

Teachers Beyond Walls: Examination Of The Job Satisfaction Of Home-Based Virtual Teachers

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Abstract

One of the arguments often brought against theories of job satisfaction is that there is little account made on the differences between people as far as personal variables are concerned. This study investigated some of these variables such as age, sex, civil status, and educational attainment. It described the job satisfaction level and the respondents' personal variables and tried to see the differences in the respondents' job satisfaction level as affected by these variables. The results show that the respondents are generally at a "satisfied" level on their jobs, however, they are "dissatisfied" with how their employers relate to them, and the implementation of policies as far as their jobs are concerned. The study further revealed that there is no significant difference in the job satisfaction levels of the respondents when grouped according to some profile variables. Meanwhile, the researcher recommends that foreign online education companies should consider reviewing and make necessary revisions on their employee-employer relationship guidelines to their home-based virtual English teachers. It is also recommended that our policymakers here in the country should consider the specific rights and benefits that online worker like home-based virtual English teachers deserve to have on the labor code of the country.

Keywords: virtual teachers, job satisfaction, home-based teachers

INTRODUCTION

Doing jobs online has been on a roll for a number of years now and continuously speeding up. According to Murthy (2019), the number of e-commerce business companies in the world excluding China has ballooned to approximately 2 million and 3 million which brought birth to the employment of professionals and non-professional workers in the comfort of their homes. Through this, it is possible for all the people worldwide to get hired through the gig economy which is a free-market system where organizations and independent workers engage in short-term work arrangements (Duszyński, 2020).

With this opportunity, many Filipinos regardless of age and educational attainment have

widely engaged themselves in this virtual world of work. They manage their own time working at home. This is clearly manifested on the numbers recorded by the Payoneer on their Global Gig-economy Index of the second quarter of 2019 where the Philippines placed sixth among the top-10 countries. The country has recorded 35% revenue growth year over year on virtual work or online jobs which are classified as freelancers, consultants, independent contractors and professionals and temps (temporary contract workers). It is also notable that even undergraduate Filipinos who possess the skills and technical know-how of any job are finding their niche in this world's virtual workplace like the online English teachers, lay-out artists and customer service assistants or virtual assistants. Lastly, the competitiveness of Filipinos in

speaking English made them secure an online job easily.

According to Hasnan (2019), majority of the Filipinos working online use freelancer platforms or websites called Upwork and Freelancer where they can be hired by employers or contractors for jobs like data entry/internet research, virtual assistance, customer service, website designers, writers, marketing consultants, etc. While other online jobs in teaching are widely spread on Facebook, a popular social media tool among Filipinos, where a lot of online-education companies publish their hiring notices.

Given this job trend that undeniably provides more possible employments for Filipinos and a helpful way to suppress unemployment in the country, it is also common and apt to conduct a survey assessment on the level of job satisfaction of Filipino virtual workers to better understand what this job industry is like to them and to determine some problems affecting their performance at work that may be or need to be addressed through policy formulation from the government that may secure their rights at work as virtual workers. Also, this study aimed to determine possible means where the government can play a significant role in maximizing the country's competitiveness in virtual global employment markets by empowering the group of Filipino virtual teachers or online workers through government-initiated training and workshops and tailoring the current labor laws to fit the needs of virtual workers.

METHODOLOGY

This study is guided by a quantitative research design. Specifically, this study employed the descriptive correlational survey research to carry out successfully the objectives stated in this study. A survey was conducted by the researcher to gather pertinent data and were treated using

descriptive and inferential statistics. A survey is a general view, examination, or description of people's attitudes, impressions, opinions, expectations, beliefs, and behaviors on specific facts.

This study used convenience sampling. Since the number of virtual teachers are unknown, the respondents were invited thru the assistance of human resource managers of virtual school companies known to the researchers. Furthermore, the data was collected using online platforms.

On the other hand, the instrument used in this study is a structured questionnaire composed 11 subscales. These are Nature of Work, Pay and Incentives, Home-based Work Environment, Company Training and Development, Company/Management Policies, Managerial Supervision, Personal Growth and Development, Employee-Employer Relationship, Student-Teacher Relationship, Teaching Methodologies, and Teaching Tools/Equipment. Using a 4-point Likert Scale, the respondents have expressed their level of satisfaction to the indicators.

As a protocol to data analysis, prior to the conduct of the formal analysis, normality and linearity of data were checked. Mean and percentage were used to describe the profile and the level of job satisfaction of the respondents. Analysis of Variance and Independent Samples T-test were used to determine if the job satisfaction of the respondents differ according to their profile.

RESULTS AND DISCUSSION

This section presents the analysis, presentation and interpretation of data collated from the job satisfaction of home-based virtual English teachers. This study had 500 respondents who are working as home-based virtual English teachers at the time this study was conducted.

Table 1. Frequency and Percentage Distribution of Respondents as to Age

Age Range	Frequency	Percentage
49-54	2	0.40
43-48	22	4.40
37-42	73	14.60
31-36	155	31.00
25-30	169	33.80

19-24	79	15.80
Total	500	100.00

Mean Age = 31.05

Table 1 shows the ages of the 500 respondents who participated in this study. The most number of respondents are ages 25 to 30 recording 169 with the percentage of 33.80 of the total number of respondents followed by respondents of ages

31 to 36 at 31%; 19 years old to 24 years old at 15.8%; 43 years old to 48 years old at 4.4%; and 49 years old to 54 years old at .4%, the least number of respondent for this study.

Table 2. Frequency and Percentage Distribution of Respondents as to Sex

Sex	Frequency	Percentage
Male	80	16.00
Female	420	84.00
Total	500	100.00

Table 2 summarizes the number of respondents according to their sexes. Female respondents dominated this study with the highest percentage

of 84, while only 80 males (16%) responded to this study.

Table 3. Frequency and Percentage Distribution of Respondents as to Educational Attainment

Educational Attainment	Frequency	Percentage
Post-graduate Graduate	20	4.00
Post- graduate level	21	4.20
College Graduate	434	86.80
College Level	24	4.80
High School Graduate	1	0.20
Total	500	100.00

Table 3 gives us information on the educational attainment levels of the respondents. Among all the respondents, 434 college graduates with the percentage of 86.80 dominated this study. There are also 24 college level respondents to this study.

The others are 21 post-graduate level and 20 post-graduate graduates. Meanwhile, there was only 1 high school graduate who participated in this study.

Table 4. Frequency and Percentage Distribution of Respondents as to Civil Status

Civil Status	Frequency	Percentage
Married	306	61.20
Single	194	38.80
Total	500	100.00

Table 4 reveals the civil status of the respondents. As shown, 306 (61.20%) respondents are

married, while the rest, 194 with the percentage of 38.80 are single.

Table 5. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Nature of Work

Nature of Work	Mean	DS
1. I can choose my preferred class time/schedule.	3.42	HS
2. I can work at home.	3.42	HS

3. I can manage my class time.	3.12	S
4. I can teach well even with less to no supervision from my manager.	3.21	S
5. I can do other online jobs in my free time.	3.04	S
Category Mean	3.24	S

Table 5 highlights the level of satisfaction of the respondents in terms of the nature of their work. The respondents are highly satisfied (HS) in choosing their preferred class time or schedule and in working at home with the same mean of 3.42. However, they remain to be satisfied in managing their class time, in teaching well even

with less to no supervision from their manager, and in doing other online jobs in their free time with the mean of 3.12, 3.21, and 3.04, respectively. Overall, the respondents are satisfied with the nature of their work as home-based virtual English teachers at 3.24 category mean.

Table 6. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Pay and Incentives

Pay and Incentives	Mean	DS
1. I can get decent income for delivering my classes well.	2.94	S
2. I can get reasonable hourly rate that matches my qualification as an English Teacher.	2.67	S
3. I can get completion bonus for the successful completion of all my classes and reasonable incentives when teaching on holidays and weekends.	2.43	DS
4. I can get reasonable increase in hourly rate after reaching a certain teaching level.	2.29	DS
5. I can get additional incentives for every positive feedback or reward given by my student.	2.24	DS
Category Mean	2.51	S

Table 6 reveals that the respondents are satisfied (S) with the decent income they get for delivering their classes well and with the reasonable hourly rate they get that matches their qualification as an English teacher at 2.94 and 2.67 mean, respectively. Nevertheless, they are dissatisfied (DS) with: 1) the completion bonus they get for the successful completion of all their classes and for the reasonable incentives when teaching on

holidays and weekends, 2.43 mean; 2) their increase in hourly rate after reaching a certain teaching level, 2.29; and 3) the additional incentives for every positive feedback or reward given by their students, 2.24. Despite the latter, the respondents still appear to be satisfied with their pay and incentives with the category mean of 2.51.

Table 7. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Home-based Work Environment

Home-based Work Environment	Mean	DS
1. My workplace at home is free from distraction such as noise from my family members, pets and neighbors.	3.27	HS
2. My home location has smooth access to my primary and secondary Internet.	3.62	HS
3. My home location rarely experiences blackout or sudden power interruption.	3.47	HS
4. My workplace at home is well-ventilated and aired so I am comfortable working long hours.	3.51	HS
5. I have a spacious workplace or working room where I can move comfortably when conducting my classes.	3.46	HS
Category Mean	3.47	HS

Table 7 unveils that the respondents are highly satisfied (HS), with the category mean of 3.47, with their home-based work environment. As shown, the respondents shows high satisfaction on: 1) their workplace at home being free from distraction such as noise from their family members, pets and neighbors by 3.27; 2) their home location having smooth access to their

primary and secondary Internet at 3.62; 3) their home location that rarely experiences blackout or sudden power interruption, 3.47; 4) their workplace at home being well-ventilated and aired so they are comfortable working long hours, 3.51; and 5) having a spacious workplace or working room where they can move comfortably when conducting their classes, 3.46 mean.

Table 8. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Company Training and Development

Company Training and Development	Mean	DS
1. There is sufficient training provided/imparted by the company which is conducted online through Skype or other conferencing software by the Training Managers.	3.43	HS
2. The training provided by the company is/are useful to acquire knowledge and skill in teaching English to students of different levels.	3.54	HS
3. The company provides free training for the teachers and issues completion certificates.	3.28	HS
4. The trainings improve my competence and level-up my qualification as an English Teacher to Second Language Learners.	3.33	HS
5. I agree to how the company chooses the teachers who will take the trainings.	3.22	S
Category Mean	3.36	HS

Table 8 discloses the satisfaction level of the respondents on company training and development. The table shows that the respondents are highly satisfied with the training and development conducted by their company. Particularly, they express high satisfaction on the sufficient training provided/imparted by the company which is conducted online through Skype or other conferencing software by the Training Managers by 3.43 mean; the training provided by the company which is/are useful to

acquire knowledge and skill in teaching English to students of different levels at 3.54 mean; providing free training for the teachers and issues completion certificates by 3.33 mean; and the trainings improving the virtual teachers' competence and leveling-up their qualification as English Teachers to Second Language Learners at 3.22 mean. As to how the company chooses the teachers who will take the trainings, the respondents remain to be satisfied at 3.22 mean.

Table 9. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Company/Management Policies

Company/Management Policies	Mean	DS
1. The policies of management are sound and fair to the company, to the students and to the online/virtual teachers.	2.77	S
2. The company considers the online/virtual teachers' welfare and its correlation with productivity.	2.51	S
3. The company has appropriate measurements on individual efficiency for salary increment purposes.	2.18	DS
4. The company conducts rational/fair investigation to address conflicts between online/virtual teachers and their students before imposing a punishment or a penalty to the online teachers.	2.11	DS

5. The company is transparent to sudden changes of rules and regulations in conducting classes.	2.15	DS
Category Mean	2.35	DS

Based on **Table 9** the respondents are dissatisfied with the company/management policies with a total category mean of 2.35. They are mainly dissatisfied with their company's appropriate measurements on individual efficiency for salary increment purposes, how the company conducts rational/fair investigation to address conflicts between online/virtual teachers and their students before imposing a punishment or a penalty to the online teachers, and the company's transparency

to sudden changes of rules and regulations in conducting class with the means 2.18, 2.11, and 2.15, respectively. However, they express satisfaction not only on the policies of management which are sound and fair to the company, to the students and to the online/virtual teachers at 2.77 mean, but to the company's consideration of the online/virtual teachers' welfare and its correlation with their productivity by 2.51 mean as well.

Table 10. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Managerial Supervision

Managerial Supervision	Mean	DS
1. My manager is always supportive to me and continuously consults my ideas on the problems I encounter in my classes.	2.96	S
2. My manager communicates well with me and discuss possible room for improvements in my teaching methods and skills.	3.02	S
3. I can easily reach out to my manager when problems occur that badly influence my teaching delivery/performance.	2.73	S
4. My manager acknowledges and recognizes my excellent performances in teaching.	2.69	S
5. I trust my manager.	2.85	S
Category Mean	2.85	S

Table 10 shows satisfaction level of the respondents on managerial supervision. The category mean falls under satisfied level with the total average category mean of 2.85. It shows that the respondents are satisfied with 1) their manager being always supportive and continuously consulting their ideas on the problems they encounter in their classes; 2) their manager communicating well with them, and discussing possible room for improvements in

their teaching methods and skills; 3) their manager whom the respondents can easily reach out to when problems occur that badly influence their teaching delivery/performance; 4) their manager who acknowledges and recognizes their excellent performances in teaching; and 5) their trust to their managers. All of which have average means of 2.96, 3.02, 2.73, 2.69, and 2.85, respectively.

Table 11. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Personal Growth and Development

Personal Growth and Development	Mean	DS
1. I enjoy listening to my students' ideas and learn from them as well.	3.36	HS
2. My job allows me to be more resourceful and creative.	3.64	HS
3. My job enhances my communication skills in English which prepare me for other possible virtual job opportunities.	3.50	HS

4. My job lets me research for possible topics for discussion with my students which also widens my knowledge in different subject matters.	3.37	HS
5. My job lets me work responsibly even with no supervision.	3.36	HS
Category Mean	3.45	HS

Table 11 reveals the satisfaction level of the respondents on personal growth and development. The respondents convey high satisfaction on this category where the total average mean falls on 3.45 that denotes highly satisfied. They are certainly highly satisfied on listening to their students' ideas and learn from them as well and highly satisfied on their job for letting them work responsibly even with no supervision with the same average mean of 3.36 mean followed by their job letting them research

for possible topics for discussion with their students which also widens their knowledge in different subject matters at 3.37 mean. Meanwhile, the respondents' highest satisfaction requirement on this category falls on their job allowing them to be more resourceful and creative, and for enhancing their communication skills in English which prepares them for other possible virtual job opportunities at means 3.64 and 3.50, respectively.

Table 12. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Employee-Employer Relationship

Employee-Employer Relationship	Mean	DS
1. My company respects and acknowledges the home-based online teachers' teaching skills.	2.96	S
2. My company controls teaching styles and methods of the online teachers.	2.65	S
3. My company values the roles of the online teachers in the company's growth.	2.19	DS
4. My company provides secured employment to its home-based online teachers.	2.17	DS
5. My company acknowledges the suggestions and ideas of its home-based online teachers in crafting new regulations/policies aiming to improve home-based online teachers' teaching performance and course development.	2.24	DS
Category Mean	2.44	DS

Table 12 shows the dissatisfaction level of the respondents on employee-employer relationship category at 2.44 average category mean. The respondents are especially dissatisfied how the company values the roles of the online teachers in the company's growth at 2.19 mean; how the company provides secured employment to its home-based online teachers by 2.17 mean; how the company acknowledges the suggestions and ideas of its home-based online teachers in crafting

new regulations/policies aiming to improve home-based online teachers' teaching performance and course development at 2.24. On the other hand, they are satisfied with how the company respects and acknowledges the home-based online teachers' teaching skills and how the company values the roles of the online teachers in the company's growth with the means 2.96 and 2.65, correspondingly.

Table 13. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Student-Teacher Relationship

Student-Teacher Relationship	Mean	DS
1. My students are respectful, friendly and understanding.	3.20	S
2. I get along well with my students regardless of their learning insights.	3.54	HS
3. I can determine and deliver my classes decently and successfully to my students regardless of their English level.	3.32	HS
4. My students listen carefully and interact with me in class discussions.	3.16	S

5. My students appreciate my class activities and give me positive feedback on my teaching skills.	2.95	S
Category Mean	3.24	S

Table 13 denotes the satisfaction level of the respondents as to student-teacher relationship. The table clearly shows that the respondents are satisfied with how they relate with their students. However, they have the highest satisfaction on getting along well with their students regardless of their learning insights at 3.54 mean and determining and delivering their classes decently and successfully to their students regardless of

their English levels at 3.32. On one hand, the respondents are satisfied 1) that their students appreciate their class activities and give them positive feedback on their teaching skills; 2) that their students listen carefully and interact with them in class discussions; and 3) that their students are respectful, friendly and understanding with average individual means of 2.95, 3.13 and 3.20, respectively.

Table 14. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Teaching Methodologies

Teaching Methodologies	Mean	DS
1. I ensure that my classes are student-centered and give more talking-time to my students.	3.24	S
2. I manage to employ Total Physical Response (TPR) to increase students' level of comprehension in class.	3.19	S
3. I use toy props and physical objects (realia) to engage young learners in my class.	3.18	S
4. I use some language games to reinforce student's understanding of the lesson.	3.20	S
5. I always adopt flexible teaching styles for different learners considering their language level.	3.40	HS
Category Mean	3.26	HS

Table 14 shows the high satisfaction of the respondents in terms of their teaching methodologies at 3.26 average category mean. Particularly, they are highly satisfied on their ability to adopt flexible teaching styles for different learners considering their language level at 3.40 mean. Also, they are pleased and satisfied with them using toy props and physical objects

(realia) to engage young learners in their class at 3.18; managing to employ Total Physical Response (TPR) to increase students' level of comprehension in class at 3.19 mean; using some language games to reinforce student's understanding of the lesson by 3.20; and ensuring that their classes are student-centered and giving more talking-time to their students at 3.24 mean.

Table 15. Mean and Descriptive Scale Distribution on the Job Satisfaction Level of Respondents Relative to Teaching Tools/Equipment

Teaching Tools/Equipment	Mean	DS
1. My Internet connection is always stable.	3.40	HS
2. My computer/laptop runs smoothly when I am doing my classes.	3.59	HS
3. The company's classroom applications are user-friendly.	2.42	DS
4. The company's website is always accessible.	2.19	DS
5. The company's learning materials are comprehensive and well-designed.	3.27	HS
Category Mean	2.97	S

Table 15 reveals that the respondents are satisfied with their teaching tools/equipment in conducting their classes with the average category mean of 2.97. However, they mainly show high satisfaction on the company's learning materials which are comprehensive and well-designed at 3.27 mean; also, high satisfaction not only on

their stable Internet connection at 3.40, but on their computer/laptop running smoothly when they are doing their classes at 3.59 as well. Nonetheless, they still have dissatisfaction on the company's classroom applications and company's website at 2.42 and 2.19, respectively.

Table 16. Summary Table on the Job Satisfaction Level of Respondents

Dimension	Mean	DS
1. Nature of Work	3.24	S
2. Pay and Incentives	2.51	S
3. Home-based Work Environment	3.47	HS
4. Company Training and Development	3.36	HS
5. Company/Management Policies	2.35	DS
6. Managerial Supervision	2.85	S
7. Personal Growth and Development	3.45	HS
8. Employee-Employer Relationship	2.44	DS
9. Student-Teacher Relationship	3.24	S
10. Teaching Methodologies	3.26	HS
11. Teaching Tools/Equipment	2.97	S
Overall Mean	3.01	S

Table 16 summarizes the individual mean of each dimension considered to influence the job satisfaction level of respondents as home-based virtual English teachers. As shown on the table above, the respondents remain satisfied with their job as home-based virtual English teachers at 3.01 overall mean. It is also noted that the respondents are especially high satisfied on their home-based work environment, company training and development, personal growth and development and teaching methodologies with

the category means 3.47, 3.36, 3.45 and 3.26, respectively. Meanwhile, their responses on nature of work, pay and incentives, managerial supervision, student-teacher relationship, and teaching tools/equipment are all on satisfied level with the means 3.24, 2.51, 2.85, 3.24 and 2.97, correspondingly. However, the respondents are still displeased with the company's/management's policies and the employee-employer relationship at 2.35 and 2.44, respectively.

Table 17. Test of Difference Among the Job Satisfaction Level of the Respondents When Grouped According to their Age

Dimension	Fc	Sig. (2-tailed)	Decision
Nature of Work	.989	.424	Accept Ho
Pay and Incentives	1.978	.080	Accept Ho
Home-based Work Environment	1.130	.343	Accept Ho
Company Training & Development	.862	.507	Accept Ho
Company/Management Policies	2.578	.053	Accept Ho
Managerial Supervision	2.523	.066	Accept Ho
Personal Growth and Development	.959	.443	Accept Ho
Employee-Employer Relationship	.376	.865	Accept Ho

Student-Teacher Relationship	.907	.476	Accept Ho
Teaching Methodologies	.528	.755	Accept Ho
Teaching Tools	.869	.502	Accept Ho

$\alpha = 0.05$

Table 17 shows test of difference between the job satisfaction level of the respondents when grouped according to their age. The table above clearly reveals that the job satisfaction level of the respondents on the dimensions of nature of work, pay and incentives, home-based work environment, company training and development, company/

management policies, managerial supervision, personal growth and development, employee-employer relationship, student-teacher relationship, teaching methodologies and teaching tools/equipment/materials have no significant difference even when the respondents are grouped according to their ages.

Table 18. Test of Difference Between the Job Satisfaction Level of the Respondents When Grouped According to their Gender

Dimension	Respondents	N	Mean	t	df	Sig. (2-tailed)	Decision
nature of work	Male	80	3.0950	-2.756	498	.006	Reject Ho
	Female	420	3.2690				
pay and incentives	Male	80	2.4875	-.485	498	.628	Accept Ho
	Female	420	2.5190				
home based work environment	Male	80	3.4275	-.922	498	.357	Accept Ho
	Female	420	3.4743				
company training and development	Male	80	3.3600	.038	498	.970	Accept Ho
	Female	420	3.3576				
company/management policies	Male	80	2.2775	-1.196	498	.232	Accept Ho
	Female	420	2.3581				
managerial supervision	Male	80	2.7075	-2.163	498	.031	Reject Ho
	Female	420	2.8638				
personal growth and development	Male	80	3.2825	-3.500	498	.001	Reject Ho
	Female	420	3.4767				
employee-employer relationship	Male	80	2.3450	-1.464	498	.144	Accept Ho
	Female	420	2.4600				
student-teacher relationship	Male	80	3.1875	-.927	498	.354	Accept Ho
	Female	420	3.2443				
teaching methodologies	Male	80	3.1425	-2.593	498	.010	Reject Ho
	Female	420	3.2838				
teaching tools	Male	80	2.9225	-1.163	498	.245	Accept Ho
	Female	420	2.9819				

$\alpha = 0.05$

Table 18 presents the test of difference between the satisfaction level of the respondents when grouped according to their gender. The data in the table shows that there is no significant different on the satisfaction level of the respondents on the categories of pay and

incentives, home-based work environment, company training and development, company/management policies, employee-employer relationship, student-teacher relationship and teaching tools. However, there is shown to be a significant difference on the level

of the respondents' job satisfaction in line with nature of work, managerial supervision, personal

growth and development and teaching methodologies.

Table 19. Test of Difference Among the Job Satisfaction Level of the Respondents When Grouped According to their Educational Attainment

Dimension	Fc	Sig. (2-tailed)	Decision
Nature of Work	8.802	.000	Reject Ho
Pos Hoc Analysis			
College Graduate & College Level		.000	
Pay and Incentives	6.721	.000	Reject Ho
Pos Hoc Analysis			
Post Graduate & College Graduate		.045	
College Graduate & College Level		.002	
Home-based Work Environment	.765	.514	Accept Ho
Company Training & Development	2.099	.099	Accept Ho
Company/Management Policies	6.097	.000	Reject Ho
Pos Hoc Analysis			
Post Graduate & College Graduate		.025	
College Graduate & College Level		.008	
Managerial Supervision	5.300	.001	Reject Ho
Pos Hoc Analysis			
College Graduate & College Level		.033	
Personal Growth and Development	4.913	.002	Reject Ho
Pos Hoc Analysis			
College Graduate & College Level		.002	
Employee-Employer Relationship	2.951	.052	Accept Ho
Student-Teacher Relationship	1.022	.382	Accept Ho
Teaching Methodologies	3.083	.051	Accept Ho
Teaching Tools	2.905	.034	Accept Ho

$\alpha = 0.05$

In **Table 19** above, it reveals the test of difference between the job satisfaction level of the respondents when grouped according to their educational attainment. The figures show that there is no significant difference on the level of job satisfaction on nature home-based work environment, company training and development, employee-employer relationship,

student- teacher relationship, teaching methodologies and teaching tools. Meanwhile, there is seen to be significant differences on nature of work, pay and incentives, company/management policies, managerial supervision and personal growth and development.

Table 20. Test of Difference Between the Job Satisfaction Level of the Respondents When Grouped According to their Civil Status

Dimension	Respondents	N	Mean	t	df	Sig. (2-tailed)	Decision
nature of work	Male	306	3.2399	-.072	498	.943	Accept Ho
	Female	194	3.2433				
pay and incentives	Male	306	2.4961	-.944	498	.346	Accept Ho
	Female	194	2.5423				
	Male	306	3.4922	1.716	498	.087	Accept Ho

home based work environment	Female	194	3.4268				
company training and development	Male	306	3.3856	1.505	498	.133	Accept Ho
	Female	194	3.3144				
company/management policies	Male	306	2.3536	.426	498	.670	Accept Ho
	Female	194	2.3320				
managerial supervision	Male	306	2.8667	1.317	498	.188	Accept Ho
	Female	194	2.7948				
personal growth and development	Male	306	3.4418	-.230	498	.818	Accept Ho
	Female	194	3.4515				
employee-employer relationship	Male	306	2.4235	-.787	498	.432	Accept Ho
	Female	194	2.4701				
student-teacher relationship	Male	306	3.2497	.809	498	.419	Accept Ho
	Female	194	3.2124				
teaching methodologies	Male	306	3.2765	.954	498	.340	Accept Ho
	Female	194	3.2371				
teaching tools	Male	306	2.9830	.711	498	.478	Accept Ho
	Female	194	2.9557				

$$\alpha = 0.05$$

Table 20 shows the test of difference between the job satisfaction level of the respondents when grouped according to their civil status. It is clearly shown that at $\alpha = 0.05$, there is supposed to be a significant difference, but the numbers imply that there is no significant difference on the respondents' level of job satisfaction considering all the dimensions on nature of work, pay and incentives, home-based work environment, company training and development, company/management policies, managerial supervision, personal growth and development, employee-employer relationship, student-teacher relationship, teaching methodologies and teaching tools.

CONCLUSIONS AND RECOMMENDATIONS

The respondents are of ages 19 to 54. The greatest number of respondents are ages 25 to 30 at 169 followed by respondents of ages 31 to 36 at 155; 19 years old to 24 years old at 79; 43 years old to 48 years old at 22; and 49 years old to 54 years old at 2. The sexes of the respondents are male and female. This study is dominated by 420 females. The number of males is 80. There are 434 college graduate respondents who participated in this study. Other respondents are 24, college-level; 21 who are post-graduate level;

and 20 who are post-graduate graduates. Meanwhile, there is only 1 who is a high-school graduate. Based on the data gathered, 306 of the respondents are married while the rest are single, 194).

Considering all the dimensions in this study particularly on nature of work, pay and incentives, home-based work environment, company training and development, company/management policies, personal growth and development, employee-employer relationship, teaching methodologies and teaching tools and equipment, the 500 respondents of this study show satisfaction (S) at the overall mean of 3.01 on their job as home-based virtual English teachers of an online education platform run by Chinese. The results reveal that the respondents are especially highly satisfied on their home-based work environment, company training and development, personal growth and development and teaching methodologies with the category means 3.47, 3.36, 3.45 and 3.26, respectively. Meanwhile, their responses on nature of work, pay and incentives, managerial supervision, student-teacher relationship, and teaching tools/equipment are all on satisfied level with the means 3.24, 2.51, 2.85, 3.24 and 2.97, correspondingly. However, the respondents are still displeased or dissatisfied with the

company's/management's policies and the employee-employer relationship at 2.35 and 2.44, respectively.

The test of difference made on the satisfaction level of respondents show that there is no significantly difference when the respondents are grouped according to profile variables (age, sex, educational, civil status).

It is recommended that foreign online education companies should consider reviewing and make necessary revisions on their employee-employer relationship guidelines to their home-based virtual English teachers. This concern is raised due to the dissatisfaction shown by the respondents on how their company values the roles of their online teachers in their company's growth. The respondents also expressed dissatisfaction on the degree on employment security that their company provides to them followed by their discontent on how poorly their company acknowledges the suggestions and ideas of its home-based online teachers in crafting new regulations/policies aiming to improve home-based online teachers' teaching performance and course development. Attending to this concern promotes a more harmonious rapport leading to a more productive and engaging performance of the home-based virtual English teachers in delivering their classes.

Moreover, considering that the company's website, where class materials are accessed, and the company's classroom applications, where classes are conducted, are vital in the successful delivery of classes, online education companies should see to it that they work all the time if otherwise, the company should have a functional back-up so that home-based virtual teachers will still smoothly conduct their classes which makes them more satisfied and productive at teaching. Since the greatest or the most common problem identified by the respondents is their company not providing government contributions (SSS, PhilHealth and Pag-Ibig), it is recommend to our policy-makers here in the country to include particularly the specific rights and benefits that online workers like home-based virtual English teachers deserve to have on the labor code of the country. This act from the government is encouraged especially that online jobs have been in the rise at present, and this is to ensure the

rights and security of online workers who may also contribute a lot on the country's economy.

Lastly, given the huge influence of online jobs to a great deal of Filipinos, schools and universities should also consider including some courses that prepare students for possible engagement in any online job opportunities in the future such as online teaching, virtual assistants, graphic designing, crowdsourcing, and etc.

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