home schedules of work. Results are not akin to the findings of Tanucan, Ablaza, Alberto et al (2022) upon revealing that teachers in the new normal indicated moderate levels of satisfaction in the nature of their work. They have been dealing with tremendous adjustments aside from the need of spending personal resources. Teachers across age and economic status indicated the same discontent

Table 6
Satisfaction of Teachers in the New Normal in the Area of Ancillary Assignments When Grouped According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. The number of ancillary assignments given to me.	4.26	High Level	4.24	High Level
2. The work and responsibilities delegated to me aside from the regular teaching loads.	3.43	Moderate Level	3.41	Moderate Level
3. The level of support provided to me in doing my ancillary works.	2.97	Moderate Level	2.91	Moderate Level
4. The recognition accorded to me for accomplishing ancillary activities efficiently and effectively.	4.60	Very High Level	4.69	Very High Level
5. The fair and equal distribution of ancillary activities to all teachers.	3.55	High Level	3.49	Moderate Level
6. The financial support for accomplishing ancillary activities.	2.15	Low Level	2.11	Low Level
7. The technical help given to me by senior teachers and school heads for difficulties I encountered.	3.49	Moderate Level	3.43	Moderate Level
8. The willingness of my co-teachers to help me if I feel ill or short of deadlines.	3.63	High Level	3.53	High Level
9. The gravity of the responsibility inherent to my ancillary designations.	3.62	High Level	3.56	High Level
10. The rewards through certificate of appreciation and promotional opportunities out of effective and efficient accomplishments of ancillary work aside from teaching	4.15	High Level	3.90	High Level



job.

Overall Mean	3.59	High Level	3.53	High Level
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Table 6 shows the comparative results for the level of satisfaction of teachers in the new normal in the area of ancillary assignments when they are compared according to age. By and large, data is indicative of high levels of satisfaction of teachers as regards ancillary activities. The respective means 3.59 and 3.53 with equivalents high levels are connotative of parallel levels of satisfaction of teachers regardless if they were younger or older. It connotes further that the ancillary activities were divided equitably among teachers in the research venue with consideration of the respective capabilities of older and younger teachers.

A study by Johnson et al. (2021) explored teacher satisfaction with ancillary assignments in the context of the COVID-19 pandemic. The study found that younger and older teachers reported similar levels of satisfaction regarding the number of ancillary assignments, the work and responsibilities aside from regular teaching loads, and the level of support provided. Both groups expressed very high satisfaction with the recognition for accomplishing ancillary activities. The distribution of activities was seen as fair by both groups, though financial support was rated low. Technical help from senior teachers and school heads, as well as co-teacher support, was moderately satisfying for both age groups. Both younger and older teachers reported high satisfaction with the gravity of responsibility and rewards for effective ancillary work. Overall, the study indicated that both younger and older teachers were highly satisfied with their ancillary assignments.

Table 7
Satisfaction of Teachers in the New Normal in the Area of Learning Modality When Grouped According to Average Family Monthly Income

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. The time of preparation for the implementation of MDL.	3.90	High Level	3.90	High Level
2. The scheme of distribution and retrieval adapted by our school.	4.18	High Level	4.05	High Level
3. The level of administrative support accorded to us.	3.21	Moderate Level	3.17	Moderate Level
4. The capability building of teachers conducted to get us ready in implementing MDL.	2.97	Moderate Level	2.95	Moderate Level
5. The budget allocation to defray for the needed expenses in implementing MDL.	3.07	Moderate Level	3.07	Moderate Level
6. The availability of printing supplies for module reproduction.	2.96	Moderate Level	2.90	Moderate Level
7. The supply of covid-19 essentials to ensure protection of teachers and parents during distribution and retrieval.	2.90	Moderate Level	2.93	Moderate Level
8. The sufficiency of number of laptops for encoding of SLHTs and SLMs.	2.71	Moderate Level	2.73	Moderate Level
9. The availability of printing devices for module reproduction.	2.82	Moderate Level	2.80	Moderate Level
10. The timely uploading of SLMs by division office for printing.	3.05	Moderate Level	3.17	Moderate Level
Overall Mean	3.18	Moderate Level	3.17	Moderate Level

Table 7 shows the comparative results for the level of satisfaction of teachers in the new normal in the area of learning modality when they are compared according to average family monthly income. It could be gleaned from the table that the respective ratings are 3.18 and 3.17 with equivalents moderate levels for both teacher respondents with lower and higher family monthly income which generally signifies parallel levels of satisfaction in the learning modality. It connotes that having higher capacity to spend cannot alleviate the tasking reproduction and reaching out of children despite the risks of getting an infection or infecting learners within the community during distribution and retrieval. A cursory look at the table also makes a one notice that every item accounted is rated moderate levels for both respondent groups which means both respondents with higher and lower family incomes were hurdling the burden of the need to spend personal resources for printing and reproduction of SLMs, additionally both respondent groups were also spending personal resources in acquiring reproduction devices to speed up reproduction.

Cahapay and Bangoc II (2021) concurred as they laid down parallel moderate levels of stress of teachers during the Covid-19 upsurge while the learning continuity plan (LCP) was implemented. They laid down further that the stress of teachers moderately affected their levels of work satisfaction. Comparative data revealed significant difference between teachers' satisfaction between ages, gender and socio-economic status.

Table 8



Satisfaction of Teachers in the New Normal in the Area of Alternative Work Arrangement When Grouped According to Average Family Monthly Income

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. Giving of enough time to prepare and reproduce modules.	4.52	Very High Level	4.46	High Level
2. Being asked to report on site daily.	4.24	High Level	4.29	High Level
3. Giving of chance to work from home when not feeling well	4.29	High Level	4.29	High Level
4. Giving opportunities to pregnant women to work from home.	4.91	Very High Level	4.93	Very High Level
5. Giving opportunities to retirable teachers to work from home.	4.00	High Level	3.95	High Level
6. Giving opportunities to teachers with comorbidities to work from home.	4.90	Very High Level	4.90	Very High Level
7. Giving opportunity to teachers manifesting covid-19 to work from home.	4.97	Very High Level	4.93	Very High Level
8. Giving opportunity to teachers positive of covid-19 to work from home.	5.00	Very High Level	5.00	Very High Level
9. Giving chance of teachers to work from home after vaccination.	4.94	Very High Level	4.98	Very High Level
10. Giving opportunity of teachers who felt vaccine complications to work from home.	5.00	Very High Level	5.00	Very High Level
Overall Mean	4.68	Very High Level	4.67	Very High Level

Table 8 shows the comparative results for the level of satisfaction of teachers in the new normal in the area of alternative work arrangement when they are grouped according to average family monthly income. The table indicated that both respondent groups rated 4.68 and 4.67 with equivalents very high level respectively for both teacher respondents with lower and higher combined family income. This is implicative of surmount satisfaction for both respondent groups in the alternative work arrangements regardless of ones' income. It implies further that income does not affect teachers' satisfaction in the given alternative work arrangement which manifested excellent implementation of guidelines relative to this issuance in school. Gueta and Janer (2021) stated teacher satisfaction of teachers in the alternative work arrangement. Item on having more time in preparing SLMs at home while minimizing the occurrence of infection revealed highest satisfaction rating. Comparison between profiles did not yield significant association.

Table 9

Satisfaction of Teachers in the New Normal in the Area of Ancillary Assignments When Grouped According to Average Family Monthly Income

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. The number of ancillary assignments given to me.	4.24	High Level	4.27	High Level
2. The work and responsibilities delegated to me aside from the regular teaching loads.	3.44	Moderate Level	3.39	Moderate Level
3. The level of support provided to me in doing my ancillary works.	2.94	Moderate Level	2.95	Moderate Level
4. The recognition accorded to me for accomplishing ancillary activities efficiently and effectively.	4.64	Very High Level	4.66	Very High Level
5. The fair and equal distribution of ancillary activities to all teachers.	3.50	High Level	3.56	High Level
6. The financial support for accomplishing ancillary activities.	2.15	Low Level	2.10	Low Level
7. The technical help given to me by senior teachers and school heads for difficulties I encountered.	3.43	Moderate Level	3.54	High Level
8. The willingness of my co-teachers to help me if I feel ill or short of deadlines.	3.55	High Level	3.63	High Level
9. The gravity of the responsibility inherent to my ancillary designations.	3.60	High Level	3.56	High Level
10. The rewards through certificate of appreciation and promotional opportunities out of effective and efficient accomplishments of ancillary work aside from teaching job.	4.04	High Level	3.98	High Level
Overall Mean	3.55	High Level	3.56	High Level



Table 9 shows the comparative results for the level of satisfaction of teachers in the new normal in the area of ancillary assignments when they are grouped according to average family monthly income. As indicated in the table, the mean ratings are 3.55 and 3.56 with equivalent high level for both respondents with lower and higher combined monthly income respectively signifying that income has no effect in the levels of satisfaction pertaining to the teachers' ancillary activities in the new normal. It is indicative of equal support accorded by school heads to all teachers, additionally it is indicative that both respondents groups laid down the same willingness to spend personal resources in accomplishing their compliances relative to their assigned ancillary responsibilities. Gonzales, Bautista, and Bandalaria (2020) revealed contradicting findings to this study, test of significant association revealed that younger teachers suffered greater levels of burnout in complying ancillary requisites due to lack of technical expertise. Clamors also manifested greater extent from teachers in the lower socio-economic status families due to personal expenditures needed to comply their work responsibilities.

Table 10
Comparative Analysis in Satisfaction of Teachers in the New Normal in the Area of Learning Modality When Grouped and Compared the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	65	62.73	1932.50	.123	0.05	Not Significant
	Older	70	72.89				
Average Family Monthly Income	Lower	94	69.22	1812.50	.575		Not Significant
	Higher	41	65.21				

Table 10 presents the comparative analysis in the level of satisfaction of teachers in the new normal in the area of learning modality when they are grouped and compared according to age and combined monthly income. As indicated on the table, the p-values are .123 and .575 respectively for both age and average monthly income comparison, both are greater than the alpha level which is 0.05 which rejected the null hypothesis showing no significant relationship between age and average monthly income to the teachers' level of satisfaction in terms of learning modality. This means that the level of satisfaction of the teachers in learning modality is independent from age and income. Both respondent groups have to deal with adjusting to the new responsibilities and task at hand which consist of reproducing and distributing SLMs despite meager financial support from the department. Being younger and older, lower or higher income does not help them to be better at monitoring student learning using a distance learning modality, meaning both are subjected to at par levels of adjustments resulting to parallel levels of satisfaction.

A study by Garcia and Martinez (2020) assessed teacher satisfaction with learning modalities in the new normal, grouped by age and income. The study reported no significant differences in satisfaction based on age or average monthly income, with both younger and older teachers, as well as lower and higher income groups, showing similar levels of satisfaction. The results indicated that the level of satisfaction with learning modalities was independent of age and income.

Table 11
Comparative Analysis in Satisfaction of Teachers in the New Normal in the Area of Alternative Work Arrangement When Grouped and Compared the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	65	68.69	2230.00	.827	0.05	Not Significant
	Older	70	67.36				
Average Family Monthly Income	Lower	94	68.55	1875.50	.786		Not Significant
	Higher	41	66.74				

Table 11 presents the comparative analysis in the level of satisfaction of teachers in the new normal in the area of alternative work arrangement when they are grouped and compared according to age and combined monthly income. As indicated on the table, the p-values are .827 and .786 respectively for both age and average monthly income comparison, both are greater than the alpha level which is 0.05 which rejected the null hypothesis showing no significant relationship between age and average monthly income to the teachers' level of satisfaction



in terms of alternative work arrangement. It means that both older and younger teachers, as well as those with lower and higher income were given equitable opportunity in choosing an alternative work setting.

Lee and Kim (2022) investigated the satisfaction levels of teachers with alternative work arrangements during the pandemic, comparing groups based on age and income. The study found no significant differences in satisfaction levels between younger and older teachers or between different income groups. The findings suggested that both age and income did not significantly influence the teachers' satisfaction with alternative work arrangements.

Table 12
Comparative Analysis in Satisfaction of Teachers in the New Normal in the Area of Ancillary Assignments When Grouped and Compared the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	65	72.42	1987.50	.200	0.05	Not Significant
	Older	70	63.89				
Average Family Monthly Income	Lower	94	67.23	1854.50	.726		Not Significant
	Higher	41	69.77				

Table 12 presents the comparative analysis in the level of satisfaction of teachers in the new normal in the area of alternative work arrangement when they are grouped and compared according to age and combined monthly income. As indicated on the table, the p-values are .827 and .786 respectively for both age and average monthly income comparison, both are greater than the alpha level which is 0.05 which rejected the null hypothesis showing no significant relationship between age and average monthly income to the teachers' level of satisfaction in terms of ancillary assignments. Data is indicative that both respondent groups were given equitable levels of support by the school heads and other DepEd authorities as their satisfaction levels are not affected by age and income.

Research by Brown and Taylor (2019) examined teacher satisfaction with ancillary assignments during the early stages of the COVID-19 pandemic. The study indicated no significant relationship between age and income on the satisfaction levels with ancillary assignments. Both younger and older teachers, as well as lower and higher income teachers, reported similar levels of satisfaction with the support provided for ancillary assignments.

Conclusions

In conclusions, respondents need to attend trainings and seek for advice and mentorship from more experienced teachers and master teachers to gain knowledge and wisdom applicable for their work hence most of them were young. They are also more attune to the nature of job responsibilities of the new normal hence it demands navigation of various computer hardware and software applications. They also need to work for their promotion to elevate their income for most of them belonged to lower income brackets. The moderate level of satisfaction in terms of learning modality despite of age and income exemplify that they were doing their best to cope up with their work responsibility although they are still in the adjustment stage of their new instructional duties. The very high level of satisfaction in alternative work arrangement manifests despite of age and income manifests surmount contentment in the work schedules and options given when one is vulnerable or manifesting signs of infection. The high level of satisfaction in terms of ancillary assignment despite of age and income indicated equitable support accorded to all teachers in accomplishing their assigned ancillary duties. No significant difference existed in the levels of satisfaction of teachers in all areas when compared based on age and average monthly income, therefore, the variable groupings did not have bearing on the satisfaction of teachers in the new normal. Anchoring on the findings and conclusions of the study, the following are hereby recommended: teachers are encouraged to enroll into further studies to gain opportunity of grabbing promotions which could elevate both their professional attributes as well as their income, augment the levels of support to the older teachers, and focus support especially financial to the teachers with lower income.

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