Competence, Satisfaction and Motivation on Distance Teaching of English Teachers

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Abstract:

This quantitative-qualitative study aimed to investigate the English teachers' competence, satisfaction, and motivation on distance teaching while considering external factors such as sex, age, educational attainment, type of school, education level taught, and length of English teaching experience. It involved 100 English teachers from public and private elementary, secondary and tertiary schools in the 4th District of Iloilo. A researcher-made questionnaire was used to collect the needed data. Means, percentages, and frequency counts, Mann-Whitney U-test, Kruskal Wallis, Multiple Regression, and Kendall's tau-b correlation were utilized to interpret the results. English teachers are highly competent, satisfied, and highly motivated in distance teaching as a whole and when grouped according to their personal profile. There are no significant differences in competence and satisfaction when grouped according to their personal profile except in educational attainment. Moreover, there are no significant differences in their motivation when categorized as to their personal profile. There is a significant relationship between English teachers' educational attainment and competence and motivation on distance teaching. There is a weak, positive correlation between competence and satisfaction, competence and motivation, and satisfaction and motivation on distance teaching of the respondents. A proposed training design was crafted out of the results of the study.

Keywords: English Language Teaching Competence, Satisfaction, Motivation, Distance teaching, Quantitative-Qualitative, 4th District of Iloilo

Introduction:

Nature of Problem

Due to the persistent effect of the global health crisis on education, schools provide students access to digital or broadcast remote learning opportunities to ensure that they acquire an education during the COVID-19 pandemic. This practice predominates today, and distance education (DE) has become a viable alternative for students to learn in a formal environment. Teachers should develop their competencies while considering the importance of technology integration in education (Akram H. et al., 2021).

Teaching in an online environment requires specific sets of skills. The teachers need to move beyond simply trying to use the internet to deliver standard classroom models and instead focus on developing ways to use the internet to establish a "richness" that enhances education (Mercado, 2018). According to Ofoegbu (2019), teachers' satisfaction and motivation for online teaching are the crucial factors that lead to classroom effectiveness and school improvement; it consists of the teachers' desire to participate actively in the educational process and procedure to benefit their students, parents, and society.

In the fourth district of Iloilo, only a few schools have teachers who opted to teach online due to a lack of gadgets, poor internet connection, lack of skills, anxiety to adapt to the changes in the teaching modalities, and minimal support from the school administration. Therefore, a study was needed to explore the relationship among online competence, satisfaction, and motivation in distance teaching of English teachers. The results were a basis for developing and preparing teachers' training design.

Current State of Knowledge

With the unexpected educational obstacles created by school closures due to the COVID-19 pandemic and the expanding global communication capabilities, learning and instruction are continually becoming less anchored to particular points in time and geographic location. This expansion has shifted how teaching and learning are perceived (Bates, 2020).

In many countries, instruction has shifted from traditional or face-to-face classroom settings to online learning environments. This shift has been occurring in all fields of education, including English language instruction (Kuama & Intharaksa, 2017).

In the traditional Western education paradigm, students travel to a school to learn via face-to-face interaction while being in the physical presence of a teacher and fellow students (Keegan, 2017). However, learners can now interact with teachers, peers, and subject matter in an environment that affords many benefits of face-to-face interaction without leaving their homes. It is believed that online teaching necessitates moving beyond traditional pedagogy to adopt new, more-facilitative practices (Mercado, 2018).

Bawane and Spector (2019) argue that the competencies utilized in online teaching do not entirely differ from those applied in face-to-face instruction; it is assumed that a teacher's past teaching experience serves as the foundation for teaching online (Wray, Lowenthal, Bates, & Stevens, 2018). However, some researchers contradict this idea and stress that teaching in the online modality is far different from teaching in the classroom. Moreover, the online teacher's role is different from that of a teacher instructing in the classroom (Ko & Rossen, 2017; Wray et al., 2018). The online teacher focuses on instruction and space, virtual pedagogical techniques, and strategies to engage students through virtual communication (Easton, 2018).

It is noted that not all faculty are suited for the online environment. Furthermore, it is believed that faculty cannot be expected to intuitively know how to design and deliver a practical online course. Even though technology courses are becoming more available to students, seasoned faculty have not been exposed to the techniques and methods needed to make online work successful. Although the principles of designing online and traditional classroom courses are similar, online English teachers need training and support to be willing to adopt this new teaching paradigm and be cognizant of how their course details will be implemented in the new environment.

Competence becomes the basis for a person in running an activity. With competence, it will be easier to produce a good performance in an activity. It becomes a factor that affects individual behavior and will affect performance in the end. Sulaiman, Almsafir, and Ahmad (2018) as cited by Amalia and Saraswati (2018) stated that many factors determine performance, but competence is one of the essential considerations in improving it. Lotunani et al. (2019), as cited by Amalia and Saraswati (2018), also pointed out that competence is the ability of individuals to perform tasks. Its concept is interpreted as knowledge, skills, and professional identity that will certainly affect performance.

An essential component of effective virtual instruction is faculty satisfaction and motivation to teach online (Moore, 2020). Satisfaction and motivation are critical evidence of student participation and productivity in a virtual classroom. This is why many pedagogical studies focus on these two areas.Despite advancing technology, the proliferation of personal devices that can adapt to online learning, and institutional pressure to offer online courses, many teachers resist the transition to online teaching (Mitchell, Parlamis & Claiborne, 2020; De Jong, 2017). While many factors contribute to instructors' resistance to change, it is vital to understand the specific aspects of the job that influence a teacher's satisfaction and motivation to teach in an online format.

Therefore, it is essential to improve educational reforms and progressive legislation and make effective policies through proper rules and regulations to create a conducive environment where teachers become satisfied by fulfilling their duties and responsibilities (De-Jesus and Lens, 2020). Lichoro (2020) also stated that there is still a need to identify competencies to prepare teachers to teach online. By doing so, we will be guided to prepare faculty to teach online.

Hagris and Wilcox (2018) stressed that professional presentations, instructional activities, meetings, and preparing manuscripts or other collaborative documents could all be developed in collaborative online meetings like Skype, Google tools including Talk, Chat, Calendar, Docs, and Notebooks, and Second Life. These may also be used to enhance education in distance learning or on-campus classes. The features, functionality, and intuitive ease of use promote collaborative efforts, increasing the effective and efficient use of time while decreasing costs. Hyperlinks are provided for tools so users can determine technology specifications, download necessary files, learn more about their capabilities, and locate help or support information.

Theoretical Underpinnings

The theoretical foundation used to guide this study and data analysis was derived from the different learning theories for online education and theories of motivation that were classified into content and process. Several theories derived from the major learning theories have emerged for online education. This study examined several theories regarding their appropriateness for the online environment. These are: The

Community of Inquiry model developed by Garrison, Anderson & Archer (2000) described online learning environments with three distinct presences: cognitive, social, and teaching (see Figure 1).

The Community of Inquiry is one of the popular models for online and blended courses because students and teachers use discussion boards, blogs, wikis, and videoconferencing to facilitate teaching-learning.
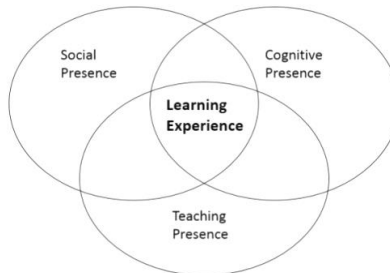

Figure 1. Community of Inquiry

Online collaborative learning (OCL) is a theory proposed by Linda Harasim (2012) that reiterates that internet facilities provide learning environments that foster collaboration and knowledge building. In OCL, there exist three phases of knowledge construction through discourse in a group: (1) Idea generating: the brainstorming phase where divergent thoughts are gathered; (2) Idea organizing: the phase where ideas are compared, analyzed, and categorized through discussion and argument; and (3) Intellectual convergence: the phase where intellectual synthesis and consensus occurs, including agreeing to disagree, usually through an assignment, essay, or another collaborative piece of work (Harasim, 2012). In OCL, students are encouraged to collaboratively solve problems through discourse and where the teacher plays the role of facilitator and learning community member.

This theory has some bearing on the study since during the pandemic, teachers' competence on the use of online modalities such as Zoom, Google Meet, Google Forms, Sheets, Drive, Calendar, Canva, Word Press, etc.in distance teaching becomes more necessary to facilitate the teaching-learning process effectively. Theories of motivation classified into content and process theories were derived from the major learning theories (Steers et al., 1996; Analoui, 2000, as cited by Matar, 2021). The content theories have identified needs, incentives, and work as important factors contributing to satisfaction and focus on the inner drivers of human behavior. One of these theories is Maslow's Hierarchy of Needs (Analoui, 2000, as cited by Matar, 2021).

Maslow's Hierarchy of Needs explains that personal needs can be arranged in a hierarchical order. In essence, once one of these needs has been satisfied, the person will focus on satisfying the next higher need which has been activated (Hilgert & Leonard, 1995; Luthans, 1995, as cited by Matar, 2021). In the context of the present study, if the needs of the teachers on developing their competence on online teaching is addressed through trainings and provision of needed materials, their satisfaction on how they do their tasks may be improved. This may further yield to increased motivation of teachers in order to be more productive facilitators of learning. On the other hand, Mihaly Csikszentmihalyi introduced Flow Theory in the 1970s based on research examining people who did activities for pleasure, even when they did not have money or fame.

This theory supports the present study. If teachers can achieve the flow state by achieving a balance between the challenges on distance teaching and their skills, they become more satisfied and intrinsically motivated to be better and productive educators.

Objectives

The main purpose of this study was to identify the level of competence, satisfaction and motivation on distance teaching of English teachers. Specifically, this study answered the following questions: 1) the significant differences in the competence on distance teaching of English teachers when grouped according to sex, age, educational attainment, type of school, education level taught, and length of English teaching experience; 2) the significant differences in the satisfaction on distance teaching of English teachers when grouped according to sex, age, educational attainment, type of school, education level taught, and length of English teaching experience; 3) significant differences in the motivation on distance teaching of English teachers when grouped according to sex, age, educational attainment, type of school, education level taught, and length of English teaching experience; 4) the significant relationship between competence and satisfaction on distance teaching of English teachers; 5) the significant relationship between competence and motivation on distance teaching of English teachers; and 6) the significant relationship between satisfaction and motivation on distance teaching of English teachers.

Research Methodology

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

Research Design

The mixed method of research was used to investigate the relationship and differences between competence, satisfaction, and motivation on distance teaching in relation to sex, age, educational attainment, type of school, educational level taught, and length of English teaching experience of English teachers in public and private elementary, secondary, and tertiary schools in the 4th District of Iloilo, and to develop a training design based on the study's findings.

Respondents

The study included 100 English teachers who were engaged in online teaching from the different elementary, secondary, and tertiary levels in the 4th District of Iloilo through purposive sampling technique.

Instruments

A method of data collection commonly used in social research is the questionnaire (Wimmer & Dominick, 2011). This self-report method relies on each respondent following instructions in the research procedure (Johnson & Christensen, 2011). Such an instrument can provide primary data or valuable complementary information (Gray, 2009). Among their benefits, questionnaires allow a large body of data (Wimmer & Dominick, 2011) to be collected relatively quickly (Bell, 2010; Bryman, 2012; Sarantakos, 2013) over a wide geographical area (Fraenkel & Wallen, 2008; Gall et al., 2007). This study used a researcher-made questionnaire composed of four (4) sections:
Personal Data of Respondent/Participants: This section contained information such as sex, age, educational attainment, type of school and length of English teaching experience of the respondents/participants of the study.
Competence on Distance Teaching. The researcher-made survey instrument measured how the participants could perform their tasks on distance teaching, particularly online, by choosing from the five-point Likert scale ranging from Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2), to Strongly Disagree (1).
Satisfaction on Distance Teaching. This section aimed to measure the satisfaction of teachers with the different aspects of their work on online teaching. Responses to these items are Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2), to Strongly Disagree (1).
Motivation on Distance Teaching. Respondents chose to what extent certain factors motivate them to do online teaching.

The 5-point Likert-type scale was utilized. Respondents were required to select one of the following responses to each item: Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2), to Strongly Disagree (1). The 5-point scale was selected in keeping with the literature on satisfaction, particularly in online teaching. The researcher considered it particularly suitable because it enabled two positive and two non-positive choices, in addition to the middle response, representing the impartial or undecided opinion.

Data Gathering Procedure

Prior approval was obtained from the Schools Head after establishing the instrument's validity and reliability. After that, the researcher sought clearance from their respective school heads to administer the questionnaire, which included a comprehensive introduction explaining the purpose of the study. They were assured of the total confidentiality of the data. After answering, the data was collected, tallied, tabulated, and interpreted based on the study's objectives using the proper statistical tools with the aid of the Statistical Package for Social Sciences (SPSS) by the statistician assigned.

Data Analysis and Statistical Treatment

The data were computer-processed using the Statistical Package for the Social Sciences (SPSS) for MS Windows 23.0 software. The competence, satisfaction, and motivation on distancing teaching of the respondents were analyzed using the following statistical tools:

Mean. Mean was used to determine English teachers' competence, satisfaction, and motivation on distance teaching.
Percentage and Frequency Count. Percentage and Frequency Count were used to determine the personal profile such as sex, age, educational attainment, type of school, and length of English teaching experience of English teachers.

Mann-Whitney U-test. Mann-Whitney U-test was used to determine the significant difference in the competence, satisfaction, and motivation on distance teaching of English teachers when they were grouped as to sex, age, type of school, and years of English teaching experience.

Kruskal-Wallis. Kruskal-Wallis was used to determine the significant difference in the competence, satisfaction, and motivation on distance teaching of English teachers when they were grouped according to educational attainment and educational level taught.

Multiple Regression. Multiple Regression was employed to determine the relationship among personal profile, competence, satisfaction, and motivation on distance teaching of English teachers.

Kendall's tau-b correlation. Kendall's tau-b correlation was employed to determine the relationship among English teachers' competence, satisfaction, and motivation on distance teaching.

Ethical Considerations

The researcher considered the ethical issues that might arise during the study. Thus, to protect the respondents, the researcher developed trust and confidence with them. This act is one way to maintain the integrity of the research and guard against misconduct and any impropriety. The researcher respected the informants' rights, needs, values, desires, and confidentiality of their responses on the questionnaire. The researcher carefully asked preliminary questions about personal issues before distributing the questionnaire.

Results and Discussion

This section deals with the presentation, analysis, and interpretation of data gathered to carry out the objectives of this study. Appropriate procedures were followed to give exact data and substantiate solutions to each problem. The data gathered from the respondents' responses to the instrument were tallied, tabulated, and subjected to statistical analysis and interpretation following the objectives of the investigation. These are reflected in this portion of the research work.

Differences in the Competence on Distance Teaching of English Teachers when Grouped According to Sex, Age, Type of School, Educational Attainment, Education Level Taught, and Length of English Teaching Experience

A.   Sex, Age, Type of School, and Length of Teaching Experience

To compare the competence on distance teaching of English teachers when grouped according to sex, age, type of school, and length of English teaching experience, a Mann-Whitney U test was employed. Results show there are no significant differences in the competence on distance teaching of English teachers when grouped according to age, U(NYounger=54, Nolder=46)=1234, z=-0.055, p>0.05; sex, U(NMale=25, NFemale=75)=775.5, z=-1.291, p>0.05; type of school, U(NPublic=57, NPrivate=43)=1062.5, z=-1.136, p>.05; and length of English teaching experience, U(NShorter=68, NLonger=32)=830.5, z=-1.904, p>0.05.

Thus, the null hypothesis stating that there are no significant differences in the competence on distance teaching of English teachers when grouped according to sex, age, type of school, and length of English teaching experience is hereby accepted.

The result supports the study conducted by De la Fuente (2020) that there is no significant difference in the teachers' ICT competence when grouped according to age and sex.

Moreover, the study has the same result as the research conducted by Graham et al. (2020) which found that the length of teaching experience does not affect the competence of teachers.

Table 6 shows the data.

Table 6
Differences in the Competence on Distance Teaching of English Teachers when grouped according to Sex, Age, Type of School, and Length of English Teaching Experience

Variables	Mean	Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Age			1234	0.956
Younger	50.35			
Older	50.67			
Sex			775.5	0.197
Male	56.98			
Female	48.34			
Type of School			1062.5	0.256
Public	47.64			
Private	54.29			
Length of English Teaching Experience			830.5	0.057
Shorter				

Longer

54.29
42.45

p>0.05

B. Educational Attainment and Educational Level Taught

A Kruskal-Wallis test was performed to compare English teachers' competence on distance teaching when grouped according to educational attainment and educational level taught. There is a significant difference on the competence of teachers based on their educational attainment, H(2)=17.591, p<0.05. Teachers with master's degrees have significantly higher competence than teachers with bachelor's degrees, p<0.05.

The null hypothesis stating that there is no significant difference in the competence on distance teaching of English teachers when grouped according to educational attainment is hereby rejected.

The result supported the study by Martin et al. (2019), which showed significant differences in gender, years of teaching online, and delivery method for faculty perceptions of the importance of online teaching competencies. Significant differences were also noted in years of teaching online and delivery methods concerning the ability to teach online.

On the other hand, there was no significant difference in the competence of teachers when grouped according to educational level taught, H(2)=0.529, p>0.05. Thus, accepting the null hypothesis states that there is no significant difference in the competence of teachers when grouped according to the educational level taught.

Farhat's (2021) analysis showed that university instructors possess the infrastructure for online teaching. Moreover, they reported positive perceptions about their readiness to teach online and the feasibility and usefulness of online teaching. However, instructors said that online teaching needed to be improved in assessment, teaching large classrooms, and delivering the practical components of the courses they taught. Findings suggest that instructors require formal training on integrating pedagogy with technology. Since online instruction is new in Lebanon, the study findings can help universities and other educational institutions direct their efforts to improve their online experience.

The data on the differences in the competence on distance teaching of English teachers when grouped according to educational attainment and educational level taught is shown in Table 7.

Table 7
Differences in the Competence on Distance Teaching of English Teachers when grouped according to Educational Attainment and Educational Level Taught

Variables	Df	Mean	Rank	Chi-Value	Square	Asymp. Sig. (2-tailed)
Educational Attainment	2			17.591		*0.001
Bachelor		57.05				
Master		30.28				
Doctorate		17.33				
Educational Level Taught	2			0.529		0.956
Primary		51.96				
Secondary		51.00				
Tertiary		45.15				

*p<0.05(*significant)*

Differences in the Satisfaction on Distance Teaching of English Teachers when Grouped According to Sex, Age, Type of School, Educational Attainment, Education Level Taught, and Length of English Teaching Experience

A. Sex, Age, Type of School, and Length of English Teaching Experience

A Mann-Whitney U test was employed to compare the satisfaction on distance teaching of English teachers when grouped according to sex, age, type of school, and length of English teaching experience. Results show there were no significant differences in the satisfaction on distance teaching of English teachers when grouped according to age, U(NYounger=54, Nolder=46)=1161, z=-0.561, p>0.05; sex, U(NMale=25, NFemale=75)=888.5, z=-0.39, p>.05; type of school, U(NPublic=57, NPrivate=43)=1151, z=-0.519, p>0.05; and length of English teaching experience, U(NShorter=68, NLonger=32)=862.5, z=-1.668, p>0.05.

The null hypothesis stating that there are no significant differences in the English teachers' level of satisfaction on distance teaching when grouped according to age, sex, type of school, and length of English teaching experience is accepted.

The study's result contradicts Bentea's (2017) study, which indicates differences between men and women in satisfaction and its dimensions. Still, satisfaction is affected by the level of continuous training. Also, satisfaction is influenced by the intensity of the needs for achievement and affiliation.

Table 8 presents the data.

Table 8
Differences in the Satisfaction of English Teachers on Distance Teaching when grouped according to Age, Sex, Type of School, and Length of Teaching Experience

Variables	Mean	Rank	Mann-U	Whitney	Asymp. Sig. (2-tailed)
Age			1161		0.575
Younger	49.00				
Older	52.26				
Sex			888.5		0.696
Male	52.46				
Female	49.85				
Type of School			1151		0.604
Public	49.19				
Private	52.23				
Length of English Teaching Experience			862.5		0.095
Shorter					
Longer					
	54.29				
	42.45				

p>0.05

B. Educational Attainment and Educational Level Taught

A Kruskal-Wallis test was used to compare the satisfaction on distance teaching of English teachers when grouped according to educational attainment and educational level taught. There was a significant difference on satisfaction of teachers based on their educational attainment, $H(2)=7.457$, $p<0.05$. Teachers with master's degrees were significantly more satisfied than teachers with bachelors' degrees, $p<0.05$. Thereby the null hypothesis stating that there is no significant difference on satisfaction of teachers on distance teaching based on their educational attainment is rejected.

Conversely, there was no significant difference in the satisfaction of teachers when grouped according to educational level taught, $H(2)=0.801$, $p>0.05$. Thus, the null hypothesis stating that there is no significant difference on English teachers' satisfaction on distance teaching on their educational level taught is accepted.

The data are shown in Table 9.

Table 9
Differences in the Satisfaction on Distance Teaching of English Teachers when grouped according to Educational Attainment and Educational Level Taught

Variables	df	Mean	Rank	Chi-Square Value	Asymp. Sig. (2-tailed)
Education Attainment	2			7.457	*0.024
Bachelor		54.79			
Master		37.03			
Doctorate		30.33			
Educational Level Taught	2			0.801	0.67
Primary		47.43			
Secondary		52.62			
Tertiary		47.12			

*p<0.05 (*significant)*

Differences in the Motivation on Distance Teaching of English Teachers When Grouped According to Sex, Age, Educational Attainment, Education Level Taught, and Length of English Teaching Experience

A. Sex, Age, Type of School, and Length of English Teaching Experience

A Mann-Whitney U test was employed to compare the motivation on distance teaching of English teachers when grouped according to sex, age, type of school, and length of English teaching experience. Results show there were no significant differences on the motivation on distance teaching of English teachers when grouped according to age, U(NYounger=54, Nolder=46)=1202.5, z=-.274, p>.05; sex, U(NMale=25, NFemale=75)=808.5, z=-1.03,

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p>0.05; type of school, U(NPublic=57, NPrivate=43)=1117, z=-0.758, p>0.05; and length of English teaching experience, U(NShorter=68, NLonger=32)=1026.5, z=-0.456, p>0.05.

The null hypothesis stating that there is no significant difference in English teachers' motivation on distance teaching when grouped according to age, sex, type of school, and length of English teaching experience is hereby accepted.

Table 10
Differences in the Motivation of English Teachers on Distance Teaching when grouped according to Age, Sex, Type of School, and Length of Teaching Experience

Variables	Mean	Rank	Mann-U	Whitney	Asymp. Sig. (2-tailed)
Age			1202.5		0.784
Younger	49.77				
Older	51.36				
Sex			808.5		0.303
Male	45.34				
Female	52.22				
Type of School			1117		0.449
Public	52.40				
Private	47.98				
Length of English Teaching Experience			1026.5		0.649
Shorter					
Longer					
	51.40				
	48.58				

p>0.05

B. Educational Attainment and Educational Level Taught

A Kruskal-Wallis test was performed to compare English teachers' motivation on distance teaching when grouped according to educational attainment and educational level taught. There was a significant difference on the motivation of teachers based on their educational attainment, H(2)=7.305, p<0.05.

The null hypothesis stating that there is no significant difference on the English teachers' motivation on distance teaching in connection with their educational attainment was rejected.

The study's results contradict the study of Abun et al. (2021), which found that educational attainment contributes to teachers' motivation level.

Contrarily, there was no significant difference in the motivation of teachers when grouped according to educational level taught, H(2)=2.675, p>0.05. Thus, the null hypothesis stating that there is no significant difference in English teachers' motivation on distance teaching when grouped according to their educational level taught is hereby accepted.

The study's results support that of Raghavan and Kumar (2018) that the highest need is professional advancement, followed closely by cognitive interest and communication improvement, while the lowest reported need is escapism/social stimulation. Age and work experience exhibited negative regression coefficients, indicating inverse associations with participation need.

Table 11 presents the data.

Table 11
Differences in the Motivation of English Teachers on Distance Teaching by Educational Attainment and Educational Level Taught

Variables	Df	Mean	Rank	Chi-Value	Square	Asymp. Sig. (2-tailed)
Education Attainment	2			7.305		*0.026
Bachelor		54.60				
Master		38.58				
Doctorate		24.83				
Educational Level Taught	2			2.675		0.263
Primary		49.43				
Secondary		53.45				
Tertiary		39.12				

*p>0.05 (*significant)*

Relationship Between the Personal Profile and Competence on Distance Teaching, Satisfaction on Distance Teaching, and Motivation on Distance Teaching of English Teachers

A Multiple Regression Analysis was utilized to determine the relationship between the personal profile and competence, satisfaction, and motivation on distance teaching of English teachers.

The regression results indicated that the model explained 15.6% of the variance and was a significant predictor of competence, $F(6,93)=2.867$, $p<0.05$. While among the predictors, only educational attainment contributed significantly to the model (B=-0.42, p=0.001).

The predictive model was:

Competence=4.841+(0.22*Age)-(0.188*Sex)-(0.42*Educational Attainment)-(0.087*Type of School)+(0.118*Educational Level Taught)-(0.061*Length of English Teaching Experience).

Results of the regression likewise indicated that the model explained 12.8% of the variance and that the model was a significant predictor of motivation, $F(6,93)=2.325$, $p<0.05$. While among the predictors, only educational attainment contributed significantly to the model (B=-0.315, p=0.002).

The predictive model for was:

Competence=4.785+(0.045*Age)+(0.112*Sex)-(0.315*Educational Attainment)-(0.172*Type of School)-(0.021*Educational Level Taught)+(0.067*Length of English Teaching Experience).

However, the regression results indicated that personal profile did not predict teacher satisfaction, $F(6,93)=1.499$, $p>0.05$.

The null hypothesis stating that there is no significant relationship between the personal profile and competence and motivation on distance teaching of English teachers is rejected.

On the other hand, the null hypothesis on the no significant difference between the personal profile and teacher's satisfaction is accepted.

The results support the study of Raghavan and Kumar (2018) that the highest need is professional advancement, followed closely by cognitive interest and communication improvement, while the lowest reported need is escapism/social stimulation. Age and work experience exhibited negative regression coefficients, indicating inverse associations with participation need.

According to Mora-Ruao et al. (2018), teachers' traits such as age (older instructors are found to collaborate to a lower extent than their younger colleagues), gender (female teachers are more inclined to cooperate than male teachers), and experience impact their willingness to collaborate (i.e., teacher collaboration is higher among novice teachers).

The study of Salayo et al. (2021) revealed that respondents have positively engaged in different virtual lessons and activities. This affirmative participation also gives way to construct online satisfaction among teachers despite a few identified circumstances like the students' poor confidence in their learning, the benefits of online teaching and instructional materials, and school authorities' support. Still, teachers' and students' engagement and satisfaction remain different. In contrast, teachers' profiles like strand and year in service appear significant to teachers' satisfaction, while age and educational attainment appear essential for both teachers' engagement and satisfaction. Results further prove that the quality of attention in a virtual learning environment remains a significant academic issue during the COVID-19 pandemic to achieve pedagogical and learning success.

The data are shown in Table 12.

Table 12
Multiple Regression on Personal Profile and Competence, Satisfaction, and Motivation

Correlation	R	R2	F	Sig.
Personal Profile - Competence	0.4	0.16	2.95	*0.011
Age				0.057
Sex				0.146
Educational Attainment				*0.004
Type of School				0.424
Educational Level Taught				0.193
Length of English Teaching Experience				0.452
Personal Profile - Satisfaction	0.297	0.088	1.499	0.187
Age				0.275
Sex				0.434

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Educational Attainment				0.072
Type of School				0.698
Educational Level Taught				0.305
Length of English Teaching Experience				0.330
Personal Profile - Motivation	0.357	0.128	2.271	*0.043
Age				0.409
Sex				0.249
Educational Attainment				0.007
Type of School				0.040
Educational Level Taught				0.644
Length of English Teaching Experience				0.847

*p>0.05 (*significant)*

Relationship between Competence and Satisfaction of English Teachers on Distance Teaching

A Kendall's tau-b correlation was performed to determine the relationship between competence and satisfaction among 100 teachers. There was a weak, positive correlation between competence and satisfaction, which was statistically significant (τ_b = .438, p = .001).

The null hypothesis stating that there is no significant relationship between the competence and satisfaction of English teachers on distance teaching is hereby rejected.

Stevens (2017) supports the study's conclusions that instructors appreciated having flexibility in when, where, and how they taught. Using open educational resources was crucial because it allowed teachers to make changes to match the requirements of their students. Second, instructors were most happy when they had time to connect with pupils personally. Third, instructors tended to be most comfortable when their efforts improved student achievement. Similarly, instructors valued administrative assistance that boosted their ability to influence student achievement. They also talked about potential conflicts that school administrators can face as they try to balance these elements with other, often opposing, and pressures.

The study's findings, however, contrast the results of Hawkins, Barbour, and Graham (2017). They conducted and evaluated teacher interviews at a more established state-run Online virtual high school and discovered instructors to be primarily dissatisfied with online instruction.

Table 13 presents the data.

Table 13
Relationship between the English Teachers' Competence and Satisfaction on Distance Teaching

Variables	Kendall's tau_b	Sig. (2-tailed)
Competence	1.00	
Satisfaction	0.438	*0.001

*p>0.05 (*significant)*

Relationship between Competence and Motivation of English Teachers on Distance Teaching

A Kendall's tau-b correlation was run to determine the relationship between competence and motivation among 100 teachers. A weak, positive correlation between competence and motivation was statistically significant (τ_b = 0.389, p = 0.001).

The null hypothesis stating that there is no significant relationship between the English teacher's competence and motivation on distance teaching is hereby rejected.

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The findings confirm the findings of Sumatra et al. (2017). They discovered a significant positive association between teachers' success motivation and professional competence (when examined jointly) and primary school teachers' job performance.

The result of the present study supports the findings of Adams (2017), which demonstrated a variety of significant faculty viewpoints on support services for distance education instruction. The results revealed a statistically significant link between teacher support services and student satisfaction with online learning. The data also found that a substantial proportion of faculty members reported needing more technical training and support for faculty conducting online courses.

The data are shown in Table 14.

Table 14
Relationship between the English Teachers' Competence and Motivation on Distance Teaching

Variables	Kendall's tau_b	Sig. (2-tailed)
Competence	1.00	
Motivation	0.389	*0.001

*p>0.05 (*significant)*

Relationship between Satisfaction and Motivation of English Teachers on Distance Teaching

A Kendall's tau-b correlation was run to determine the relationship between satisfaction and motivation among 100 teachers. There was a weak, positive correlation between satisfaction and motivation, which was statistically significant ($\tau b = 0.392$, $p = 0.001$).

The null hypothesis stating that there is no significant relationship between the English teachers' satisfaction and motivation on distance teaching is rejected.

Stevens (2017) found out that teachers enjoyed having flexibility in when, where, and how they taught. Second, teachers were most satisfied when they were provided with time to interact individually with students. Third, teachers appeared most satisfied when their efforts positively impacted student performance.

On the other hand, more recently, Hawkins, Barbour, and Graham (2017) conducted and analyzed teacher interviews at a more established state-run Online virtual high school and found teachers to be generally unsatisfied teaching online.

Velasquez et al. (2018) also described one teacher who explained that the added flexibility made it difficult to disconnect from work and find a "healthy balance in her personal life". As a result, anytime/anywhere instructional models can also decrease teacher satisfaction if teachers fail to establish.

Borup, Graham, and Davies (2018) found a high variance in the quantity of time online students reported interacting with their teacher and concluded that the variance was a reflection of the highly flexible learning environment that afforded teachers the ability to spend more time responding to individual students who had greater needs than more autonomous learners. Similarly, Velasquez et al. (2018) found teachers at a full-time online high school spent most of their instructional time in one-to-one interactions, which allowed them to build close caring relationships with some students. Teachers in their study also "expressed a sense of joy and satisfaction when students reacted favorably to their caring actions" (Velasquez et al., 2018.)

Bivariate correlation analysis and a one-way repeated measures analysis were conducted by Lewis (2019) to determine if there were relationships between the variables. The bivariate correlation results and one-way repeated measures analysis suggested a connection between the dependent variables, overall perceptions, attitudes, levels of job satisfaction, technology use, and faculty teaching distance online education courses.

Velasquez et al. (2018) also cited one instructor who claimed that the increased flexibility made it harder for her to unplug from work and maintain an excellent personal balance. As a result, anytime/anywhere teaching approaches might reduce teacher satisfaction if teachers need to establish clear expectations.

According to Elshami (2021), total satisfaction among students was 41.3%, while teacher satisfaction was 74.3%. Students were most happy with communication and flexibility, while teachers were most impressed with students' passion for online learning (92.9%). Technical issues affected student satisfaction, while faculty were impeded by increased workload and the time necessary to produce teaching and evaluation materials. The themes that emerged from the thematic analysis as impacting student and teacher satisfaction were study load and workload, improving engagement, and technological problems (SWEET). Adopting a combination of synchronous and asynchronous approaches, incorporating different applications to engage students, and providing timely feedback are imperative to increasing student satisfaction. At the same time, institutional support and organizational policy could enhance faculty satisfaction.

The data are presented in Table 15.

Table 15
Relationship between the English Teachers' Satisfaction and Motivation on Distance Teaching

Variables	Kendall's tau_b	Sig. (2-tailed)

Satisfaction	1.00	
Motivation	.392	*.001

*p>0.05 (*significant)*

Conclusions:

English teachers display the same competence regardless of age, sex, type of school, length of teaching experience, and educational level taught, except for their educational attainment. Educational qualifications and competence are highly related. This result is not surprising as educational systems aim to equip individuals with the competencies necessary to participate in society. Moreover, Massing et al. (2017) found that educational attainment shows the most vital relationship with competencies of all background variables examined when adjusting for other socio-demographic factors.

Probably, English teachers display the same level of satisfaction regardless of their age, sex, type of school, length of teaching experience, and educational level taught, except for their educational attainment. The result supports the findings of Topchyan et al. (2020) that length of teaching experience does not significantly affect job satisfaction or work engagement.

English teachers are motivated to do distance teaching regardless of age, sex, type of school, length of teaching experience, educational level taught, and educational attainment. Educational attainment is a significant predictor of English teachers' competence and motivation on distance teaching. English teachers who are competent in teaching are satisfied with their instruction tasks, particularly in distance teaching. Competent English teachers are the motivated ones. If the teachers master the content of their teaching, they are motivated to deliver the lesson even though it is distant. Teachers who are satisfied with their present status as facilitators of distance teaching are also motivated to do the task despite all the struggles they encountered, particularly during these trying times of the pandemic.

The following recommendations are advanced: 1) The Department of Education, through its Human Resource Office in the Schools Division of Passi City and Iloilo, may further enhance the teachers' pedagogical skills by sending them to training and workshops or enrolling in short-term courses using technology-apt software and programs necessary for online teaching. 2) LAC Leaders in every school, regardless of their level, may continue to include in their Learning Action Cells (LAC) session some topics on professional development to maintain and further strengthen their eagerness to perform their functions and duties professionally. 3) Schools Division of Passi City and Iloilo may initiate more programs and projects in order to sustain the motivation not only of the English teachers but also of all the teachers in the whole divisions, like providing incentives and rewards at the end of every school year, particularly promotion and service credits to the top teacher performers. 4) The Passi City and Iloilo School Divisions may offer or grant scholarships to financially disadvantaged English teachers who performed best in their Division to continue their graduate studies, thereby improving their content knowledge, pedagogical skills, and leadership prowess in the performance of their duties. 5) School Heads may encourage English teachers to finish their master's and doctor's degrees to boost their self-confidence and level their self-efficacy, thus elevating their satisfaction and motivation on distance teaching. 6) English teachers' competence may still be further enhanced to fully capacitate them in achieving their goals and aspirations in their teaching profession, thus, increasing their satisfaction towards distance teaching. And, 7) Training English teachers who will continue to do distance teaching may greatly help the provision of quality education. National Educators Academy of the Philippines (NEAP) may send English teachers to trainings and give slots for webinars, particularly on ICT applications, to fully equip them on remote/ distance teaching.

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