

Perceived Social Support as Mediator between Psychological Distress and Job Satisfaction among Faculty Members in A State University During COVID-19 Pandemic

Richard M. Campos, John Mark S. Distor*

Polytechnic University of the Philippines

*Email: jmdistor@pup.edu.ph

Abstract

This study examined the relationship of perceived social support and its supposed mediating function in psychological distress to job satisfaction. Research was done through the utilization of K-10 Psychological Distress Scale, Multidimensional Scale of Perceived Social Support and Job Satisfaction Survey employed to 139 college faculty members of the Polytechnic University of the Philippines.

Based on the findings, it was revealed that respondents were suffering from moderate psychological distress (mean=25.95, SD = 7.71). Also it was indicated that the overall mean of perceived social support of the respondents was 4.67 which signified that most college faculty members had moderate level of social support from their families, colleagues, and significant others. Among these, social support from colleagues got the highest mean which was 5.31 (SD=1.29), followed by significant others of 4.82 (SD=1.58) and lastly, the family with 3.90 (SD=1.32).

In addition, results indicated that the overall mean of job satisfaction was 3.47 which mean that most of the faculty members were only moderately satisfied in their teaching job. Among the subdimensions, the highest were supervision (mean=4.00, SD=0.64), Co-workers (mean=3.98, SD=0.67), and Nature of work (mean=3.96, SD=0.56). However, the lowest scores were noted on: Pay (mean=3.23, SD=0.66), Fringe Benefits (mean=3.03, SD=0.51) and lastly, the operating conditions (mean=2.87, SD=0.56); while results showed that psychological distress was negatively correlated in terms of the subdimensions such as: fringe benefits ($r = -1.77$, $p < .05$) to teacher job satisfaction; ($r=-0.170$, $p=0.05$), while contingent incentives have a large but weak negative link with psychological distress ($r=-0.234$, $p=0.01$). Other subdimensions were reported to insignificant.

Lastly, results revealed that perceived social support did not mediate the relationship of psychological distress to job satisfaction. The indirect effect was tested using the Sobel test and was found to be insignificant ($B = 0.78$, $SE = 0.01$, $p = 0.43$).

This research will serve as the foundation for a set of recommendations that will encourage and promote a safe work environment and several interventions that will ensure teaching employee satisfaction during the COVID-19 pandemic by implementing a wellness program.

Keywords: Perceived Social Support, Psychological Distress, Job Satisfaction, Mediation

Introduction

The SARS-CoV-2 virus caused the COVID-19 pandemic in the early 2020s, which almost wiped off humanity. According to the World Health Organization (WHO), on March 11, 2020, COVID-19 was categorized as a worldwide pandemic. More than 17.1 million individuals in 217 nations and territories have been infected with COVID-19 since July 31, 2020, and 668,073 people have died as a consequence (WHO, 2020).

There have been documented health issues caused by the COVID-19 pandemic that has had an effect on society, the environment, and human well-being all around the world. The coronavirus disease pandemic (COVID-19) has caused severe issues in the Philippines. By the end of December, COVID-19 had been detected in 440,000 verified cases and 8,500 deaths. It is very visible the economic impact of the COVID-19 pandemic and its aftermath. (WHO, 2020).

Schools are subject to stringent regulations from the government. Until a vaccination is developed, President said in June that no face-to-face education would take place. Eventually, the Philippines' President removed the ban, but only in areas with low risk, starting in 2021. (Magsambol, 2020)

There are 3.5 million students enrolled in 2,400 higher education institutions around the nation, and several colleges have taken precautions to guarantee that education doesn't halt regardless of whether the school closes. These programs allow students to practice in a new online learning environment. Online teaching may be synchronous, real-time courses, or asynchronous (Oztok et al., 2013).

The COVID-19 pandemic lockdown and social isolation measures have forced several nations to shut their institutions, technical institutes, and universities. New realities are confronting educators who provide their students with outstanding educational experiences. Teachers and students both encounter obstacles, but the health crisis has benefited from online education and other forms of distance learning. As a result of the shift from face-to-face instruction to online education, learners and educators alike will discover a whole new landscape. The problem is that they will become acclimated to the fact that there are not any alternatives. (UNESCO, 2020)

Several characteristics of the lockdown restrict the emotional and social support of those impacted. People's physical, emotional, and social well-being is affected by this pandemic. If a teacher is already receiving social assistance, this impact is more likely to occur. During hard times, people should focus on their employment to satisfy their basic needs. (UNESCO, 2020) Care of teachers' mental health is critical to helping them manage stress and shape students' brains. Mental health affects an educator's duties and obligations. Inadequate mental health directly impacts students through reducing connections, inadequate lesson preparation, and poor instruction. (UNICEF, 2020)

Psychological well-being is connected to social support in stressful conditions, and it is considered a protective element for those who have endured any calamity (Norris et al., 2002). The term "social support" comprises a wide range of assistance and support from friends and family members (Weiten & Lloyd, 2008). Perceived social support might play a crucial role in people's desire for help from others. Stressed people will be able to cope better if they believe they have access to social support. Anxiety and stress management issues later in life are more common in those who lack supporting social ties at a young age (Miville & Constantine, 2006).

Mental health may be maintained with the aid of social support. Both help those who are going through a tough time to see things as blessings. It impacts how we perceive and respond to stress (Lakey & Cohen, 2000). Social support is the ability to feel cared for and supported in routine and emergencies (Taylor, 2011). As a result, social aid is a person's experience of receiving assistance (Santini et al., 2015). Life satisfaction and mental health may be improved by having a solid social network (Siedlecki et al., 2014). Depression and social support are strongly linked in studies (Kleiman and Riskind, 2012). social interactions are linked to better mental and physical well-being (Cohen and Janicki-Deverts, 2009).

As a result, it is reasonable to believe that social support is vital in maintaining a positive emotional state and lowering stress (Thoits, 2011). Social reinforcement comes in many forms to

help many model aspects of sound well-being (including positive and negative effects on happiness in one's life) (Siedlecki et al., 2014). Depression and well-being may be mediated by one's perception of others' support (Poots and Cassidy, 2020).

Students' and instructors' mental health have been influenced by the pandemic (Cachón-Zagalaz et al., 2020), with both groups experiencing an elevated stress level since the outbreak. As a result of quickly adapting (in a matter of minutes) to deliver online courses, teachers reported feeling anxious during lockdown (Besser et al., 2020).

Some individuals experience psychological suffering due to the workplace and worldwide tragedies, such as the COVID-19 pandemic (Jindo, 2020). COVID-19 became a significant public health issue (WHO, 2020). Anxiety, impatience, anxiety, melancholy, and nervousness are examples of stress for instructors (Kyriacou, 2001). When the demands of the situation exceed the ability of the teachers to cope with these expectations, teachers experience stress (e.g., Griffith, Steptoe & Cropley, 1999). Several studies correlate high teacher turnover rates to the high levels of job-related stress that instructors cannot handle (Chaplain, 2008).

Finally, we'll take a look at the area of job satisfaction. How satisfied are workers with different elements of their jobs? This is referred to as "job satisfaction" (Spector, 1997). According to Worrell, Skaggs, and Brown (2006), most of us believe that job satisfaction is a fundamentally excellent and constructive reaction to the workplace that accounts for how individuals see their jobs (Irving & Montes, 2009). Teachers who can work productively are less likely to quit (Gersten, 2016). Klassen and Chiu (2010) found a link between poor work satisfaction and high occupational stress among primary school teachers. Another Italian study (Steca, & Malone, 2006) showed that instructors' self-efficacy impacts students' academic performance. Global education systems must attract and retain excellent educators. Recognize the factors that affect teaching quality and retention as a first step. One of them is job satisfaction. Academically certified and aptitude-trained teachers provide quantitative and qualitative school teaching. Aside from this, job satisfaction is vital for excellent student education. Teachers who are happy at work will accomplish educational and national goals (Kumari, 2008).

According to research, students, parents, and coworkers all have a role in instructors' professions (Droogenbroeck et al., 2014). They reduce the negative effects of teaching by having positive relationships with coworkers, parents, and students (Gavish & Friedman, 2010). Many studies have examined the role of perceived social support as a mediating factor for many attributes. Research by Sultan et al. (2015) found that "reported stress was not important in predicting felt social support. Perceived stress and social support had an impact on job satisfaction. Accordingly, "reported perceived social support does not regulate stress and educator job satisfaction."

In a study of Chinese special education teachers, Sun, and Wang (2019) looked at whether or not social support increased teachers' levels of mindfulness and weariness. Stress and lack of social support may cause burnout. The effect of mindfulness on burnout in special education teachers was lessened by social support. Meditation and social support might help special education teachers avoid burnout.

Social support was shown to account for 21.0 percent of the difference in educator life satisfaction (Kort et al., 2017). The correlation between stress and life satisfaction among Chinese instructors was found to be significant.

Since improving student performance is widely acknowledged as an important goal of educators, the issue of teacher happiness is sometimes ignored (Liang & Akiba, 2017). There are several significant and far-reaching consequences to teachers' job satisfaction. A positive work environ-

ment reduces stress and burnout, good for teachers' health (Kyriacou, 2011). Instructors who are content with their jobs, on the other hand, seem to be happier with their students (Collie, Shapka, & Perry, 2012). In addition, content instructors are more likely to help their students learn and grow (Kunter et al., 2013). Teachers who are satisfied with their jobs are also more likely to stay in the profession (Blömeke et al., 2017) and are less likely to quit.

Faculty members need to understand the complexities of social support and its purported role in lowering psychological discomfort and boosting work satisfaction. During the COVID-19 pandemic, this study's findings will help create a healthy working environment and implement strategies to keep the teaching staff happy.

Statement of the Problem

This study aimed to determine the mediating effect of perceived social support between psychological distress and teaching job satisfaction of the Polytechnic University of the Philippines-Manila faculty members.

Specifically, it sought to answer the following questions:

1. What is the level of psychological distress of the respondents?
2. What is the level of perceived social support of the respondents in terms of:
 - 2.1 Family
 - 2.2 Colleagues
 - 2.3 Significant others
3. What is the level of job satisfaction of the respondents in terms of:
 - 3.1 Pay
 - 3.2 Promotion
 - 3.3 Supervision
 - 3.4 Fringe Benefits
 - 3.5 Contingent Rewards
 - 3.6 Operating conditions
 - 3.7 Coworkers
 - 3.8 Nature of work
 - 3.9 Communication
4. Is there a significant relationship between psychological distress and job satisfaction of the respondents?
5. Does perceived social support significantly mediate psychological distress and job satisfaction of the respondents?

Null Hypothesis

H01: There is no significant relationship between psychological distress and teacher job satisfaction.

H02: Perceived social support did not mediate psychological distress and teaching job satisfaction.

Scope and Limitations

This research was performed in the second semester of Academic Year 2020-2021 and targeted one hundred thirty-nine (139) regular faculty members at the Polytechnic University of the Philippines - Manila who did not hold an administrative position at the time of the conduct of study.

The respondents were carefully chosen using a stratified random sampling technique from the University's fourteen (14) colleges.

The data collection phase of this study began on June 1, 2021, and concluded on July 23, 2021, with permission from the Vice President for Research, Extension, Planning, and Development.

The study was limited to the variables such as psychological distress, perceived social support, and job satisfaction.

Literature Review

The goal of this study was to see if respondents' perceived social support functions as a mediator between psychological distress and teaching job satisfaction. The researcher used mediation analysis to investigate the interaction between social support and the previously listed parameters.

There has been a lot of study done on the mediating effects of social support perception on a variety of qualities. When it came to determining sentiments of social support, Sultan et al. (2015) found that perceived stress was unimportant. Both reported stress and social support were related to work satisfaction. As a result, the relationship between perceived stress and educator job satisfaction is not totally governed by perceived social support.

Among Chinese special education teachers, Sun and Wang (2019) examined whether perceived social support affected the link between mindfulness and burnout. Mindfulness is linked to lower levels of burnout, whereas social support is positively related to increased burnout levels. Perceived social support decreased mindfulness's impact on burnout in exceptional education instructors. According to these findings, special education instructors may prevent burnout by combining mindfulness with a sense of social support. According to the study, there was a 21.0 percent difference in educator life satisfaction when more significant levels of social support were present (Kort et al., 2020). Chinese teachers' levels of stress and overall well-being were shown to be linked.

Teachers' efforts to improve student results are well-valued, but the issue of teacher satisfaction is often ignored (Liang & Akiba, 2017). Satisfaction with one's job as a teacher has significant and far-reaching consequences. Stress and burnout are less likely to affect teachers who like their jobs if they enjoy them (Kyriacou, 2011). Additionally, instructors who are content with their jobs seem happier (Collie, Shapka, & Perry, 2012). Additionally, instructors who are pleased with their jobs are more likely to provide their students with excellent teaching and learning resources (Kunter et al., 2013). In addition, content instructors are more dedicated to their jobs and are less likely to quit their jobs.

Understanding how faculty members experience perceived social support and how it supports their efforts to reduce psychological distress while improving job satisfaction is critical for their professional growth and development. The findings of this study will help create a safe working environment and offer treatments to keep the teaching staff happy throughout the COVID-19 pandemic.

If faculty members become distressed, their job and instruction may suffer or be jeopardized. This will endanger the students' learning conditions. It is essential to comprehend the causes of distress that may impact faculty members in the university's teaching environment and workplace culture to avoid teaching job discontent and difficulties.

Finally, the reviews mentioned before may now support a series of suggestions that will guarantee faculty members' well-being and job satisfaction. This wellness program will empower them in their areas of expertise and increase their job satisfaction.

Methodology

Research Design

A descriptive-correlational study design was used by the researcher. Simultaneously, this strategy will improve the present study's understanding of the link of specified components. The researcher was able to characterize the mediating influence of perceived social support on the connection between psychological distress and teaching job satisfaction thanks to this study methodology. This mediation analysis is a statistical method used to measure the causal sequence that happens when a preceding variable causes a mediating variable to affect a dependent variable. The most appropriate statistical tool is mediation analysis, which attempts to explain the causal sequence that occurs when a preceding variable causes a mediating variable, and thus perceived social support, to the relationship between psychological distress and job satisfaction among faculty members at the Polytechnic University of the Philippines. MacKinnon and Valente (2019)

Description of the Respondents in the Study

The respondents of the study were one hundred thirty-nine (139) regular college faculty members aged between 23 and 52 teaching at the Polytechnic University of the Philippines, 2nd Semester A.Y. 2020-2021. The sample was obtained from the fourteen colleges of the University. Among these college faculty members, 94 (67.6 %) were females, while 26 (18.7%) are males. There are 19 (13.7%) who preferred not to indicate their gender. Majority of the respondents were female.

With regards to the college where the respondents belong, 24 (17.3%) belong to College of Arts and Letters (CAL); 18 (12.9%) belong to College of Science (CS); 15 (10.8%) belong to the College of Accounting and Finance (CAF); 14 (10.1%) belong to College of Social Sciences and Development (CSSD); 10 (7.2%) for College of Business Administration (CBA), same with College of Computer and Information Sciences (CCIS) and College of Engineering (CE); 9 (6.5%) for ITECH; 8 (5.8%) COC; 5 (3.6%) for College of Education (COED), same with College of Tourism, Hospitality and Transportation Management (CTHTM); 4 (2.9%) for College of Architecture, Design and the Built Environment (CADBE), same with College of Human Kinetics (CHK); while, 3 (2.2%) are from College of Political Science and Public Administration (CPSPA). Most of the respondents belonged to the College of Arts and Letters (CAL).

Population, Sample Size and Sampling Technique

The total population of regular faculty members without administrative designation in the Polytechnic University of the Philippines at the time of conduct of this study was 216. This population was obtained from the directory of information provided by the Human Resource Management Development Office.

In selecting the respondents, the researcher utilized the stratified random sampling technique. This is the most appropriate sampling method for this study, as this study includes the appropriate number of samples per college based on the total population of regular faculty members. An official list of regular faculty members was also given to the researcher by the University Human Resource Management Development Office.

Instrumentation

Kessler Psychological Distress Scale (K-10)

The measure was developed by Harvard School of Public Health Professor Ronald C. Kessler as part of the yearly US National Health Interview Survey. It measures overall psychological distress by asking questions on worry, weariness, and depression.

Sampasa-Kanyinga et al. (2018) used confirmatory factor analysis to evaluate the K-10 psychological distress scale (range 0–40). (CFA). The K-10 cut-off values were optimized using ROC analysis, based on the presence or absence of four current disorders (posttraumatic stress disorder, major depressive episode, generalized anxiety disorder, and panic disorder). The K-10 has a high Cronbach's alpha (0.88). The CFA revealed a fair average match for a single-factor ten-item construct: RMSEA = 0.05; 90% CI = 0.05–0.06, CFI = 0.99, Tucker-Lewis's index (TLI) = 0.99, and WRMR = 2.06. The existence and recency of any of the four impairments tested correlated strongly with K-10 scores. The AUC was 0.92, indicating an extraordinary prediction value for diseases occurring during the past 30 days. A K-10 score of 10 or above was optimum for screening (sensitivity = 86%) and predicting the occurrence of clinically severe psychiatric disorder (sensitivity = 53%).

Multidimensional Scale of Perceived Social Support (MSPSS)

On the Multidimensional Scale of Perceived Social Support, there are three subscales: family, friends, and significant others. Each subscale has four items, with a Likert scale of 1 to 7. More scores indicate increased social support. The scale's alpha coefficients varied from .84 to .92 (Zimet et al., 1990). (Cronbach's alpha for overall performance is 0.93) and demonstrated reliability ($r = 0.89$ utilizing the test-retest approach. Sufficient social support increases emotional stability by mitigating the consequences of harmful psychosocial outcomes such as depression, anxiety, poor self-efficacy, fatigue, and social alienation. Social help may be described as the sum of assistance received because of interpersonal relationships. Help may be mental (e.g., empathy), material (e.g., functional aid), or informative (e.g., advice). (Zimet, et. al. 1990)

Job Satisfaction Scale

Spector developed the JSS to measure work satisfaction in human service occupations. The JSS measured job satisfaction in nine areas: compensation, advancement, supervision, fringe benefits, deferred incentives, working environments, colleagues, work itself, and contact (Spector, 1997). This survey included 36 detailed questions that assessed each of the nine components. The JSS employs a six-point Likert-type scale, with 1 indicating strong disagreement, 2 indicating mild disagreement, 3 indicating minor disagreement, 4 indicating slight agreement, 5 indicating moderate agreement, and 6 indicating strong agreement. Due to the lack of a neutral alternative, participants were forced to choose one way or the other.

This well-established instrument has been treated to many reliability and validity studies. Internal consistency of the nine subscales ranged from moderate to excellent, a score of 0.60 for a colleague to 0.91 for the whole scale. Internal consistency was found to have an average of 0.70 over a sample of 3,067 people. For a smaller selection of 43 employees for 18 months, internal consistency of 0.37-0.74 was estimated. Validity was shown in studies employing a variety of work satisfaction measures on a single employee. (Spector, 1999)

Results and Discussion

Table 1. Respondent's Level of Psychological Distress

Range	f	%	Verbal Interpretation
10 to 19	7	5.03%	Likely to be well
20 to 24	8	5.76%	Likely to have mild psychological distress
25 to 29	12	8.63%	Likely to have moderate psychological distress
30 to 50	112	80.57%	Likely to have a severe psychological dis-

Range	f	%	Verbal Interpretation
			tress
Total	139	100%	Moderate psychological distress

The weighted mean, frequency, and cumulative frequency were calculated to address the first statement of the problem and assess the respondents' level of psychological distress. The mean scores were interpreted as follows: likely to be well (10 to 19); likely to have mild psychological distress (20 - 24); likely to have moderate psychological distress (25 – 29); and likely to have severe psychological distress (30 – 50). As shown in Table 1, seven respondents (5.03 percent) are likely to be well; fifteen respondents (5.76 percent) are likely to be experiencing mild psychological distress; twelve respondents (8.63 percent) are likely to be experiencing moderate psychological distress; and the majority of respondents, 112 (80.57 percent), are likely to be experiencing severe psychological distress during the COVID-19 pandemic. The total mean of respondents' psychological distress is 25.95 (SD = 7.71). This finding showed that the majority of college faculty members were suffering from moderate psychological distress.

According to the research conducted, the COVID-19 pandemic's stresses triggered moderate psychological distress among responders. Thus, according to Liu et al. (2020) and Marek (2020), teachers' stress levels have risen due to the rapid adoption of online education, the blurring of work and home boundaries, and increasing concern for one's own and family's well-being, and found that most respondents reported much greater workloads and stress levels than in face-to-face courses. Stress levels have increased since the onset of the pandemic, according to recent studies. Furthermore, Alvares (2020) claims that teachers' well-being was affected by their new routine employment. Due to frequent changes in educational institutions, teachers throughout the globe faced problems in their work (Reimer & Schleicher, 2020)

Table 2. Level of Perceived Social Support of the Respondents

Perceived social support subdimensions	Mean	SD	Verbal interpretation
Family	3.90	1.32	Moderate perceived social support
Colleagues	5.31	1.29	High perceived social support
Significant other	4.82	1.58	Moderate perceived social support
Overall mean	4.67		Moderate perceived social support

The mean and standard deviation were computed for each subdimension to show how much support the respondents received from their social networks. The mean scores were interpreted as follows: low social support (1.00 to 2.99), moderate perceived social support (3.00 to 5.09), and high social support (5.10 to 7.00). As shown in table 2, family (m=3.90, sd=1.32) and significant other social support (m=4.82, sd=1.58) appear to be at a moderate level; on the other hand; respondents tend to perceive their colleagues (m=5.31, sd=1.29) as having high social support.

In terms of social support, respondents gave the highest mean score to their coworkers, according to this study's results. For teachers, this is backed up by a study in 2020 by Smith and Lim that found social isolation and loneliness among many people during the pandemic, which strongly supported the system of teachers' work.

Simon et al. (2021) also noticed that the capability-limiting elements of COVID-19 confinement significantly influence people's psychological well-being and social support. This means that

public health policy should emphasize strategies to improve social support. Because Bendicio (2019) says that social support is connected with resilience and flexibility to varied job restrictions under all situations, it is vital to improve and enhance people's social support networks. According to Baluyos et al. (2019), teachers need social support to be content in their jobs. Because of the encouragement they're getting from their coworkers, they are more likely to succeed at work. According to the research findings, teachers need the attention and social support of their immediate superiors. According to the results, teachers are content with their professions because of the social support they get from school administrators. We no longer see the world in the same way after the COVID-19 pandemic. Work-related pleasure is tightly linked to psychological elements like social support, which we've already touched on. Emotional flexibility and a love of one's job are two characteristics shared by people who are happy in their careers (Mirzaii et al., 2014).

Table 3. Level of Teacher Job Satisfaction

Job satisfaction survey sub-dimensions	Mean	SD	Verbal interpretation
Pay	3.23	0.66	Dissatisfied or low job satisfaction
Promotion	3.48	0.67	Ambivalent or moderate job satisfaction
Supervision	4.00	0.64	Ambivalent or moderate job satisfaction
Fringe benefits	3.03	0.51	Dissatisfied or low job satisfaction
Contingent rewards	3.10	0.67	Ambivalent or moderate job satisfaction
Operating conditions	2.87	0.56	Dissatisfied or low job satisfaction
Coworkers	3.98	0.67	Ambivalent or moderate job satisfaction
Nature of work	3.96	0.56	Ambivalent or moderate job satisfaction
Communication	3.58	0.79	Ambivalent or moderate job satisfaction
Overall mean	3.47		Ambivalent or moderate job satisfaction

To describe the level of teacher job satisfaction of the respondents per subdimension, mean, and standard deviation were calculated. The mean scores were interpreted as follows: dissatisfied or low job satisfaction (1.00 to 3.00), ambivalent or moderate job satisfaction (3.01 to 4.00), and satisfied or high job satisfaction (4.01 to 6.00). As shown in table 3, respondents tend to perceive their job as dissatisfying in terms of pay ($m=3.23$, $sd=0.66$), fringe benefits ($m=3.03$, $sd=0.51$), and operating conditions ($m=2.87$, $sd=0.56$). On the other hand, this study reveals that teacher respondents are moderately satisfied with their job in terms of promotion ($m=3.48$, $sd=0.67$), supervision ($m=4.00$, $sd=0.64$), contingent rewards ($m=3.10$, $sd=0.67$), coworkers ($m=3.98$, $sd=0.67$), nature of work ($m=3.96$, $sd=0.56$), and communication ($m=3.58$, $sd=0.79$).

According to the findings of this research, teacher respondents have an ambivalent attitude toward their job satisfaction, which may result in either a lower or greater level of professional commitment as a consequence of the COVID-19 pandemic, depending on their situation. This find-

ing could serve as a strategic plan for human resource managers at the school, in the sense that if they are encouraged to promote emotional intelligence, they will be able to increase job satisfaction and performance, as well as positively affect job commitment, as demonstrated in the study (Batool et al., 2017).

Following supervision, colleagues, and finally, the nature of work, according to the results of this survey, respondents gave the highest mean score for their workplace. It is highly recommended that job satisfaction-enhancing activities be made available to all faculty members in order to increase their overall levels of work satisfaction. As a result, Usop et al. (2013) verified this need by demonstrating a high degree of performance-related skills, talents, initiative, and productivity, exceeding performance standards in a variety of job-related areas, which is consistent with the demand. Those instructors who are satisfied with their employment are likewise productive, as shown by this fact. Additionally, if teachers are happy with their professions, they will do a good job on their students.

Indeed, job satisfaction among faculty members must be enhanced since it substantially influences performance, mental health and job satisfaction, work-related suffering, relationships with colleagues, and the working environment. Teacher motivation and work satisfaction probably had a strong positive relationship, as did other factors such as employment security. Indirectly, increasing motivation is associated with higher levels of job satisfaction (Nadeem et al., 2011).

Finally, Tatar (2020) found that excessive workload, role conflict, and a lack of financial incentives are the most common reasons for distress for higher education professionals, resulting in lower job performance.

Table 4. Relationship of Psychological Distress to Job Satisfaction

Job satisfaction survey subdimensions	r	p-value
Pay	-0.077	0.369
Promotion	0.062	0.469
Supervision	-0.137	0.107
Fringe benefits	-0.170*	0.046
Contingent rewards	-0.234**	0.006
Operating conditions	-0.163	0.055
Coworkers	0.045	0.602
Nature of work	-0.051	0.554
Communication	-0.077	0.366

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Pearson's r and p -values were computed to assess the relationships between perceived distress and respondents' teacher job satisfaction on each subdimension. As shown in Table 4, job satisfaction measured in terms of fringe benefits has a substantial but very weak negative association with psychological distress ($r = -0.170$, $p = 0.05$), while contingent incentives have a large but weak negative link with psychological distress ($r = -0.234$, $p = 0.01$). Pay ($r = -0.077$, $p = n.s.$), promotion ($r = 0.062$, $p = n.s.$), supervision ($r = -0.137$, $p = n.s.$), working conditions ($r = -0.163$, $p = n.s.$), colleagues ($r = 0.045$, $p = n.s.$), nature of work ($r = -0.051$, $p = n.s.$), and communication ($r = -0.077$, $p = n.s.$), showed no significant correlation with psychological distress.

According to the data, both monetary and non-monetary fringe benefits seem to correlate adversely with psychological distress. This further implies that such perks may have a detrimental ef-

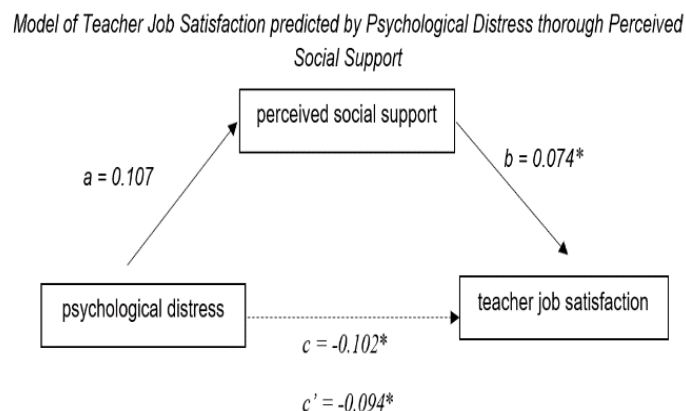
fect on workers' psychological distress. Nisar (2019) stated that fringe benefits such as health insurance, vacation time, and flexible work hours are critical components of employee benefits to substantiate this assertion. According to the study, when an institution provides enough leave and a comprehensive health insurance plan, workers are happier and dedicated to their jobs. However, the study noted that flexible work hours had little effect on their degree of job satisfaction.

Additionally, this evidence indicates that psychological distress is adversely associated with contingent incentives. Further to the present study's findings, the contingent incentive may aid in achieving objectives, particularly in the academic area. For instance, Aquino (2013) discovered that contingent compensation influences the leadership of Filipino teachers. The study found that Filipino instructors who get contingent incentives, such as help in return for their efforts, typically do better on tasks requiring cognitive abilities. Contingent rewards, on the other hand, are defined by the individual making themselves explicit about what to anticipate when objectives are accomplished and even discussing particular words to understand the obligations associated with achieving performance goals.

Mediation Analysis

A mediation analysis was conducted to investigate the mediating role of social support on the relationship between psychological distress and teacher job satisfaction. Path analysis was performed to determine the direct and indirect effect of psychological distress on teacher job satisfaction through social support. As shown in figure 1, the total effect of psychological distress on teacher job satisfaction was significant ($B = -0.094$, $SE = 0.044$, $t = -2.19$, $p = 0.037$).

On the other hand, the direct path of psychological distress to social support was not significant ($B = 0.107$, $SE = 0.13$, $t = .826$, $p = 0.41$). Moreover, the direct path of social support to job satisfaction is also significant ($B = 0.074$, $SE = 0.029$, $t = 2.57$, $p = .011$)



Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Figure 1. Model of Teacher Job Satisfaction predicted by Psychological Distress through Perceived Social Support

Analyzing the indirect effect revealed that social support did not significantly mediate the relationship between psychological distress and teacher job satisfaction. The indirect effect was tested using the Sobel test and was found to be insignificant ($B = 0.78$, $SE = 0.01$, $p = 0.43$). After accounting for social support, the direct effect of psychological distress to teacher job satisfaction was also significant ($B = -0.102$, $SE = 0.044$, $t = 2.327$, $p = 0.021$). This indicates that the negative rela-

tionship between psychological distress and teacher job satisfaction was not mediated by social support.

Recommendations

Based on the conclusions, the researcher proposed the following:

1. The researcher suggested that the Human Resource Management Office initiate mental health programs and interventions in collaboration with the Counseling and Psychological Services to track faculty members' psychological distress. It concerned that respondents to this research reported experiencing considerable psychological distress. When the pandemic ceases are yet unclear. Thus, proactive steps like counseling and psychotherapy could be used to guarantee faculty members' well-being.

2. The researcher suggested an inclusive approach that emphasizes the importance of family, significant others, and coworkers in assessing social support and establishing a network of resources, particularly during the current pandemic. This will assist respondents in identifying their unique coping methods and approaches that are appropriate and realistic for their circumstances. It was discovered in this research that coworkers received the highest mean score. Additionally, program proposals such as psychological first aid (PFA) seminars and workshops are made. PFA's mission is to educate and instill first-responder intervention skills in participants to improve safety, link individuals to assistance and services, and even stabilize disaster survivors. The purpose of PFA is to determine an individual's immediate requirements. Additionally, management may use this program to address the mental health issues of those who need urgent assistance.

Additionally, the researcher recommends an annual stress management seminar workshop for teachers to address their mental health problems. The program's objective is to provide instructors with practical skills for managing stress, such as self-help techniques incorporated into daily routines.

3. The researcher suggested that the University's current coaching and mentoring programs be enhanced and expanded to foster a significant relationship between supervisors and subordinates since this study showed that supervision received the highest mean score for work satisfaction. Following that are coworkers and, finally, the nature of the job. While faculty members are pleased with the nature of their job, since an academic is a noble profession, support and help must be provided to maximize productivity and efficiency.

4. The researcher proposed that the Faculty Union of the University encourage the University's Executive Committee to provide supplemental pay, cash incentives, and other benefits in addition to the expected salary, as this study revealed a significant relationship between fringe benefits and contingent rewards and psychological distress. Thus, the greater the incentives, the less psychological distress the responders' experience. While this may not seem possible, it should be promoted to increase respondents' job satisfaction.

5. Finally, this study recommends that further research be conducted on variables associated with job satisfaction. However, this research discovered that social support did not moderate the relationship between psychological distress and work satisfaction among college faculty members at the Philippines Polytechnic University. This research has limitations in that it cannot be extended to all educators in the Philippines owing to the small sample size of instructors who responded to the online survey and the study's reliance on teachers' self-reported experiences. The study's social relevance is based on the teachers' perceptions of psychological distress, social support, and job satisfaction. Additional analysis should be performed beyond the present research location to ascertain

faculty members' type and current circumstances at other higher education institutions. Additionally, other factors such as job commitment, employee morale, and employee burnout should be considered mediators in future comparative studies.

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