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Research Article

Teachers' Well-Being and Job Performance

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ABSTRACT

This study was conducted to determine teachers' well-being and job performance in the new normal education due to COVID-19. Seventy-one teachers from the select schools in Mambajao District of DepEd-Camiguin were used as respondents of the study. A quantitative descriptive research design was used supplemented with a survey questionnaire as the main data-gathering tool. Research and health protocols as well as the ethical standards were observed in the implementation of the study. Appropriate statistical tools were used to analyze the data. Results showed that the majority of the respondents were females, in the middle-aged group, at least with units in master's degree program, got the Teacher III position, and with at least 11 years of teaching experience. The respondents had a moderate extent of well-being and a very satisfactory job performance level. Despite the challenges of the learning modality, the well-being of the teachers did not influence their job performance. The demographics of the respondents did not influence difference in their well-being. This work showed that the respondents continued to perform their duties and functions amidst the challenges brought by the pandemic. Future researchers are encouraged to replicate this study by the time the health risks are controlled, and the learners go back to school for face-to-face class instruction.

Keywords: *Health risks, Job performance, New normal, Teachers' well-being*

Introduction

The well-being of the teachers is very important for them to function and perform well in the class. This concern needs to be looked on every now and then, be it during normal times and in pandemic like the occurrence of the

COVID-19. Every aspect that may affect the well-being of the teachers shall be considered like their personal domains, social, pedagogical, and professional environments that may influence their performance at any given condition. Daniel (2020) and UNESCO (2020)

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affirmed these ideas and suggested to reinforce their teaching skills and offer more motivating factors to continue working with enormous productivity.

The issue of well-being among the teachers needs immediate response to ensure stable mental health and continue teaching the learners in the midst of health risks (Horesh & Brown, 2020). According to Asmundson and Taylor (2020), in theory, if COVID-19 is contagious at the time, it can cause a variety of emotional imbalance, including confusion, worry, sadness, such as a fear of death, excessive worry about health anxiety. Everyone experienced unimaginable uncertainty during the pandemic (Rodríguez-Rey et al., 2020).

In the context of the public-school teachers in the Philippines, the pandemic created enormous workload to deal with in order to keep the delivery of the lessons always on the go. (Terrazola, 2018). During this challenging time, the teachers were bombarded, besides the six-hour teaching load, with work-related responsibilities like reports, lesson plans, school designations, and other related tasks. Accordingly, teachers allotted more time in their add-ons sacrificing contact time with the learners (David et al., 2019). This kind of working environment can likely affect the performance of the teachers.

In particular, the teachers of the Schools Division of Camiguin embraced these difficulties in the name of their oath to teach the learners. Due to this, the well-being of the teachers was at risks. Bintliff (2020) confirmed that extreme challenges in work place can definitely affect the well-being of the teachers. The people in the higher echelon should comprehend the plight of the teachers at risks during the pandemic (Zhang & Ma, 2020).

The study of Ismail (2019) recommended that the well-being of the teachers or employees can be associated to their job performance. Similarly, Salgado et al. (2019) also called for the evaluation of the well-being of employees and job performance since their working condition or environment entailed huge challenges. There was a need to assess if the teachers were still happy, enjoyed their work with productivity, gained meaningful experiences in the delivery of learning modalities, and found

meaning and purpose in the duties and functions (Huta, 2016; Rahmani et al., 2018). Employees with higher degrees of psychological well-being performed better than those with lower levels. The well-being and job performance increased employee's affective commitment (Allen & Meyer, 1996), using it as a mediating variable between well-being and performance.

Hence, this work aimed to assess the extent of the well-being among the respondents and its association with their job performance. The results of this work can become good reference and source of reference in taking care the well-being of the teachers particularly in situations where the working condition is unfavourable.

Methods

This study used a quantitative-descriptive survey design with the use of survey questionnaire as the main data gathering tool. This required an elaborate approach in adequately and accurately interpret the data. The well-being of the respondents was based on their perceptions contained in the research instrument. Observations and interviews were also used to supplement, support and validate the perceptions of the respondents. According to Creswell (1994), the descriptive research technique is to learn more about the given situation.

Seventy-one (71) teachers from Mambajao district voluntarily participated by giving answers to the survey questionnaire. Their participation was approved by their respective school heads which was also due to the approval of the Schools Division Superintendent upon the request of the researcher. These respondents were chosen using complete enumeration technique. They represented the small, medium and large schools in the said district.

The main data gathering tool was adapted from the study of Al-Sabbah et al. (2020) which dealt on the well-being of students and teachers during the pandemic. Using the results of the focus group discussion (FGD) and interview, the indicators were contextualized to tailor-fit it to the target respondents and the given situation. This was then subjected to content validation by some experts in the education agency. After the validation and incorporation

of the validator's inputs and suggestions, the research instrument was pilot tested in another district in DepEd-Camiguin.

After retrieving the research instrument from the respondents of the pilot test, the responses were tallied in a spread sheet for calculation of the reliability value (Cronbach's alpha) using the Jamovi statistical software. A value of 0.78 was obtained indicative that the indicators had a good internal consistency to capture the well-being of the respondents. With this value, the survey questionnaire was personally given to the target respondents of the study.

The extent of the well-being of the teachers based on the perception of the respondents was quantified using a four-point Likert scale, of which the sum scores of the responses of every indicator were used to describe the measure of centeredness. Another table was used stating the guidelines of job performance among the respondents of the study.

After the actual data gathering process, the results were tallied in a spread sheet for calculations using the Jamovi statistical software. Appropriate statistical tools were used based on its assumptions of the data. Results were used to answer the research questions of the study. All data were also kept with high confidentiality to safeguard the identity of the respondents.

Results and Discussions

Results of the analysis of data are presented in the order of the research questions in this work.

On the demographic profile of the respondents

Counts and percentages were used to describe the demographics of the respondents to help explain the inquiries of the researcher. This is presented in Table 1.

It can be seen in the table that most of the respondents were females, only few were males. This implies that the education agency is

dominated females in terms of numbers. This is empirical in every school in the basic education of the Philippines. It is also a common observation in most schools in the country today.

The table also showed that majority of the respondents were young adults, those within the age range of 20 to 49. The rest of the respondents were in the groups of middle-aged adults and old adults. This trend happened since, more or less twenty years ago, the enrolment in the schools were less compared to the present enrolment. In other words, the enrolment in some of the schools had increased leading to the need of more teachers. Besides, in the last ten years, the Philippine government created teacher items to address the teacher-student ratio at an average of 1:40. Thus, the young adults were greater in number compared to those nearing their retirement in the teaching job.

The teaching positions of the respondents revealed that most of them were in Teacher 1 to 3 with salary grades of 12 to 14. Very few were in Master Teacher 1 to 2 with salary grade of 18 to 19. This situation in terms of the teaching positions can be attributed to the system of the education agency that for teachers to grow or move to a higher position they have to compete against each other to get the natural vacancy. There is also this wide gap between Teacher 3 and Master Teacher 1 positions. Besides, a Teacher 3 has no other option to move other than ambitioning the Master Teacher 1 position.

The length of service revealed that more than half of the respondents rendered at most 20 years in their teaching career, almost half served for more than 21 years. This evidence that most of the respondents were already on the expert stage in their teaching job. It can be then expected that they could have gained enough knowledge and experience over the years of teaching to manage their well-being and exhibit outstanding performance in the school.

Table 1. Demographic Profile of the Respondents of the Study (N=71)

Variables	Counts	%
Sex		
Female	65	91.55
Male	6	8.45
Total	71	100.00
Age		
20 to 29	3	4.23
30 to 39	11	15.49
40 to 49	31	43.66
50 and above	26	36.62
Total	71	100.00
Teaching Positions		
MT II	2	2.82
MT I	4	5.63
T III	40	56.34
T II	12	16.90
T I	13	18.31
Total	71	100.00
Number of Years in Teaching		
1 to 10	8	11.27
11 to 20	28	39.44
21 and above	35	49.30
Total	71	100.00
Highest Educational Attainment		
Graduate of doctoral degree	1	1.41
Graduate of a master's degree	10	14.08
With master's degree units	49	69.01
Bachelor's degree	11	15.49
Total	71	100

Finally, the highest educational attainment of the respondents suggested that most of them have at least engaged in the graduate schools for professional growth and career advancement. This is highly possible in the province of Camiguin since those teachers who would like to continue study may enrol in a public or private higher education institution (HEIs) offering master's degree program in education.

Extent of the well-being among the respondents of the study

To answer this problem, the researcher used mean and standard deviation to determine the extent of the well-being of the respondents of the study. The researcher measured the well-being of the respondents in terms of their psychological, biological, and social domains.

Table 2. Extent of the Psychological Well-Being Among the Respondents of the Study

Indicators	Mean	Description
I know what I want to achieve during the day.	3.83	High Extent
I strive to be the best in whatever I do.	3.71	High Extent
I can easily accept failures.	3.39	High Extent
My short-term memory has got better under lockdown.	2.46	Less Extent
I find myself getting depressed.	2.01	Less Extent
I am less happy doing schoolwork.	1.90	Less Extent

Indicators	Mean	Description
I find myself having negative thoughts	1.89	Less Extent
Area Mean	2.74	Moderate Extent
Standard Deviation	1.08	

Table 2 displays the perception on the psychological well-being among the respondents of the study. These were arranged according to the means of the responses of the indicators. In the overall, the respondents showed that sometimes they practiced activities or refrained from doing things that may influence their psychological well-being.

It can be seen that the respondents appreciated at high extent, or that they always exercised well-being on what to achieve, of seeing the best in everything they do, and the acceptance of failures in what they do. It can be understood that the respondents were aware that being positive thinker would really help maintain good outlook in life.

On the other hand, the respondents rated at less extent the idea of having negative thoughts, being less happy doing school work, and in getting depressed. These indicators suggested that the respondents rarely considered

activities that might affect their well-being. In other words, the respondents always cautioned themselves about the things that can affect their well-being. It was, therefore, the respondents who personally addressed the issues and concerns, or even challenges that they encountered at the height of the health crisis in the country.

The psychological well-being of the respondents at moderate extent supports the study of Garca-Ivarez et al. (2020). The previous study theorized that the teachers' psychological well-being is very important for them to handle the challenges or odds during hard times, like the administration of the remote learning approach due to the pandemic. Hence, teachers should have a way of maintaining or increasing their psychological well-being, not compromising the daily tasks and responsibilities as the source of knowledge of the learners in schools.

Table 3. Extent of Biological Well-Being Among the Respondents of the Study

Indicators	Mean	Description
I have a lot of energy to do my homework.	3.25	Moderate Extent
I engage in physical activities to keep myself healthy.	3.13	Moderate Extent
I tend to eat more.	2.69	Moderate Extent
I do things impulsively that I generally don't do.	2.11	Less Extent
I experience more headaches.	2.04	Less Extent
I feel dizzy sometimes.	2.01	Less Extent
I find myself in a more physical discomfort	1.90	Less Extent
Area Mean	2.45	Moderate Extent
Standard Deviation	0.91	

Table 3 shows the perception of the respondents in terms of biological well-being. The indicators were also arranged in terms of the means of the responses per indicator. As a whole of this domain, the respondents had similar appreciation at moderate extent the idea that they sometimes perceived the indicators to affect their biological well-being.

The top three (3) indicators were rated at moderate extent like having a lot of energy to answer homework, being engaged in physical

activities to keep oneself healthy, and eat more. This implies that the respondents did not always consider these indicators to affect their biological well-being. Hence, it can be understood that there are other activities the respondent performed to keep their biological well-being safe and sound.

On the same vein, the remaining indicators were perceived at less extent like being compulsive, having experienced headaches, dizziness, and discomfort. This implies that the

respondents were good at making themselves happy and fit to continue working and survive life's rigors.

The result is consistent with the study of Lozano-Paz and Reyes-Bossio (2017). The teachers should have a way of addressing issues and concerns as they journey with the learners in the classroom. Moreover, Poysa et al. (2021) also suggested that to maintain biological well-being, one must have a coping mechanism and a planned recovery to counter at once whenever the situation goes unwantedly. As in the present work, the respondents gave the steps to take when in unlikely and unpleasant conditions.

Finally, another seven (7) indicators were used to determine the social well-being of the respondents as shown in Table 4. In the overall, the respondents similarly rated this domain at moderate extent implying that they sometimes considered them to affect their social existence.

It can be seen that the perception of the respondents was at high extent about the impact of their families in their work, good relationship with fellow workers, school head, administrators, and the positive acceptance of the challenges in the workplace. These are indeed the outlook and attitude of the teachers for them to become successful in the delivery of their mandates in the school.

Table 4. Extent of the Social Well-Being Among the Respondents of the Study

Social Domain	Mean	Description
My family has had a positive effect on me	3.89	High Extent
I have better relationships with colleagues.	3.82	High Extent
I have a good relationship with my school head.	3.77	High Extent
I am treated fairly by my school administrator.	3.72	High Extent
My school responsibilities have been challenging to achieve.	3.30	High Extent
I find the media affects me negatively.	2.17	Less Extent
I feel isolated at times.	1.93	Less Extent
Area Mean	3.23	Moderate Extent
Standard Deviation	0.98	

However, the bottom two (2) indicators were perceived at less extent or with very little consideration in the social well-being of the respondents. They did not care if media could negatively affect in their work, and felt no isolation ever since. This implies that the respondents can keep their social well-being at high extent every single day.

The social well-being of the respondents relates to the study of Klaiber (2020) that teachers should be happy in dealing with their

learners in school. This previous study concluded that as teachers, challenges brought about by different circumstances should not deter anyone from performing their functions and responsibilities; instead, they use it as another opportunity to learn more in life (Ivtzan, 2013). The study emphasized that as one gets older, the goals in life must focus on how to make life contribute meaningfully to helping society grow for everyone to enjoy.

Table 5. Job Performance Among the Respondents of the Study

Range	Frequency Counts	Percentage	Adjectival Rating
4.500 - 5.000	14	19.72	Outstanding
3.500 - 4.499	57	80.28	Very Satisfactory
2.500 - 3.499	0	0	Satisfactory
1.500 - 2.499	0	0	Unsatisfactory
Below - 1.499	0	0	Poor
Overall Mean of the Ratings: 4.21			(Very Satisfactory)
Standard Deviation of the Ratings: 0.27			

Job performance level among the respondents

Table 5 reveals that the majority of the respondents had a very satisfactory performance level, while the rest got the outstanding performance level. This finding aligns with the demographics on the teaching positions, the number of years in teaching, and highest education attainment of the respondents. This implies that the respondents do really have the ability and power to influence significant change in the lives of the learners. They were doing their best to perform their duties and functions on access, delivery of quality education and other mandates to educate the learners.

This finding relates to the study of Huang et al. (2016) which ascertained that the well-being of the teachers is very important for them to become more effective in delivering lessons to the learners and perform better in other school activities, while Skaalvik and Skaalvik

(2016) also confirmed that teachers who were not happy in their jobs showed worse job performance in the schools. This leads the researchers to believe that the respondents' job performance at a very satisfactory level agreed with the moderate level of well-being when this work was conducted. However, the analysis found that the job performance level of the respondents was influenced by a very small amount of 3 percent. Hence, other factors must influence the respondents' job performance.

Significant relationship between well-being and job performance among the respondents

To determine the relationship between well-being and job performance among the respondents of the study, the researcher used Spearman rho correlation since the data were categorical and continuous. This is shown in Table 6.

Table 6. Test of Significant Relationship Between Well-Being and Job Performance

Variables	Coefficient (r_s)	t-stat	t-crit	p-value	Decision
Well-Being vs Job Performance	0.03	0.29	1.99	0.513	Failed to Reject H_0

The table reveals no significant relationship between well-being and job performance among the respondents ($r(1, 69) = 0.03, p = 0.513$). This implies failing to reject the null hypothesis at a 0.05 significance level. The result also implied that the correlation was positive, but a very small chance at only 3 percent that as well-being increased, so did the job performance of the respondents. This finding only indicated that the job performance would be high regardless of the respondents' well-being status. In other words, the job performance of the respondents could have been influenced by other factors not known yet to the researcher.

This finding relates to the study of Terrazola (2018), which focused on the workload and job performance of the teachers in the school. This previous study claimed that the overload of teachers in the education agency pushed them to look for another job (David et al., 2019). However, the present study failed to establish that job performance was influenced by the teachers' well-being in the workplace.

And still, the teachers remained in their jobs. This implies that the situation has changed and teachers can perform well amid challenges.

Significant difference in the extent of well-being among respondents when grouped by variable

Analysis of variance (ANOVA) single factor was used to test the significant difference in the extent of the well-being among the respondents when grouped according to their demographic profile. Table 7 shows that there was no significant difference in the extent of the well-being among the respondents when grouped by demographics. This implies that the well-being of the respondents was not influenced by any of the demographics. This suggests the failure to reject the null hypotheses of the study at a 0.05 significance level. This further pointed out that the respondents did their best to keep themselves always motivated to do their best despite the given situation. The respondents had this high spirit of continuing

their jobs whatever the odds there may be along the way.

This result contradicts the studies of Gomez (2018) that when it comes to sex, women were more likely to experience emotional distress and mental health. The present study found that sex did not influence the respondents' well-being. The present result did not also support the study of Klaiber (2020), which found

that age can matter in the activity outcome of a person. At the same time, Ivtzan (2013) study confirmed that a person's income and educational attainment could also affect how a person handles the shortcomings in life. Therefore, the present study differed from the previous findings since none of the demographic profiles influenced the extent of the well-being among the respondents of the study.

Table 7. Test of Significant Difference in the Extent of the Well-Being of the Respondents by Demographics

Variables	F-comp	F crit	p-value	Decision
Sex	1.35	3.98	0.25	Failed to Reject H_0
Age	2.64	2.74	0.06	Failed to Reject H_0
Teaching Position	0.68	2.51	0.61	Failed to Reject H_0
Number of Years of Teaching	0.20	0.94	2.51	Failed to Reject H_0
Highest Educational Attainment	0.61	2.74	0.61	Failed to Reject H_0

Conclusions

From the results and discussions of this work, the respondents gave value to their well-being at moderate extent in terms of psychological, biological and social aspects. In whatever situation, the respondents prioritized their teaching jobs as evidenced by their performance level. The well-being of the respondents did not influence their job performance. They showed compassion, commitment and dedication in their teaching jobs.

Recommendations

The results of this work can be of great help for DepEd-Camiguin officials in improving the well-being of the teachers. The concerned officials in the education agency can use this work in launching projects or programs aimed at keeping the teachers at high morale in doing their jobs. The school heads are also advised to make sure that the teachers go to their classes stress-free and motivated. All other concerned offices and officials in DepEd are encouraged to use this work in providing more opportunities for the teachers to deliver the best they can in teaching the learners in schools.

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