Job Satisfaction and Teaching Effectiveness in Emergency Remote Teaching among Higher Education Faculty

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Abstract

Job satisfaction among teachers plays a crucial role in their ability to teach effectively. Hence, this study assessed the higher education faculty's level of job satisfaction and teaching effectiveness in emergency remote teaching in one state university in Batangas Province, Philippines. By employing the correlational type of descriptive research with a self-made questionnaire and secondary data, this study found out that the faculty members are highly satisfied on their job during emergency remote teaching and majority of them have very satisfactory teaching effectiveness as evaluated by their students. Further, significant relationship exists between the respondents' assessed level of job satisfaction and their teaching effectiveness. Consequently, this study offered course of action requiring the involvement of various authorities and ensures a collaborative approach towards achieving the stated objectives and expected outcomes.

Keywords: Job satisfaction, Teaching effectiveness, Emergency remote teaching, Higher education

Introduction

The COVID-19 pandemic has forced educational institutions worldwide to adopt emergency remote teaching as a means to ensure continued learning. This unprecedented transition has posed significant challenges for higher education faculty, requiring them to adapt their teaching methods and navigate unfamiliar technologies. As faculty members play a vital role in shaping students' learning experiences, it is crucial to assess their job satisfaction and teaching effectiveness during this challenging period.

Job satisfaction refers to an individual's subjective evaluation and emotional response to their job or work experience. It represents the level of contentment, fulfillment, and happiness that an employee derives from their work. Job satisfaction is influenced by various factors, including the nature of the job, the work environment, relationships with colleagues and superiors, compensation and benefits, opportunities for growth and development, work-life balance, and the alignment between personal values and organizational culture (Cranny et al. (1992).

According to Brenninger (2015), when employees are satisfied with their jobs, they tend to experience higher levels of motivation, engagement, and commitment. They are more likely to perform their tasks efficiently, exhibit positive attitudes, and contribute to the overall

success of the organization. Hence, job satisfaction is not only important for individual well-being but also plays a significant role in organizational productivity, employee retention, and overall job performance. When teachers experience high levels of job satisfaction, they are more likely to be motivated, engaged, and committed to their profession. This positive mindset and emotional well-being directly impact their teaching practices and interactions with students (Judge et.al., 2001).

Satisfied teachers are more likely to be effective educators who inspire, motivate, and facilitate student learning. Wenglinsky (2000) defined teaching effectiveness, as to the faculty members' ability to engage students, facilitate learning, and achieve desired educational outcomes. Therefore, it is crucial to assess teaching effectiveness to ensure that students receive a quality education, even in the remote teaching environment.

While studies examining job satisfaction and teaching effectiveness in traditional face-to-face classroom settings abound (Tahir & Sajid, 2014; Churchwell, 2016; Javier et al., 2014), there is a notable research gap regarding these factors specifically in the context of emergency remote teaching. Limited research has explored how faculty members perceive their job satisfaction and teaching effectiveness during this challenging period. Furthermore, the relationship between job satisfaction and teaching effectiveness among higher education faculty in emergency remote teaching settings remains relatively unexplored. Understanding the interplay between these variables is crucial for informing institutional strategies and initiatives that promote faculty job satisfaction and enhance teaching effectiveness in the remote teaching environment.

By addressing this research gap, the present study aimed to determine the job satisfaction levels of higher education faculty and their teaching effectiveness during emergency remote teaching at one state university in Batangas Province, Philippines. The findings of this study will contribute to the existing body of knowledge and inform the development of targeted interventions and strategies to sustain faculty job satisfaction and enhance teaching effectiveness in emergency remote teaching settings.

Through this investigation, the researcher, who is teaching remotely, could gain additional insights on job satisfaction and teaching effectiveness in emergency remote teaching. By understanding these factors, she can make informed decisions about her career and well-being, identify areas for improvement, and enhance her teaching practices. Ultimately, the findings can contribute to a more engaging and effective remote learning environment for students.

Theoretical Framework

This study is based on Maslow's Theory of Job Satisfaction, which is anchored in the Hierarchy of Human Needs. According to this theory, human needs are structured in a hierarchical manner, starting with physiological needs and progressing through safety, love and belongingness, self-esteem, and self-actualization (Maslow,1943). This theory suggests that these needs must be satisfied in a specific order for them to have an impact. In other words, the satisfaction of lower order needs is necessary before higher order needs become relevant. For instance, physiological needs must be fulfilled before safety needs can be addressed.

In the context of this research on the job satisfaction of higher education faculty and teaching effectiveness in emergency remote teaching, the theoretical framework draws upon Maslow's Theory of Job Satisfaction. It recognizes that faculty members have various needs, and the fulfilment of these needs can influence their job satisfaction and effectiveness in teaching. By understanding and addressing these needs in the appropriate order, it is possible to enhance job satisfaction and improve teaching outcomes in the challenging context of emergency remote teaching.

Objectives

This study determined the job satisfaction level and teaching effectiveness in emergency remote teaching among higher education faculty at one state university in Batangas Province, Philippines during the Academic Year 2020-2021.

Specifically, the study sought answers to the following questions:

1. Assess the respondents' level of job satisfaction in terms of:
   1.1. Support from Administration;
   1.2. Salary and benefits;
   1.3. General working conditions; and
   1.4. Training and Development.
2. Determine the teaching effectiveness of the respondents.
3. Correlate the assessed level of satisfaction and teaching effectiveness.
4. Propose course of action to sustain job satisfaction and teaching effectiveness in emergency remote teaching among the higher education faculty.

Methodology

Research Design

This study utilized descriptive-correlational design since it determined the relationship between the assessed level of job satisfaction of the faculty members and their teaching effectiveness during emergency remote teaching. The study explored the potential relationships between the variables and assessed the strength of those associations.

Respondents

The study included a comprehensive sample of 34 faculty members from the College of Accountancy, Business, Economics, and International Hospitality Management, at Batangas State University-JPLPC Campus, Malvar, Batangas, Philippines. The researcher purposefully selected these professors and instructors who were engaged in remote teaching during the Academic Year 2020-2021.

Data Gathering Tool

After careful review of literatures relevant to the factors affecting job satisfaction and remote teaching, the researcher came up with a self-made questionnaire. This is composed of five (5) items per every parameter such as support from administration, salary and benefits, general working conditions and training and development. In sum, there are 40 items in the said questionnaire. In order to establish the validity and reliability of the instrument, the researcher sought the help of three experts, as well as a statistician. The resulting alpha coefficient of .841 indicates a high level of instrument reliability. To facilitate the interpretation of the computed mean for respondents' assessment on their pedagogical practices, the following mean ranges with their corresponding interpretations were used:

Scale	Mean Ranges	Verbal Interpretation
5	4.51 - 5.00	Highly Satisfied
4	3.51 - 4.50	Satisfied
3	2.51 - 3.50	Slightly Satisfied
2	1.51 - 2.50	Unsatisfied
1	1.0 1.50	Highly Not Satisfied

On the other hand, to gather data on the faculty members' teaching effectiveness along with commitment, subject knowledge, promotion of independent learning, and learning management, the researcher wrote a formal letter to the concerned authorities requesting permission to access the results of the students' performance evaluations for teaching effectiveness during the specified academic year. The researcher relied on secondary data for this purpose. The teaching effectiveness of the faculty members was categorized, presented, and analyzed according to the guidelines outlined in the university's Quality Manual. These guidelines served as the basis for classification, presentation, and interpretation of the data.

These are as follows:

Scale	Rating Ranges	Descriptive Rating
5	4.51 - 5.00	Outstanding
4	3.51 - 4.50	Very Satisfactory
3	2.51 - 3.50	Satisfactory
2	1.51 - 2.50	Fair
1	1.0 1.50	Poor

Data Collection Procedure and Treatment

A consent form was prepared to request permission from the faculty members to participate in the study. They were informed about the study's requirements and assured of the confidentiality of the information collected from them as participants.

A communication letter was also drafted to seek approval from higher authorities to distribute the research instrument. After receiving approval, the researcher consulted the department's secretary to schedule the administration of the questionnaire. Additionally, the researcher personally distributed and collected the questionnaires.

The gathered data underwent a thorough process of checking, tallying, scoring, and analysis using weighted mean, frequency and percentage, and Chi-Square. The careful interpretation and analysis of the data enabled the researcher to propose course of action to sustain job satisfaction and teaching effectiveness in emergency remote teaching among the higher education faculty.

Results

Based on the obtained data, the following tables are presented to establish and present the results relative to the specific objectives posed by the researcher. The tables provide a clear and structured presentation of the findings:

1. **Respondents' Level of Job Satisfaction in Emergency Remote Teaching**

This part presents the respondents' level of satisfaction in emergency remote teaching across different dimensions.

1.1. Support from the Administration

Table 1 Provides a summary of the faculty respondents' level of job satisfaction on the support provided by their superiors in the context of emergency remote teaching.

Table 1 Support from the Administration

Indicators	WM	VI
The administration…		
1. Provides timely and transparent communication regarding changes in policies, expectations, and procedures related to remote teaching.	4.48	Satisfied
2. Allocates resources such as necessary hardware, software, licenses, and access to online learning platforms or content repositories that facilitate remote instruction.	4.57	Highly Satisfied
3. Involves faculty in decision-making processes related to emergency remote teaching	4.62	Highly Satisfied
4. Provides resources and support for faculty members' emotional well-being during this challenging time	4.81	Highly Satisfied
5. Assigns dedicated IT support teams can address technical concerns promptly and minimize disruptions in teaching.	4.80	Highly Satisfied
Computed Mean	**4.66**	**Highly atisfied**

The results show that faculty members were highly satisfied with the administration's support in various aspects as revealed by the computed mean of 4.66. The findings indicate that the administration's support during emergency remote teaching was well-received by faculty members. Effective communication, resource allocation, involvement in decision-making, emotional support, and technical assistance contributed to highly satisfied faculty. These findings highlight the importance of supportive measures from the administration to ensure faculty's well-being and success in navigating the challenges of remote teaching.

Castillo & Cano (2004) mentioned that supportive administration creates a positive work environment that promotes faculty well-being and job satisfaction. When faculty members feel supported, valued, and appreciated by the administration, it contributes to their overall job satisfaction and motivation.

1.2. Salary and Benefits

Table 2 presents faculty's level of job satisfaction on salary and benefits during emergency remote teaching.

The table indicates that faculty members were highly satisfied with their salary, recognizing its alignment with market standards and their qualifications. They expressed high levels of satisfaction with additional payments to account for cost of living and increased workload, timely salary payments without errors, and the availability of health insurance and professional development funding.

As reflected by the computed mean of 4.60, faculty members were highly satisfied with the salary and benefits provided during remote teaching. This high satisfaction stemmed from the alignment of salary with market standards and qualifications, additional payments for cost of living and increased workload, timely and error-free salary payments, and the availability of health insurance and professional development funding. Chandrasekar (2011) said that faculty members were happy with the salary and additional benefits because it demonstrated recognition and value for their qualifications, experience, and expertise.

Table 2 Salary and Benefits

Indicators	WM	VI
During emergency remote teaching, I received…		
1. A salary that aligned with market standards and recognizes their qualifications, experience, and expertise.	4.46	Satisfied
2. Additional payment to consider cost of living, inflation, and any additional expenses incurred during remote teaching, such as technology or home office setup.	4.58	Highly Satisfied
3. My salary on a timely basis and without errors or delays, ensuring financial stability and reducing stress.	4.60	Highly Satisfied
4. Additional payment to reflect the increased workload and responsibilities associated with remote teaching.	4.59	Highly Satisfied
5. Health insurances and professional development funding.	4.78	Highly Satisfied
Computed Mean	**4.60**	**Highly Satisfied**

1.3. General working conditions

Table 3 shows the level of job satisfaction of the respondents on the general working conditions during emergency remote teaching.

Table 3 General working conditions

Indicators	WM	VI
During emergency remote teaching, I have...		
1. A comfortable and conducive workspace at home or alternative locations given by the university.	4.44	Satisfied
2. Adequate access to necessary technology and equipment for remote teaching	4.59	Highly Satisfied
3. Flexibility in managing work hours and balancing personal and professional responsibilities.	4.62	Highly Satisfied
4. Clear expectations and guidelines for remote teaching tasks and deliverables	4.61	Highly Satisfied
5. Supportive colleagues and collaborative work environment despite physical distance.	4.80	Highly Satisfied
Computed Mean	**4.61**	**Highly Satisfied**

The faculty members were highly satisfied with their general working conditions during emergency remote teaching. The computed mean of 4.61 indicates that faculty members expressed high satisfaction with having a comfortable and conducive workspace, adequate access to technology and equipment, flexibility in managing work hours, clear expectations and guidelines, and supportive colleagues in a collaborative work environment despite the physical distance.

The high satisfaction reported by faculty members regarding their general working conditions during emergency remote teaching suggests that the provided resources and support contributed to their overall positive experience. The availability of a comfortable workspace, adequate technology, and flexible work hours allowed faculty to effectively adapt to the remote teaching environment. Clear expectations and supportive colleagues further enhanced their productivity and engagement, creating a collaborative work environment despite the physical distance. Crossman & Harris (2006), highlight the importance of providing the necessary resources and a supportive work environment to ensure faculty satisfaction and success in teaching.

1.4. Training and Development

Table 4 illustrates the job satisfaction levels of the respondents regarding training and development during emergency remote teaching.

Table 4 Training and Development

Indicators	WM	VI
During emergency remote teaching, I received…		
1. Adequate training and support provided to effectively use online teaching platforms and tools.	4.44	Satisfied
2. Opportunities for professional development and upskilling in remote teaching methodologies.	4.43	Satisfied
3. Access to relevant resources and materials to enhance remote teaching practices.	4.42	Satisfied
4. Continuous guidance and feedback on improving remote teaching effectiveness.	4.63	Highly Satisfied
5. Guidelines of best practices that significantly contributed to enhancing the outcomes of remote teaching.	4.78	Highly Satisfied
Computed Mean	**4.54**	**Highly Satisfied**

The faculty members were highly satisfied with the training and development opportunities provided during emergency remote teaching, as indicated by the computed mean of 4.54. Nyamubi (2017) mentioned that the combination of comprehensive training, professional development opportunities, access to resources, guidance, and collaboration contributed to job happiness of the workers.

As seen in the table faculty members are satisfaction with adequate training and support for using online teaching platforms, opportunities for professional development in remote teaching methodologies, access to relevant resources. On the other hand, the faculty were highly satisfied with continuous guidance and feedback on improving remote teaching effectiveness and the guidelines of best practices, which significantly contributed to enhancing the outcomes of remote teaching.

These findings highlight the crucial role of comprehensive training and support programs in fostering faculty satisfaction and facilitating their success in emergency remote teaching. The availability of such programs ensures that faculty members have the necessary skills, resources, and guidance to navigate the challenges of remote teaching effectively. By investing in robust training and support initiatives, institutions can enhance faculty satisfaction and ultimately contribute to the overall success of emergency remote teaching endeavours.

2. Teaching Effectiveness

This section showcases the teaching effectiveness of faculty members as determined by the evaluation provided by the students.

Table 5 Teaching Effectiveness of the Faculty

Performance Evaluation for Teaching Effectiveness Results	f	%
Outstanding (4.51-5.00)	4	11.76
Very Satisfactory (3.51-4.50)	28	82.35
Fair (1.51-2.50)	2	5.88
Total	**34**	**100**

Majority of faculty members (82.35%) were rated as very satisfactory, reflecting a high level of teaching effectiveness among the evaluated faculty. However, it is worth noting that a small portion of faculty members (11.76%) received an outstanding rating, indicating their exceptional performance in teaching. There were also a few faculty members (5.88%) who received a fair rating, suggesting room for improvement in their teaching effectiveness. With these, the results highlight a positive trend in teaching effectiveness among the evaluated faculty, with a small scope for further enhancement. Spooren et al. (2006) reiterated that analyzing students' evaluation of teaching performance is considered a crucial instrument for gauging the effectiveness of teaching and enhancing the quality of instruction.

3. Correlational Analysis between the Assessed Level of Job Satisfaction and Teaching Effectiveness in Emergency Remote Teaching

Table 6 revealed that the computed Chi- square test statistic ($x2$) was used to examine the relationship between the assessed level of job satisfaction and teaching effectiveness. The computed value of the test statistic is 117.604. Additionally, the tabular value for the chi-square test at a significance level of 0.05 is 12.592.

Table 6 Correlational Analysis between the Assessed Level of Job Satisfaction and Teaching Effectiveness

Variables	Computed value	Tabular Value (0.05)	Decision (Ho)	Verbal Interpretation
Assessed Level of Job Satisfaction and Teaching Effectiveness	117.604	12.592	Reject	Significant Relationship

The decision is to reject the null hypothesis (Ho) because the computed value of the test statistic (117.604) exceeds the tabular value (12.592) at the 0.05 significance level. This suggests that there is a significant relationship between the assessed level of job satisfaction and teaching effectiveness.

The findings suggest a considerable relationship or correlation between job satisfaction and teaching efficacy, which can be expressed in verbal terms. This implies that the efficiency of teaching is influenced by one's level of job satisfaction.

This result may be attributed to the fact that higher satisfaction leads to increased engagement, motivation, and adaptability, resulting in improved instructional methods and student-centered approaches. Effective communication, collaboration, and confidence contribute to a positive learning environment, ultimately enhancing teaching effectiveness. This result is similar to the results of the study of Lualhati (2019) which reveals that the faculty members' implementation of gender-sensitive pedagogy affects students' evaluation.

4. Proposed Course of Action to Sustain Job Satisfaction and Teaching Effectives in Emergency Remote Teaching

The proposed course of action may be implemented to sustain the job satisfaction and teaching effectiveness of faculty members. This involves objectives, strategies, persons involved and expected outcomes reflected in Table 7.

Table 7 Proposed Course of Action to Sustain Job Satisfaction and Teaching Effectives in
Emergency Remote Teaching

Objectives	Strategies	Persons Involved	Expected Outcomes
To foster a supportive environment by ensuring clear communication and active involvement of the administration	• Establish regular communication channels for faculty members to express concerns, seek guidance, and provide feedback. • Encourage administration to actively engage with faculty members, demonstrating understanding and empathy for the challenges faced in emergency remote teaching. • Collaborate with faculty representatives to voice concerns, advocate for necessary resources, and address issues related to remote teaching.	• Faculty representatives • Administration	Increased faculty morale, improved job satisfaction, and a sense of support and recognition from the administration, leading to higher teaching effectiveness.
To provide competitive compensation and attractive benefits to promote job satisfaction and retention of faculty members.	• Conduct regular salary reviews to ensure faculty members are compensated fairly for their efforts in emergency remote teaching. • Explore options for performance-based bonuses or incentives to reward exemplary teaching and student outcomes. • Offer attractive benefits packages, such as health insurance, retirement plans, and professional development funding.	• Human Resources department • Finance department • Faculty representatives	Enhanced job satisfaction, improved financial security, and increased motivation to deliver effective remote teaching.
To create a conducive and supportive work environment for faculty members during emergency remote teaching.	• Provide necessary resources and equipment (e.g., laptops, software, internet connectivity) to facilitate effective remote teaching. • Establish clear guidelines and expectations for remote teaching, including workload distribution and communication protocols. • Offer flexibility in scheduling and deadlines to accommodate personal and professional commitments.	• IT department • Administration • Faculty representatives	Reduced stress levels, improved work-life balance, and increased teaching effectiveness due to a supportive work environment.
To equip faculty members with the necessary skills and knowledge to excel in emergency remote teaching.	• Provide comprehensive training programs and workshops on remote teaching methodologies, online pedagogy, and technology tools. • Facilitate opportunities for faculty members to engage in professional development activities, such as conferences, webinars, and online courses. • Encourage collaboration and sharing of best practices among faculty members through online communities and discussion forums.	• Vice Chancellor for Academic Affairs • Dean and Program Chairpersons Faculty development team/ Human Resource Office • Administration	Increased confidence in remote teaching, enhanced instructional strategies, and improved teaching effectiveness.

The course of action outlined focuses on key areas to sustain job satisfaction and teaching effectiveness in emergency remote teaching. By fostering a supportive environment through clear communication and active involvement of the administration, faculty members can experience increased morale and recognition, ultimately leading to higher teaching effectiveness. Additionally, providing competitive compensation and attractive benefits, creating a conducive work environment, and offering comprehensive training and development opportunities contribute to improved job satisfaction, reduced stress levels, and enhanced instructional strategies, positively impacting teaching effectiveness in the remote teaching context. The involvement of various stakeholders, including faculty representatives, administration, and relevant departments, ensures a collaborative approach towards achieving these objectives and expected outcomes.

Discussions

Faculty members expressed high satisfaction with the support provided by the administration, salary and benefits, general working conditions, and training and development opportunities. These findings highlight the importance of supportive measures, adequate compensation, conducive working conditions, and comprehensive training programs in promoting faculty satisfaction in the remote teaching environment.

Furthermore, the evaluation of teaching effectiveness by students revealed that the majority of faculty members were rated as very satisfactory, indicating a high level of effectiveness in their teaching. This underscores the overall positive trend in teaching effectiveness among the evaluated faculty.

Importantly, there was a significant relationship between the assessed level of job satisfaction in emergency remote teaching and teaching effectiveness. This connection can be attributed to increased engagement, motivation, adaptability, effective communication, collaboration, and confidence, which contribute to a positive learning environment and enhanced teaching practices.

In general, the study emphasizes the significance of supporting faculty members in emergency remote teaching through various dimensions of job satisfaction. By providing necessary resources, support, fair compensation, and training opportunities, institutions can enhance faculty satisfaction and promote effective teaching practices, leading to a more successful remote learning environment.

Conclusion and suggestions

In conclusion, the research results indicate that faculty members are highly satisfied on their job during emergency remote teaching. This is due to the support provided by the administration, salary and benefits, general working conditions and training and development opportunities. On the other hand, majority of faculty members have very satisfactory teaching effectiveness as evaluated by their students. Significant relationship exists between the respondents' assessed level of job satisfaction and their teaching effectiveness.

In consonance with the above cited results, the researcher recommends the following:

The administration may continue providing timely and transparent communication, allocating necessary resources, involving faculty in decision-making processes, and offering emotional support. Strengthening these supportive measures will contribute to faculty job satisfaction and their ability to navigate the challenges of emergency remote teaching

effectively. Further, the administration may consider additional payment or incentives to recognize the increased workload and responsibilities associated with remote teaching.

Provision of necessary resources and equipment to facilitate effective remote teaching, establish clear guidelines and expectations, and offer flexibility in scheduling and deadlines may be also considered.

The Vice Chancellor for Academic Affairs and the College Deans may encourage collaboration and the sharing of best practices among faculty members. Equipping faculty members with the necessary skills and knowledge will increase their confidence and improve instructional strategies, ultimately enhancing teaching effectiveness. Moreover, continuous evaluation of the faculty's teaching effectiveness may be done to identify areas for improvement and provide targeted support and guidance to faculty members.

To ensure the maximum actualization of the proposed course of action, it is crucial for the concerned authorities to allocate sufficient resources, establish clear timelines and responsibilities, and foster effective communication and collaboration among all stakeholders involved. Lastly, a similar or a follow up study may be done exploring other variables.

New knowledge and the effects on society and communities

New knowledge regarding job satisfaction and teaching effectiveness in emergency remote teaching among higher education faculty has gained attention in recent years. The COVID-19 pandemic forced educational institutions to adopt emergency remote teaching, leading to a need for understanding how this shift impacted faculty members. Research has explored factors influencing job satisfaction in remote teaching contexts, such as technological competence, pedagogical support, work-life balance, and student engagement. Additionally, studies have investigated strategies and best practices for maintaining teaching effectiveness in emergency remote teaching.

The effects of this new knowledge on society, local communities, and higher education institutions are significant. Understanding the factors that contribute to job satisfaction among faculty members in remote teaching environments can inform institutional policies and support systems. It can help identify areas where interventions and resources are needed to improve faculty well-being, which in turn can enhance the quality of education provided to students.

Moreover, the research on teaching effectiveness in emergency remote teaching provides insights into how faculty can adapt their instructional practices to effectively engage and support students in online environments. This knowledge can inform the development of professional development programs, training initiatives, and institutional guidelines to enhance teaching quality and student learning outcomes.

By improving job satisfaction and teaching effectiveness, this new knowledge can positively impact the overall educational experience and outcomes for students. Engaged and satisfied faculty are more likely to be motivated, innovative, and dedicated to supporting student success. This, in turn, can contribute to the educational attainment and development of individuals within society, leading to positive social and economic impacts at the local and community levels.

While this summary provides a general overview of the potential effects of new knowledge on job satisfaction and teaching effectiveness in emergency remote teaching, it is important to note that specific research studies and recent developments in this field may yield more nuanced findings and insights.

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