

# Factors Influencing Work Performance of Senior High School Teachers during Pandemic: An Explanatory Sequential Mixed Method

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**ABSTRACT:** This study aimed to determine the influence of innovative work behavior, self-awareness, and job satisfaction on the work performance of SHS teachers during the COVID-19 pandemic. This also aimed to explore their experiences on what made the SHS teachers satisfied with their job during the COVID-19 pandemic. The respondents were SHS teachers of Region XI. This study gathered data through Google forms and virtual in-depth interviews. The findings show that the level of innovative work behavior, self-awareness, and job satisfaction of senior high school teachers was high, and the level of work performance of senior high school teachers was very satisfactory. The null hypothesis of no significant relationship between innovative work behavior and work performance among senior high school teachers is not rejected. The null hypothesis of no significant relationship between self-awareness and work performance, job satisfaction and work performance among senior high school teachers is rejected. In the stepwise regression analysis, it was found that job satisfaction significantly influences work performance of senior high school teachers by 6.5% based on the computed  $r^2$  which is 0.065, with the p value of 0.000 less than 0.05, which is typically considered to be statistically significant. It suggests that 93.5% of other variables might have influenced work performance not pre-determined in the study. Since job satisfaction significantly influenced the work performance of the SHS teachers, this was further explored in the qualitative phase. In the qualitative phase, results showed six (6) themes that emerged on what made the SHS teachers satisfied with their job during COVID-19 pandemic. These themes were (1) spiritual awakening; (2) resilience; (3) time management; (4) healthy lifestyle; (5) work value realization; and (6) student's holistic development impartation. An organization has to improve job satisfaction level of its employee as it is linked to productivity.

**KEYWORDS:** work performance, SHS teachers, pandemic, mixed-method, Davao Region, Philippines

## I. INTRODUCTION

Good teachers are important for the educational system to work well and to improve the quality of learning. Teaching is widely regarded as one of the most important and difficult jobs in modern society (Vesely et al., 2013). Unfortunately, COVID-19 outbreaks which started in China and spread quickly throughout the world was announced as a pandemic on March 12, 2020 (World Health Organization, 2020). Authorities imposed a lockdown or curfew in a number of nations throughout the world as a precaution against the rapid spread of viral infection (Paital et al., 2020). These actions have had detrimental repercussions on commerce, education, health, and tourism on a global scale (Pragholapati, 2020). The COVID-19 pandemic has impacted on the educational system at all levels (Nicola et al., 2020). It was hypothesized that the pandemic's effects would have an impact on the teaching profession (De La Rosa, 2020). Polls and research by scholars in the field of education indicate that several patterns have been changing: fewer students are enrolling in programs to prepare teachers, fewer teachers are interested in continuing in the field, and more people are thinking about retiring. (Kurtz & Bushweller, 2020; Lardieri, 2020; Perry, 2020). Sasaki et al., (2020) stated that to maintain employees' work performance, organization needs to maintain mental health by reducing fear and worry about COVID-19. In that study, it was indicated that employees' mental health could also be the reason for their performance. Ineffective teachers not only fail to deliver the desired results, but their bad actions may also prevent others from completing their tasks which in turn can diminish staff credibility (Banfield et al., 2006). The work productivity of teachers in the United States has changed considerably because of the COVID-19 pandemic. Schools must be selective about the digital products they select and be cautious about finding a balance between technology and pedagogy in the absence of face-to-face delivery (Hargreaves as cited by Strauss, 2020). As an educator in the Philippines, especially in Davao Region, teachers also experienced rapid changes under the new normal education when educational leaders decided to adopt this system. A study of employee behavior has an impact on any organizational changes, according to Men et al. (2020). The Learning Continuity Plan was implemented by the Department of Education (DepEd) for basic education beginning in the 2020–2021 school year, and classes began on October 5, 2020 instead of June 2020 (DepEd, 2020). Given the

heavy demands and expectations in terms of students' development, teachers' job performance, which is tied to students' outcomes (Hwang et al., 2017), is of crucial concern for a variety of stakeholders, including principals, parents, policymakers, and society at large (Alrajhi et al., 2017). Teachers should be committed and dedicated to their work (Bilbao et al., 2006). There are factors influencing the work performance of teachers. There has recently been a lot of interest in researching on the factors that influence teacher performance, especially in foreign nations. These studies, however, were undertaken before the pandemic. Mansour (2008) claimed that religious beliefs affect the performance of Science Teachers in the Classroom. Also, Mruma (2013) found that intrinsic and extrinsic motivators affect the performance of teachers in public secondary schools in Tanzanian Education Institution. In addition, Wangui et al., (2016) found that work-related stress affects teachers' performance in public secondary schools in Kikuyu Sub County, Kenya. Aside from this, Ahmed et al., (2012) demonstrated that factors influencing the professional performance of teachers at higher education level include subject expertise, attitude, teaching approach, and teachers' personal qualities.

However, the findings of the review of studies indicate that the various factors influencing teacher performance in the Philippines are still unexplored. There has been a lot of research on the various factors that affect teacher performance, but none of these examine deeply innovative work behavior, self-awareness, job satisfaction and their relationship to work performance especially during the COVID-19 pandemic crisis. As stated by Ince (2020), employee's performance during COVID-19 has decreased compared to the condition before COVID-19. Moreover, studying the links between the effects of the COVID-19 pandemic and employees' performance, Hamid et al., (2020) found that the effects of COVID-19 have a significant negative impact on employee work performance. It is important to note that teachers' working performance may fluctuate during times of crisis and needs immediate attention. This is the gap addressed by the study. To validate and prove this claim, there is a need to determine how teachers perform their tasks in the teaching-learning process. Beyond reviewing related researches to help make intervention of the crisis, the researcher aims to provide a generative overview and evaluate the working performance of the SHS teachers during COVID-19 pandemic specifically measuring the level of innovative work behavior, level of teacher's self-awareness, and the level of job satisfaction as influenced by different sub-variables.

**For the Quantitative phase of this study, the research sought to answer the following objectives:**

1. Describe the level of innovative work behavior of SHS teachers during the COVID-19 Pandemic in terms of:
  - Idea exploration;
  - Idea generation;
  - Idea championing; and
  - Idea implementation.
2. Describe the level of self-awareness of SHS teachers during the COVID-19 Pandemic in terms of:
  - Rumination; and
  - Reflection.
3. Describe the level of job satisfaction among SHS teachers during the COVID-19 Pandemic in terms of:
  - Intrinsic motivation; and
  - Extrinsic motivation.
4. Describe the level of work performance of SHS teachers during the COVID-19 Pandemic in terms of RPMS-IPCR Rating.
5. Determine the significant relationship between:
  - Innovative work behavior and work performance;
  - Self-awareness and work performance; and
  - Job satisfaction and work performance.
6. Determine the variables that significantly influence the work performance of senior high school teachers during COVID-19 pandemic.

For the qualitative phase of this study, the research question was:  
What made SHS teachers satisfied with their job during COVID-19 pandemic?

**This study has four hypotheses, as follows:**

Ho1: There is no significant relationship between innovative work behavior and work performance of SHS teachers during the COVID-19 pandemic.

Ho2: There is no significant relationship between self-awareness and work performance of SHS teachers during the COVID-19 pandemic.

Ho3: There is no significant relationship between job satisfaction and work performance of SHS teachers during the COVID-19 pandemic.

Ho4: None of the variables significantly influence the work performance of senior high school teachers during COVID-19 pandemic.

**Theoretical and Conceptual Framework :** This study is anchored on the Social Cognitive Theory by Albert Bandura which gives emphasis on social influence and on the internal and external social reinforcements. The theory also considers the unique way of how individuals acquire and maintain behavior. The goal of the theory is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time (LaMorte, 2019). Thus, this theory can help explain the level of work performance of teachers during COVID-19 pandemic as it considers the social environment in which individuals perform their behavior or a specific task. Most popular adoption models support the fundamental principle in Rogers' book *Diffusion of Innovations* (Sherry & Gibson, 2002). A new concept, action, or product must be perceived as novel or distinctive in order for it to be adopted. Adoption is the act of doing something different from what has previously been done (for instance, purchasing or using a new product, learning and performing a new habit, etc.). Diffusion is made possible because of this. (LaMorte, 2019). Kaminski (2011) also suggested that this theory is meant to steer technological innovation, where the innovation is adjusted and presented to fulfill the demands across all levels of adopters. It also emphasizes the significance of peer networking and communication within the adoption process. Moreover, De Jong and Den Hartog (2010) distinguished four dimensions of innovative work behavior, and label them as idea exploration, idea generation, idea championing, and idea implementation. The self-perception theory, which is seen as counterintuitive, is another supporting theory (Dico, 2018; Guadagno et al., 2010). People decide what attitudes lead to their own action after observing it. Behavior happens; emotion follows (Miller, 2020). Self-awareness is the foundation of emotional intelligence, according to author Daniel Goleman in his book, "Emotional Intelligence." This includes being aware of both our mood and our ideas about that feeling. In order to increase one's efficacy, self-awareness which is described by Dubrin (2007) as "insightfully digesting input about oneself" (p. 453) is necessary. Dijksterhuis and van Knippenberg (2000) expanded the logic to encompass objective self-awareness. According to their hypothesis, self-aware individuals carefully weigh alternative course of action options as opposed to automatically acting in accordance with primed association, breaking the automatic linkages between priming and behaviour. The Response Styles Theory postulates that how someone reacts to depression affects how long and how severely they feel down (Nolen-Hoeksema, 1991). Particularly, it is thought that a ruminative reaction, or propensity to keep thinking about the reasons for and effects of one's melancholy mood, will make it worse (Nolen-Hoeksema et al., 2008).

Additionally, Herzberg's motivator-hygiene theory determined 'motivating' factors and 'hygiene' factors for job satisfaction and dissatisfaction. The theory states that motivating factors which include pay and benefits, recognition and achievement must be met to satisfy employees at work. Employees will be unsatisfied with their jobs if "hygiene" characteristics (such as working environment, the company's regulations and structure, job security, interaction with coworkers, and the caliber of management) are absent. Within the internal and external job satisfaction criteria, Rose (2001) proposed a two-dimensional model of job satisfaction. According to Griffin and Moorhead (2010) and Luthans (2007), employees' level of job satisfaction is directly influenced by the type of work they do. This result is in line with the notion that an individual's intrinsic sources of fulfillment depend on personal traits including job enrichment, interpersonal connections with coworkers and superiors, and the capacity to put his skills to use. Extrinsic sources of fulfillment are reliant on factors like pay, advancement, and work security, which is in line with Robbins (2004). Finally, the study is supported by the Theory of Performance developed by Blumberg and Pringle (1982; cited by Carrier, 2019), which claims that a person's performance depends on his/her capacity (ability), willingness, and chances to perform. According to this paradigm, a person's behavior to perform well at work is linked to how well he/she performs at work. Additionally, according to this model, each of these three factors has an impact on the others. The approach suggests that in order to change a person's behavior, the capacity (ability), willingness, or opportunity should also be altered. An improvement in any one of these areas ought to inevitably result in a slight improvement in the other two areas as well. According to them, task performance refers to actions that directly or indirectly support the technical core of

The organization, whereas contextual performance supports the organizational, social, and psychological framework in which the technological core must operate. Figure 1 shows the conceptual framework of the study. It shows the relationship between innovative work behavior, self-awareness and job satisfaction towards work performance. In the illustration, the dependent variable of the study is work performance which is the Result-Based Performance Management System (RPMS)- Individual Performance Commitment Review (IPCR) Rating. On the other hand, the three independent variables also show their sets of indicators. For the first independent variable, the Innovative Work Behavior; idea exploration, idea generation, idea championing, and idea implementation are its indicators. The second independent variable, Self-Awareness, encompasses reflection and rumination as its indicators. The last independent variable, job satisfaction, considers both intrinsic motivation and extrinsic motivation as its indicators.

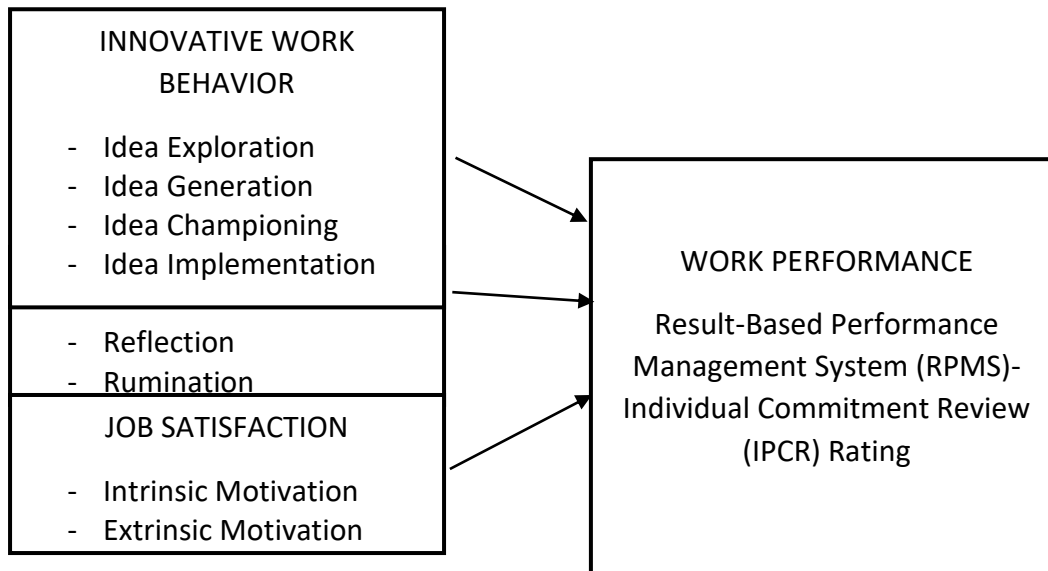


Figure 1. Conceptual framework of the study

## II. RESEARCH DESIGN AND METHODS

The sequential explanatory mixed approach was used in the study. According to Creswell and Plano Clark (2007), mixed method research is becoming more and more popular in social science disciplines like sociology, nursing, health, and education. The qualitative data assist in explaining or extending the first quantitative results in the explanatory design. Since this is a two-phase design (Creswell & Plano Clark, 2007), the technique is also efficient when the research questions which are more quantitative initially, gives the researcher the time and resources to conduct the second phase of the study which is qualitative in nature.

The study was conducted in Region XI(Davao). The study's respondents and participants were the senior high school teachers. This study used simple random sampling and purposive sampling. The quantitative phase used simple random sampling by choosing each respondent randomly, by chance and had the same probability of being chosen. The quantitative phase used purposive sampling. Vulnerable group were excluded from this study. This study adapted the Innovative Work Behavior Questionnaire (Kleysen & Street, 2001; DeJong & Den Hartogs, 2010), Rumination-Reflection Questionnaire (Trapnell & Campbell, 1999), and Minnesota Satisfaction Questionnaire (Weiss et al., 1967) to fit to the pandemic contexts.

These questionnaires were validated by three experts and pilot tested to 30 respondents. The results of pilot testing were analyzed using Cronbach's alpha that yielded an overall scale of 0.85, indicating a reliable scale (Kubiszyn & Borich, 2000). Survey and in depth interview using online platform was done in this study. Orientation was given to the respondents and participants on the objectives of the study, items to be answered, and process of answering the survey. All statistical analyses of the quantitative results were computed and analyzed using Statistical Package for the Social Science (SPSS). The mean, standard deviation, Pearson's r, and regression analysis were the statistical tools utilized in this research

Brief orientation, free prior and informed consent, voluntary participation, anonymity, and choice of words were observed in this study.

### III. RESULTS

#### **Level of Innovative Work Behavior of Senior High School Teachers during the COVID-19 Pandemic**

The level of Innovative Work Behavior of senior high school teachers during the COVID-19 pandemic is considered *high* as revealed in the overall mean of 3.86. The standard deviation of 1.02 indicates that the innovative work behaviour of the teachers in the group is comparable. The data points are typically close to the mean.

**Table 1**

*Level of Innovative Work Behavior of SHS teachers during the COVID-19 Pandemic*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Level</i>
<b>idea exploration</b>	3.96	1.10	High
<b>idea generation</b>	3.87	1.01	High
<b>Idea championing</b>	3.72	0.95	High
<b>Idea implementation</b>	3.88	1.00	High
Overall	<b>3.86</b>	<b>1.02</b>	<b>High</b>

**Level of Self-Awareness of Senior High School Teachers during the COVID-19 Pandemic :** The level of Self-awareness of senior high school teachers during the COVID-19 pandemic is *high* as manifested in the overall mean rating of 3.57 and the standard deviation of 0.87. The data points tend to be close to the mean.

**Table 2**

*Level of Self-awareness of SHS teachers during the COVID-19 Pandemic*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Level</i>
<b>reflection</b>	3.53	0.86	High
<b>ruminatation</b>	3.61	0.88	High
Overall	<b>3.57</b>	<b>0.87</b>	<b>High</b>

**Level of Job Satisfaction among Senior High School Teachers during COVID-19 Pandemic :** The level of Job Satisfaction among senior high school teachers during the COVID-19 pandemic is *high* as manifested by the overall mean rating of 4.08 and a standard deviation of 0.59. These figures indicate that the data are close to the mean.

**Table 3**

*Level of Work Performance of SHS teachers in terms of RPMS-IPCR Rating*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Level</i>
<b>Work Performance</b>	4.08	0.47	Very Satisfactory

**Correlation Analysis of the Variables :** It can be seen from the table that the correlation between innovative work behavior and work performance among senior high school teachers has an *r*-value of 0.019 with a *p*-value of 0.742, which is greater than 0.05 level of significance. This means that innovative work behavior has no significant relationship with work performance of senior high school teachers. The correlation between self-awareness and work performance among senior high school teachers has an *r*-value of 0.133 with a *p*-value of 0.018, which is less than 0.05 level of significance. This means that self-awareness has a significant relationship with the work performance of senior high school teachers. The correlation between job satisfaction and work performance among senior high school teachers has an *r*-value of 0.245 with a *p*-value of 0.000, which is less than 0.05 level of significance. This means that job satisfaction has a significant relationship with work performance of senior high school teachers.

**Table 4**  
Significance of the Relationship Between the Variables

Variables	r	p-value	Decision on Relationship
<b>innovative work behavior and work performance</b>	0.019	0.742	Not significant
<b>self-awareness and work performance</b>	0.133	0.018	Significant
<b>job satisfaction and work performance</b>	0.245	0.000	Significant

**Regression Analysis on the Significant Influence of Self-awareness and Job Satisfaction on the Work Performance of SHS Teachers during the COVID-19 Pandemic :** Self-awareness does not influence the work performance of senior high school teachers as manifested in the p value of 0.212. A p-value of more than 0.05 indicates that the deviation from the null hypothesis is not statistically significant. On the other hand, job satisfaction significantly influences the work performance of senior high school teachers by 6.5% based on the computed r2 which is 0.065 with a p value of 0.000 less than 0.05 which is typically considered to be statistically significant. It suggests that 93.5 percent of senior high school teachers' work performance is still influenced by other factors not considered in the study. Hence, in every 1% increase of job satisfaction of senior high school teachers is also an increase of work performance.

**Table 5**

*Regression Analysis on the Significant Influence of Self-awareness and Job Satisfaction on the Work Performance of SHS Teachers during the COVID-19 Pandemic*

Independent Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t-test	p-value
	$\beta$	Standard Error			
(Constant)	2.945	0.238			
Self-awareness	0.050	0.040	0.071	1.259	0.212
Job Satisfactio	0.220	0.055	0.226	3.989	0.000
<b>n</b>	<b>Variable:</b>		<b>Work</b>	<b>Performance</b>	
<i>Dependent F-ratio: 20.264</i>				<i>R Square: 0.065</i>	

**Job Satisfaction of Senior High School (SHS) Teachers during Pandemic :** Based on the responses of the participants there were six (6) emerged major themes on what are the reasons why are senior high school teachers satisfied with their job during pandemic and these were, spiritual awakening, resilience, time management, healthy lifestyle, work value realization, and students holistic development impartation.

**Table 6**  
Job Satisfaction of Senior High School (SHS) Teachers during Pandemic

Source Reference	Core Ideas	Core Themes
<b>IDI P10</b>	Teachers able to think and thank God.	Spiritual Awakening
	Teachers take time to pray.	
<b>IDI P6</b>	Teachers were able to reflect on God's plan about the things they have done.	
<b>IDI P4</b>	Teachers were able to believe the essence and purpose of one's existence.	
<b>IDI 3</b>	Teachers were able to give thanks to God for still being alive.	

<b>IDI P5</b>	Teachers were able to adapt whatever innovations being introduce.	
<b>IDI P6</b>	Teachers were able to adapt the changes brought by new normal education.	
<b>IDI P3</b>	Teachers were able to apply prior knowledge.	Resilience
<b>IDI P2</b>	Teachers were able to think outside the box.	
<b>IDI P1</b>	Teachers were able to use their knowledge and experiences in solving problems.	
<b>IDI P3</b>	Teachers were able to apply theories, strategies and critical thinking.	
<b>IDI P3</b>	Teachers were able to set a schedule of priorities according to deadlines.	
<b>IDI P4</b>	Teachers were able to avoid procrastination.	Time Management
	Teachers were able to arrange personal things in order.	
<b>IDI P6</b>	Teachers were able to manage their own time.	
<b>IDI P5</b>	Teachers were able to plan ahead.	
<b>IDI P 10</b>	Teachers were able to make a list of priorities and focus.	
<b>IDI P1</b>	Teachers were able to manage their time.	
<b>IDI P3</b>	Teachers were able to set a schedule of priorities according to deadlines.	
<b>IDI P1</b>	Teachers were able to take good care of their body.	Healthy Lifestyle
	Teachers were able to eat healthy foods.	
	Teachers were able to do daily exercise.	
<b>IDI P3</b>	Teachers chose to live healthy.	
<b>IDI P4</b>	Teachers were feeling bless being part of the organization.	
<b>IDI P2</b>	Teachers were able to do their job with compassion and passion.	Work Value Realization
<b>IDI P8</b>	Teachers were patient and passionate to finish their task.	
	Teachers exert extra effort.	
<b>IDI P9</b>	Performance of learners vary in learning materials.	
	Teachers were able to impart knowledge effectively.	
<b>IDI P3</b>	Teachers were able to find ways to make lesson easier.	
<b>IDI P10</b>	Teachers were able to use a lot of learning modalities.	Students Holistic Development
	Teachers reaching out to students individually.	
<b>IDI P2</b>	Teachers desired to build a better future for younger generation.	Impartation
	Teachers were able to touch the lives of learners.	
	Teachers found ways to cater the diverse needs of students.	

#### IV. DISCUSSION

**Level of Innovative Work Behavior of Senior High School Teachers during the COVID-19 Pandemic :** Based on evidences, the quantitative findings show that the level of Innovative Work Behavior of senior high school teachers during the COVID-19 pandemic is sustained by the indicators - idea exploration, idea implementation, idea generation, and idea championing. This means that the innovative work behavior of senior high school teachers is much evident. The result shows that positive favourable teachers' creativity and innovative work behaviour are shared among the employees of the department. Dong et al. (2017) confirmed that at a group level, creativity is the development and process or the outcome of integration among innovative and useful ideas by a group of people in an organization. The respondents assessed themselves to have a high level of idea exploration. They demonstrate constructive behavior in identifying challenges and chances to bridge the gap between "what is" and "what should be," according to the assessment. Idea exploration is the beginning of invention and innovation. The discovery of an opportunity that arises from a problem will be the catalyst for innovation. According to Basadur (2004), idea exploration is a process of innovation where current

products and services are being improved. The assessment of high level of idea generation of the senior high school teachers shows strong adherence to their work value orientation. It is to generate ideas and knowledge to address problems in their respective schools. Adams (2006) said that a working environment that is less bureaucratic facilitates a better flow of information to be more focused on idea generation. As to idea implementation, it entails the deployment, adaptation, and commercialization of established or innovative technologies. In this indicator, senior high school teachers assessed themselves to have a high favourable behaviour towards idea implementation. It means that individuals are motivated to see their ideas put to good use or promoted by the school. Kleysen and Street (2001) noted that idea implementation involves putting innovations as part of the routine work processes. Finally, idea championing indicator relates to the products, systems, and procedures that employees are promoting. In this indicator, senior high school teachers assessed themselves to have a high level of idea championing.

The high assessment shows that the respondents have a high positive behavior to advocate for or promote the ideas, systems, products, and procedures that they have created. These are the teachers who can bring about change in their field through the technology they develop. They strongly believe that technology promotion is a method of introducing innovation and change to a specific group of people, units, or organizations that will be the final users of produced technology. For Howell et al. (2005), idea championing includes an advocacy campaign to express confidence regarding the success of the innovation initiated. Based on the computed mean result, the senior high school teachers are more likely to find ways to solve problems as there are as many alternatives as possible than develop innovation using technology and support new ideas. Mullins et al. (2008) found that the need to overcome organizational resistance has less significance than previously believed in the formation of champions. By these points, the person is motivated and is set to find ways to innovate. However, IWB and general work performance of all employees may not be the same as those in positions focused on innovation, according to Mumford et al. (2012). Teachers during this pandemic are more likely to come up with creative solutions to issues than to foster innovation through the use of technology and encourage fresh concepts. Teachers may find it easier to deal with any issues brought about by the pandemic if they adopt DeBono's (1971a) lateral thinking theory. However, if teachers somehow disregard technology use and embrace the new normal, this could cause them to become weary from working. The innovative skills of teachers, therefore, must be fostered by school administrators in every way.

**Level of Self-Awareness of Senior High School Teachers during the COVID-19 Pandemic :** In the level of Self-awareness of senior high school teachers, the same result was revealed. The senior high school teachers' self-awareness is much observed based on the mean result. This indicates that rumination and reflection are common among the respondents. The assessment of indicator rumination is high which means the senior high school teachers show emotion, specifically related to cognitive response to negative mood (Lyubomirsky & Tkach, 2004). Rumination has also been defined as "thinking attentively, repetitively, or regularly about oneself and one's world," and is one of several sorts of repetitive thought (Segerstrom et al., 2003, pp. 909). Watkins (2008) provided a convincing analysis of repetitive thought and put forth the expanded control theory as a paradigm for identifying destructive and constructive types of repetitive thought. He particularly argued that rumination has a negative valence, occurs in a negative environment, and is distinguished by an abstract degree of construal. Repetitive thought differs along these three dimensions.

The evidence for these rumination traits has been described elsewhere. (Watkins, 2008; Watkins et al., 2008). The senior high school teachers' assessment on the indicator reflection is also high. It shows that the respondents' awareness of impartially observing the self is cultivated by mindfulness meditation (Weiss, 2015). Self-reflection and mindfulness exercises improve present-moment awareness, which improves problem-solving skills, boosts resilience in challenging situations, and speeds trauma recovery (Ayduk & Kross, 2010). Self-awareness, acceptance of bodily sensations, non-attachment, letting go, and letting be characterized this fully embodied condition of being (Loy, 2015; Sahdra et al., 2010). Based on the computed mean result, senior high school teachers are most likely worried of past-related thoughts (Papageorgiou & Wells, 1999; Watkins et al., 2005). They begin with a previous emphasis and progress to present and future connected thoughts as they ruminate (McLaughlin et al., 2007) rather than have self-focused behavior over circumstances. The pandemic condition and the work demands are lately arbitrary and are more focused on the recent conditions of the location – number of cases, type of Covid variant, and even economic pressures. But in spite of these, the result revealed that respondents do personal assessment and cater to prior experience to meet the demands. They are aware of themselves on what and how to respond to changes. This awareness is relative to emotional intelligence. However, when a person knows how to process the situation and its condition, it means that s/he is in control of his/her mood and thoughts. Dubrin (2007) and Dijksterhuis and van Knippenberg (2000) posited



the same results. They proved that a person will not be affected by external force if s/he is in control of his/her emotions. Teachers during this pandemic are probably concerned more about containing past-related thoughts. They start out with a past-centered mindset and then transition to thinking more about the present and the future as they ruminate rather than act in a self-centered manner. In the original theory, Nolen-Hoeksema (1991) posited that rumination, a cognitive response style that involves passively brooding about one's mood, would lead to increases in depressive symptoms, while distraction and problem-solving would lead to decreases in symptoms. Teachers' mental health must be looked after by school administrators in some way because it will affect their attitude at work. At some point, it is important that the organization will develop programs to look after teachers' mental health.

**Level of Job Satisfaction among Senior High School Teachers during the COVID-19 Pandemic :** In the level of job satisfaction among senior high school teachers, the result revealed that the senior high school teachers are very satisfied with their job. The indicators, extrinsic and intrinsic motivation, are common among the respondents. These factors are deemed required to boost job satisfaction. Coherence with these results were also found in the studies of Rose (2003), Luthans (2007) and Griffin and Moorhead (2010) where they identified the motivating factors that directly affect the performance of the workers. Negative motivation limits output while positive motivation increases quality and quantity. Respondents of this study are positively motivated. The extrinsic motivation indicator demonstrates that senior high school teachers are motivated when they receive good feedback or reinforcement from others, and they are frequently driven by things like their monthly income or bonus, increase, or promotion, per George and Jones (2012, p. 146). This is evidenced in the mean interpreted as high. Extrinsic motivation is derived from the external results of the activity, such as cash awards or incentives, and is not related to the satisfaction the employees experience while completing the task itself (Giancola, 2014, p. 26).

However, the intrinsic motivation indicator reveals that senior high school instructors experience self-fulfillment as a result of completing a task (Nasri & Charfeddine, 2012, p. 169). According to earlier studies, employees who are more inclined to foster a pleasant environment are more likely to be intrinsically motivated, which in turn promotes learning and knowledge exchange (Lin, 2007, p. 136). According to the calculated mean result, senior high school instructors are most likely motivated by the anticipated gains or losses or by the perceived advantages of the action they do (Lin, 2007, p. 139; Cerasoli et al., 2014, p. 980). This implies that extrinsically motivated employees can gain more from organizational incentives to carry out desired activities (Lin, 2007, p. 139) than from engaging in an activity for its own sake or for a specific purpose, reflecting humans' natural desire to absorb and learn (Ryan & Deci, 2000, p. 54-56). However, past research has shown that intrinsic rewards are preferable to extrinsic rewards because employees regard intrinsic rewards as having a more assured outcome of completing a task than extrinsic rewards. (Nasri & Charfeddine, 2012, p. 171). Extrinsic motivation is more prevalent among teachers than intrinsic motivation during this time of pandemic. This indicates that rewards from outside sources are the most likely to encourage teachers. According to Locke's value theory, job satisfaction arises when an employee's employment outputs match those sought by him (Locke, 1976). This then suggests that school administrators must continue to recognize and promote teachers who excel in the field.

**Level of Work Performance of Senior High School Teachers during the COVID-19 Pandemic :** Generally, the level of Work Performance of senior high school teachers during the COVID-19 pandemic is very satisfactory as observed in the behavior of the respondents. The assessment shows that senior high school teachers perform their duties and obligations, including additional duties outside obligations (Jalil et al., 2015). Also, some researchers claim that teacher performance is measured based on quality, quantity, and time (Kusumaningtyas & Setyawati, 2015). The respondents execute expected related work to enable continuous work improvement and individual growth. These correlation results are supported by the studies of Men et al., (2020), Olorunsola (2012), and Alves et al., (2021). Finally, these correlations prove that social influence and reinforcements are needed for better work performance, akin to the Social Cognitive Theory of Albert Bandura. Surprisingly, even this time of pandemic teachers' work performance indicates to be very satisfactory. Teachers' desire to improve their performance is impacted by a variety of circumstances and is not solely the result of practice. Borman's (1987) personal construct theory, supported by empirical evidence, posits that people generate theories of performance based on their experiences and views of what it takes to be successful in a profession. As such, school authorities must continue to evaluate teachers' work performance because it measures an individual's efficiency and effectiveness in the field.

**Correlation of Variables :** The result of the correlation between innovative work behavior and work performance among senior high school teachers shows that innovative work behavior has no significant relationship with work performance of teachers. Thus, the null hypothesis of no significant relationship between innovative work behavior and work performance among senior high school teachers is accepted. Due to the changes brought about by the pandemic, employees may feel uncertain, which may have inhibited their innovative work behavior. (Montani & Staglianó, 2021). Hence, given that the COVID-19 pandemic-related restrictions may be preventing employees from engaging in innovative work behavior and thus reducing their energy levels, this may be especially pertinent in the current situation (Montani & Staglian, 2021). The correlation between self-awareness and work performance among senior high school teachers suggests that self-awareness has a significant relationship with the work performance of teachers.

Therefore, the null hypothesis of no significant relationship between self-awareness and work performance among senior high school teachers is not accepted. Another idea is that by completing conscious parenting experiences, which include a variety of activities that encourage introspection, self-awareness could be developed (Mirvis, 2008). So it would seem that self-awareness is valued and given weight in the domains of management and leadership education. This is probably due to the notion that self-awareness improves leadership efficacy. (Axelrod, 2005; Collins, 2001; Fletcher & Baldry, 2000; Showry & Manasa, 2014). The correlation between job satisfaction and work performance among senior high school teachers shows that job satisfaction has a significant relationship with work performance of teachers. Therefore, the null hypothesis of no significant relationship between job satisfaction and work performance among senior high school teachers is not accepted. It is conceivably a steady assessment of how well the position satisfies the requirements, desires, or expectations of the employee (Fisher, 2003). Salary, professional advancement, supervisor, and other factors have all been taken into account when measuring job satisfaction in the studies (Fisher, 2003). The result implies that during the pandemic teachers' innovative work behavior do not relate to work performance, respectively. Teachers' self-awareness and job satisfaction appears to be correlated to work performance. Although there is no correlation between innovative work behavior and teacher performance, school administrators must design policies that contextualize teachers' potential to innovate in relation to their work performance. The direct relationship of empowering leadership with innovative work behavior does not stem only from more autonomy, trust and involvement, but also from leaders who share knowledge, meaningfulness and provide confidence in the employees's capabilities to be innovative in the light of the new work situation (Ahearne et al., 2005; Martin et al., 2013; Montani & Staglianó, 2021). The evidence of the job characteristics theory of work attitudes and performance (Hackman & Oldham, 1975, 1980) states that psychological growth influences employee attitudes and performance. Employees having a low growth need strength respond less to job characteristics than employees with a strong growth need strength.

**Regression Analysis on the Significant Influence of Self-awareness and Job Satisfaction on the Work Performance of SHS Teachers during the COVID-19 Pandemic :** Only the variable self-awareness and job satisfaction was tested using multiple regression analysis since innovative work behavior is not significant as tested in correlation with variables. Self-awareness shows a weak relationship to work performance. Thus, the null hypothesis of none of the variables significantly influence the work performance of senior high school teachers during COVID-19 pandemic is rejected, given that job satisfaction has 6.5% significant influence on the work performance of senior high school teachers during the pandemic. This is consistent with the findings of Woods and Weasmer (2002), who found that when teachers are satisfied, the incidence of attrition decreases, collegiality increases, and work performance improves. Additionally, according to Bakotic (2016), contented workers are more productive and perform better on the job, which will ultimately result in the success of the company. Employees whose job unhappiness does not impair their job performance for reasons such as "altruism, dedication, and conscience," as proposed by Singh and Tiwari (2011), are not always productive performers due to a lack of desire and commitment. This is supported by Soodman Afshar and Doosti (2016). On the other hand, self-awareness does not significantly influence the work performance of senior high school teachers where the p value is 0.212. More recently, Barrick and Mount (2012) reviewed the connections between personality and different job outcomes, and Hough and Dilchert (2010, p. 309) summarized the connections between several personality components and different work performance facets. Additionally, research on adaptive performance and its predictability has exploded (Pulakos et al. 2012). A large chunk, however, is attributed to other possible factors. The pandemic did not stop teachers to perform well in their respective field. As teachers become more satisfied, the rate of turnover decreases, and work performance improves. According to Schaffer's (1953) fulfillment theory, the extent to which an individual feels satisfied or dissatisfied is based on the strength of his or her needs and desires, as well as the degree to which he or she can visualize and make use of opportunities in the job situation for satisfaction appears to be a function not only of how

much they receive but also of how much they feel they should receive. In this connection, school administrators must take a look on teachers' mental health and compensate them for their exemplary work in the field.

**Job Satisfaction of Senior High School (SHS) Teachers during Pandemic :** Job Satisfaction factor was found out to be significant on the work performance of the SHS teachers. This was further supported by the emerging themes in the qualitative phase of this study. Based on the responses of the participants there were six (6) emerged major themes on what are the reasons why are senior high school teachers satisfied with their job during pandemic and these were, spiritual awakening, resilience, time management, healthy lifestyle, work value realization, and students holistic development impartation. All these emerged themes are the things that made SHS teachers satisfied with their job during COVID\_19 pandemic.

**Spiritual Awakening :** The qualitative result shows that spiritual awakening is one of the emerging themes in the study. Teachers have a chance to rediscover themselves through COVID-19. Having extra time for prayer and reflection has brought challenges for the majority of them. In particular, at a period like the one the world is currently experiencing, when diagnostic and medical certainties become increasingly doubtful and unconsolidated, addressing mental and spiritual needs can significantly improve an individual's quality of life and well-being (Morocutti, 2019). Teachers were able to reconnect to God as they take time to pray. Prayer served as an important function and influenced relationships in various ways including: (a) as a time of family togetherness and interaction; (b) as a space for social support; and (c) as a means for intergenerational transmission of religion. Further, family prayer (d) involved issues and concerns of individuals and the family; (e) helped reduce relational tensions; (f) provided feelings of connectedness, unity, and bonding. Finally, (g) families struggled to pray together when there was disunity. Implications, applications, and future directions are addressed (Chelladurai et al., 2018). Teachers who were previously quite busy, have been slowed down by this illness and its devastating effect on everyone, but each day is different when they live it one day at a time, giving it all of their energy, knowing that a Divine power is guiding everyone. According to Pirutinsky et al. (2020), stress reduction and more positive effects were substantially connected with religious coping skills, innate religiosity, and faith in God. Now that there was more peace and quiet, teachers took the time to appreciate it and recognize great opportunities. Teachers have a strong faith despite trials and hardships in times of pandemic. In the school, it is really important to have activities related to individual's belief not only for the teachers but also for the students. This is to strengthen the faith and good relationship of an institution. This is a good way to show to the organization that they may provide funds for the teachers to take their recollection to develop the spiritual aspect in the lives of the teachers.

**Resilience :** The qualitative result shows that being resilient is one of the emerging themes in the study. Teachers were able to be tough in times of pandemic. They easily get adapted with the changes as they profess to be satisfied with their job. A number of studies have shown that resilience correlates positively with teachers' well-being (Brouskeli et al. 2018; Pretsch et al. 2012; Svence & Majors 2015). Teachers were able to approach challenges using their past knowledge and expertise. Resilience is a predictor of job satisfaction and well-being among teachers and can act as a protective factor against the negative costs of the teaching profession (Pretsch et al. 2012), such as teacher stress, burnout and teacher intention to leave the profession (Flores 2018). Teachers were able to adapt the changes brought by the pandemic. Resilience is conceptualized as a process (Mansfield et al. 2016), in the sense that it can be fostered amongst teachers in order to sustain their well-being and commitment to teaching profession and quality in educational settings (Day et al. 2007). Moreover, it can be nurtured through initial and in-service professional learning. Based on the results of this study, even in pandemic, teachers stood out wherever and however their job takes them. Resilience is naturally emanates in the behavior of the teachers. As teachers, it is already part of their individuality and principles. Policy maker may develop a program aimed at boosting teachers' resilience.

**Time Management :** The qualitative result shows that teachers' time management is one of the emerging themes in the study. Time management entails managing own time as well as the time of others. It also entails working efficiently, and companies in every business seek employees who can make the most of the time they have on the job. Effective time management necessitates employees analyzing their workload, assigning priorities, and maintaining a laser-like concentration on productive tasks. Pandemics are known to have time-distorting effects, and the idea that time is being interrupted leads to distorted perceptions including speeding up, slowing down, or reversing time, confounding the days and hours, and fictionizing only the near future (Holman & Grisham, 2020). According to a study by Alharbi (2020), there is a significant and favorable correlation between time management, academic performance, and time planning. Teachers demonstrate that

they are able to prioritize tasks in accordance with due dates even in the event of a pandemic. In order to complete tasks on schedule, it has been said that teachers should have a strategy and must avoid procrastination. Procrastination is both frequent and harmful to well-being—is apparently simple because it behaviorally consists of a mere delay in carrying out an activity that is necessary, important, or both, despite its negative consequences. For this reason, when trying to correct procrastination behavior (with little success), the expression “don’t leave for tomorrow what you can do today” has become so popular. However, the problem of procrastination, although recognized for hundreds of years, has only been systematically studied in recent years, with relatively few conclusive investigations into its causes, prevention, or coping strategies (Codina et al., 2018). Somehow the impact of COVID-19 pandemic gave enough period to the SHS teachers to manage their time since modular learning was implemented. This only means that teachers have an easy management of time during this pandemic. This would give idea to the Department of Education that when face to face learning will be implemented working loads should be appropriately divided to the teachers in order for them to manage their time properly.

**Healthy Lifestyle :** The qualitative result shows that teachers were able to have a healthy lifestyle. Most teachers these days think about self-care all the time, especially at this time of pandemic, in order to stay healthy and perform their tasks. However, the sudden change of working scheme of the teachers also affects their lifestyles that they used to. The COVID-19 pandemic has significantly altered the way teachers work, communicate, and socialize, putting them in the position of having to make huge changes in a matter of days. An instance of social distancing which challenge the potential feeling of isolation and disconnectedness. The policy of social distancing is important to stop the spread of the virus; however, it is important to recognize that social distancing is about physical distancing. It is actually not about stopping all social activities (Li, et.al, 2020). This is just one of the changes that deprive not only teachers but many people to indulge in physical activities such as jogging, biking, hiking or any other physical-related exercises. Teachers, however, were able to manage doing daily exercise at home as they value living a healthy life. Exercise not only makes you physically fitter but it also improves your all body health and general sense of well-being. Physical activity or exercise can reduce the risk of developing several diseases like type 2 diabetes, cancer and cardiovascular disease. Daily exercise can reduce stress and anxiety, boost happy chemicals, improve self-confidence, increase the brain power, sharpen the memory and increase our muscles and bones strength. Physical activity and exercise can have immediate and long-term health benefits. Most importantly, regular activity can improve your quality of life. A minimum of 30 minutes a day can allow you to enjoy these benefits (Elmagd, 2016). Every person has all the means to live a healthy life even if pandemic strikes. For the case of teachers who are considered vulnerable in the time of pandemic, the government should give them enough health protection. They should be provided with ample medical supplies in school needed in this time of pandemic. Apart from this, activities for wellness and seminar-workshops related to good health and happy life should also be given to the teachers in order to maintain good health and disposition in life.

**Work Value Realization :** The qualitative result shows that teachers were still able to be compassionate and passionate with their job despite this pandemic. Every teacher has a different way on how they show their commitment to their job, and there is just one thing in common among them which show how they value their work. Compassion is a word frequently used but rarely precisely. The lack of a philosophical precise understanding of compassion is one of the reasons that moral philosophers today give it virtually no attention. Indeed, in the predominant ethical traditions of the West (deontology, consequentialism, virtue ethics), compassion tends to be either passed over without remark or explicitly dismissed as irrelevant. And yet in the predominant ethical traditions of Asia, compassion is centrally important: All else revolves around it (Bein, 2013). Even in crucial times of pandemic, it is still evident that teachers are willing to perform their duties and responsibilities; they do not even bother the danger of pandemic in going to school just to do their job. Hopefully, this would serve as an eye opener to the policy makers that teacher should be given special benefits and privileges during this time of pandemic. Perhaps, they will be provided some aid for their health protection.

**Students Holistic Development Impartation :** The qualitative result shows that teachers find time to make student lesson become easier despite this pandemic. Teachers foremost goal is to impart knowledge and values to their students. Imparting the knowledge is also to consider the diversity of the learning styles of the students. Constructivism as an educational theory holds that teachers should first consider their students’ knowledge and allow them to put that knowledge in to practice (Mvududu & Thiel-Burgess ,2012). In other words, Mvududu and Thiel-Burgess represent constructivist view as one of the leading theoretical positions in education. Since there is no universal definition of constructivism, some consider it as a theory of learning, others as a theory of knowledge; although some other scholars and theorists consider it as a theory of pedagogy. Additional views are

theory of science, educational theory or an all-encompassing worldview. The pandemic did not hinder teachers to find ways to cater every diverse need of the learners which made them still satisfied with their respective job. Mvududu and Thiel-Burgess (2012) state that constructivism is widely touted as an approach to probe for children's level of understanding and to show that that understanding can increase and change to higher level thinking. As teachers have imparted holistic development to the learners, they should consider what students know and allow them to put their knowledge to practice. Attitude, teaching, delivery, assessment, and follow-up as extent of teaching quality of elementary school teachers got a very high descriptive equivalent which means that attitude, teaching, delivery, assessment, and follow-up are perceived to have an excellent manifestation among elementary school teachers. Barber and Mourshed (2007) revealed that the main driver of the diversity in students' learning at school is the quality of the teachers. Hattie (2009) pointed out that the quality of teachers still has a larger impact on students' learning.

Furthermore, Hepburn and Brown (2001) emphasized that the excessive workload given to the teachers is one of the many predictors compromising the quality of teaching. The same situation is experienced in accordance to the result of the undertaking. These aggravate the country's existing challenging educational situation, as they may lead to low morale among the already overworked. In the Philippines, quality teaching is being considered in today's education system because of the No Child Left behind Act (NCLB) of 2010. NCLB pushes the education department to improve the quality of teaching by requiring schools to hire qualified teachers to teach subjects in line with their specialization. This action is intending to address school inequities as experienced since many teachers are teaching outside their fields of expertise. The findings of this study on the high level of manifestation of quality teaching of elementary teachers despite the unpleasant circumstances that they face is something to be proud of. The school must be happy about this commendable performance of the teachers. The passion in them must be sustained by giving them intrinsic reward and extrinsic rewards to balance work and life thereby bringing about joy in what they are doing. Moreover, it must be noted that as revealed in certain studies, high level of quality teaching is tantamount to high level of student learning outcomes and high school effectiveness or performance.

## **V. CONCLUSION**

Findings of this study indicate that innovative work behavior of senior high school teachers has no significant relationship with work performance during the COVID-19 pandemic in contrast with self-awareness and job satisfaction which influence work performance. However, the variable self-awareness shows a weak relationship with work performance while job satisfaction shows 6.5% of significant influence showing strength of relationship with work performance. It also means that the remaining 93.5 percent of factors influencing work performance should be investigated further in future studies with a broader scope and larger sample size in order to achieve more accurate and precise study. It is also reflected on their Individual Performance Commitment Rating (IPCR) and marked as very satisfactory. The result further implies that job satisfaction is a significant factor to work performance of senior high school teachers during COVID-19 pandemic. In the qualitative phase of this study, six (6) themes emerged on what make the SHS teachers satisfied with their job during the COVID-19 pandemic, and these are the following: (1) spiritual awakening, (2) resilience, (3) time management, (4) healthy lifestyle, (5) work value realization and (6) students holistic development impartation. However, teachers show satisfaction on their job because despite the pandemic issue affecting the entire education system they were able to perform their job satisfactorily.

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