



Predictors of Instructors' Teaching Performance: Basis for Online Teaching Enhancement

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Abstrak

Keterampilan mengajar dan kepuasan dari instruktur penting dalam kinerja pembelajaran online mereka. Penelitian ini menelaah keterampilan instruktur kampus dalam mengajar online dan kepuasan terkait dengan kinerja mengajar mereka. Penelitian ini menggunakan desain deskriptif-korelasional, sebanyak 121 instruktur kampus dipilih sebagai responden menggunakan teknik sampling acak. Peneliti menggunakan frekuensi, persentase, rata-rata, standar deviasi, teori koefisien korelasi produk momen dari Pearson, dan analisis multiple regresi dari Stepwise untuk analisis data. Hasil penelitian menunjukkan bahwa para instruktur telah memiliki keterampilan mengajar yang luar biasa dengan tingkat kepuasan kerja yang sangat tinggi dan juga menunjukkan kinerja mengajar kelas-kelas online yang sangat memuaskan. Keterampilan sosial dan komunikasi dalam mengajar dan dukungan yang diterima oleh para instruktur dari Lembaga menjadi predictor dari kinerja pengajaran online mereka. Tenaga administrasi juga menjadi faktor pendukung para instruktur melalui pelatihan dan lokakarya serta pemberian hadiah dan insentif bagi fakultas yang telah menunjukkan kinerja luar biasa untuk meningkatkan tingkat kepuasan dan mendorong fakultas lain untuk juga meningkatkan kinerjanya dalam pengajaran online.

Abstract

The instructors' teaching skills and satisfaction are vital in their online teaching performance. This study determined the college instructors' online teaching skills and satisfaction in relation to their teaching performance. This study utilized a descriptive-correlational design. One hundred twenty-one college instructors were chosen as respondents through random sampling. The researchers used frequency, Percentage, Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient and Stepwise Multiple Regression Analysis in analyzing the data. Results showed that instructors had excellent teaching skills, a very high level of job satisfaction, and very satisfactory teaching performance in online classes. Social and communication skills in teaching and the support that the instructors received from the institution were the predictors of their online teaching performance. Administrators may extend support to the instructors with training and workshops and give rewards and incentives for those outstanding faculty to enhance their satisfaction and encourage others to perform better in online teaching.

INTRODUCTION

Due to the pandemic situation, the emergence of online education has changed higher education. As a viable method of receiving further education, the amount of accessibility offered by educational leaders has ensured distance learning. One of the learning modalities in distance education is online learning. Ensuring quality education in online learning is the focus of the higher education institution (McGhan et al., 2016). Effective online teaching necessitates instructors to acquire new knowledge and skills that will allow them to provide meaningful and successful learning experiences to their online students (Ching, Hsu, & Baldwin, 2018).

Higher education online instructors have a significant impact on the success or failure of Electronic Learning Systems (ELSs). Their knowledge of using technology tools in ELSs influences the quality of information, how they use the system, and how satisfied they are during course delivery (Gay, 2016). Therefore, online teaching and learning instructors should develop pedagogical and technological teaching skills (Adebisi & Oyeleke, 2018).

Because several factors influence the selection of a particular technology, such as security features, laboratory availability and condition, internet speed, internet access, beneficiaries' digital literacy levels, and so on, online learning can provide inclusive education even during a crisis. Even in times of crisis, online learning can assist in providing inclusive education. Educational institutions must develop such systems to ensure that no student is denied an education because of their location, social class, ethnicity, or other factors. Online teaching methods support and facilitate learning-teaching activities, but there is an urgent need to weigh the advantages and disadvantages of technology and maximize its potential (Dhawan, 2020).

Most online courses are in synchronous and asynchronous modes of delivery. Because virtual online learning allows for exchanging information, immediate feedback, and collaboration, participants become more flexible and accountable in their learning as they make their reflections or insights (Chiu, Chen, Hsu, & Wang, 2019). Students are not all in class simultaneously, and class activities do not occur in real-time. Instead, students can complete the tasks whenever it is convenient for them. Because of the flexibility, many students prefer to take online classes (Darby, 2020).

Students who participate in flexible learning gain access to and flexibility in at least one of the following dimensions: time, place, pace, learning style, content, assessment, or learning path (Benade, 2019). As a result, an online teacher must create a consistent learning experience for students they may never meet in person. As a result, they must devise new support strategies to sustain motivation and encourage interaction (Darby, 2020).

Instructors need to learn and adjust to a Learning Management System (LMS) (Johns, 2020). Online teachers believed that training, external supports, and prolonged experience with online platforms were the strategies that institutions may support (McGee, Windes, & Torres, 2017). Professional development is necessary for implementing new pedagogies and technology incorporation. In contrast, accepting new positions is critical for developing qualified online instructors with a positive attitude towards online learning. These may help the instructors develop their teaching skills to their full potential (Adnan, 2018).

Working with many elements, including that all information is easily distributed on the internet, is required when teaching online. As a result, online educators are responsible for creating an environment that is safe for open communication, has a sense of community, and ensures civility for all students, staff, and instructors. As online education evolves, teachers must be prepared to teach today's and tomorrow's very large online classes. The role of the online instructor will continue to evolve as technology advances. Regardless of these changes, instructors will be responsible for communicating course policies to students, training teaching assistants and staff, and ensuring that, as instructors, they maintain a current understanding of the new technology required in the online environment (Elison-Bowers, Sand, Barlow, & Wing, 2011).

In wide classes, quality teaching is typically difficult to achieve in an online learning process. In large classes, students have fewer opportunities to communicate with the instructor and one another; the desire to research decreases, as does the ability to obtain input during the learning process. This can decrease comprehension of the learning material, among other items, and thus lower academic results. Hence, online instructors should enhance their teaching skills through computer-supported collaborative learning, promoting deep understanding through

inspiration, engagement, and achievement (Yang, Ghislandi, & Dellantonio, 2018). Different types of collaborative activities have different learning effects, so collaborative learning design is critical for success. If the online learning tasks are properly structured, teachers feel at ease in the teaching-learning process, thus, give them a feeling of satisfaction (Yang, Ghislandi, & Dellantonio, 2018).

Faculty satisfaction is considered a significant quality factor in online classes. The social presence of teachers in an online class can be associated with enhanced teaching satisfaction, commitment, accomplishment, and the teacher's expectations of learners (Oyarzun, Barreto, & Conklin, 2018). Individual readiness and satisfaction showed a significant relationship, and readiness predicted satisfaction positively. Instructors indicated that they need online learning environments and successful real-life applications (Adnan, 2018).

Some teachers are satisfied with their teaching online (Marasi, Jones, & Parker, 2020). Those who teach 100% online courses are generally satisfied with this delivery method for instruction (Kilgore & Mangrum, 2013). Satisfaction was significantly higher for teachers who taught 20 or more online courses than those taught five or less. In addition, faculty who received mentoring, technical support for software, hardware, the Learning Management System (LMS), and LMS preparation were significantly more satisfied than those who did not. Support resources are critical for increasing faculty online teaching satisfaction (Meseguer-Martinez, Ros-Galvez, & Rosa-Garcia, 2017). Higher education administrators must find ways to increase faculty satisfaction with online teaching (Marasi, Jones, & Parker, 2020).

Faculty can maintain comparable teaching/learning standards in online classes as universities seek to increase enrollment through distance education. They have to perform and do their best to help achieve quality education (Lightner-Laws, 2016). One of the main building blocks that facilitate student engagement and learning in online learning is the teaching presence (Mahmud, Husnin, & Soh, 2020). Students need a teacher in the online classroom who is structured and communicative (Tanis, 2020).

It is essential to determine how instructors use learning analytics and pedagogies to improve their skills and experiences (Erdemci & Karal, 2020). For example, creating more on-

line supportive measures, self-learning opportunities, ongoing communication within the organization, and adopting preparation steps for learning and adjusting within the LMS to suit the instructors' needs may improve their teaching skills and satisfaction, thereby improving their performance. In addition, job satisfaction, which reduces turnover intentions and leads to higher performance, can help school teachers retain and perform better. In the end, it is vital to consider all potential factors influencing teacher performance and turnover intentions (Tehseen, & Hadi, 2015).

Administrators should train teachers in the design and organization of learning activities using digital technologies. It will assist them in becoming more prepared for the teaching-learning online environment (Rapanta et al., 2020). Although the use of digital technology to deliver lessons, connect learners, and enable anytime, anywhere learning is becoming more common, it isn't easy to keep students engaged in technology-mediated learning. Moreover, it is required for teachers to perform well in an online class (Henrie, Halverson, & Graham, 2015). Hence, teachers need to have basic teaching skills to encourage them to perform and deliver effective online courses (Schmidt, Tschida, & Hodge, 2016).

Online courses at Misamis University are delivered through the Learning Management System (LMS) via Microsoft 365. An online administrator oversees all the online instructional processes. The University's Director of Instruction supervises the delivery of classroom instruction. He is supported by five online academic supervisors appointed for daily supervision of online classes. In addition, the academic supervisors conduct individual consultations with the faculty to improve instruction delivery and ensure that the teaching-learning activities held and assessment activities are aligned with the learning outcomes.

Moreover, the institution provided logistics to ensure a smooth transition from traditional classroom instruction to online teaching. The existing Instructional Guides were redesigned into modules and uploaded in Microsoft teams after checking and approval. The Modules outline the students' participation in the discussions, activities to be accomplished, and teachers' lectures. The University increased the bandwidth of the internet to meet the greater utilization of internet connectivity. A training workshop in preparation for the online teaching before the

start of online classes. Isolated problems arising in the course of teaching are addressed right away by the academic supervisors.

The implementation of distance learning through online teaching in the University was in its infancy stage. Therefore, it was interesting to find out how the instructors were succeeding in their online teaching performance which served as basis for online teaching enhancement of the university. Hence, this study determined the predictors of college instructors' online teaching performance during the academic year 2020-2021.

METHOD

A. Research Design

This quantitative study used the descriptive-correlational design. The researcher used the design to explain phenomena, opinions, behaviors, and other defined variables through numerical data collection and statistical analysis as cited by Kapici, Akcay & Yager, (2017) (Aliaga & Gunderson, 2000). The descriptive-correlational design was appropriate for this study, as it described the tertiary instructors' online teaching skills and satisfaction and how these relate to their teaching performance.

B. Research Setting

The study was conducted in Misamis University, Ozamiz City. Misamis University was founded in 1929 with its former name of Misamis Institute. In 1955, it was renamed Misamis Colleges, and in 1977 it became a University.

Misamis University offers 29 programs under 12 colleges, including graduate programs, and has complete Basic Education programs. It is the only university with Autonomous Status granted by the Commission on Higher Education (CHED) in Northwestern Mindanao. In addition, it is certified by Det Norske Veritas-Germanischer Lloyd Business Assurance with an ISO 9001:2015 Management System Certification. CHED also granted the University certification for passing the Institutional Sustainability Assessment or ISA by Commission on Higher Education (CHED) and was awarded as Centers of Development (COD) for Teacher Education, Criminology, and Information Technology programs. In addition, the Philippine Association of Colleges and Universities [PACUCOA] awarded

the University for achieving the most number of accredited programs in Region X.

C. Respondents of the Study

The study respondents were the 120 instructors in Misamis University who were chosen through stratified random sampling. The selection of the respondents was based on the following criteria: (1) instructors who are teaching online classes in the first semester of SY 2020-2021; (2) instructors with full-time status and currently teaching in the tertiary level; and (3) instructors who gave their full consent as respondents of the study.

D. Research Instruments

The study used three questionnaires as data gathering instruments.

First, online teaching skills questionnaire. This questionnaire was adapted and modified from Hoy, Smith, & Sweetland (2002). The questionnaire utilized the five-point Likert scale. The instrument contains 46 items describing the six constructs in pedagogical skills, content skills, design skills, technological skills, management and institutional skills, and social and communication skills. The researcher pilot-tested the instrument to selected instructors for reliability. It yielded a Cronbach's Alpha coefficient of 0.86.

In determining the teaching skills, the following scale was used.

Table 1 Teaching skills scale

Responses	Continuum	Interpretation
5. Always	4.20-5.0	Excellent
4. Often	3.40-4.19	Very Satisfactory
3. Sometimes	2.60-3.39	Satisfactory
2. Rarely	1.80-2.59	Fair
1. Never	1.0-1.79	Poor

Second, online instructor satisfaction measure (OISM). It is a 27-item questionnaire with five constructs, adapted from (Bolliger, Inan, & Wasilik, 2014). It is utilized to measure instructors' satisfaction in teaching online courses. Responses were classified using a five-point scale ranging from 5 (always) to 1 (never). The instrument proved to be psychometrically sound with good factor structure and high internal reliability coefficients for the instrument and its subscales (Bolliger, Inan, & Wasilik, 2014). Hence, validation and reliability tests were no longer be applicable.

To determine the instructors' online satisfaction, the study used the following continuum.

Table 2 Instructors' satisfaction scale

Responses	Continuum	Interpretation
5. Strongly Agree	4.20-5.0	Very Highly satisfied
4. Moderately Agree	3.40-4.19	Highly Satisfied
3. Agree	2.60-3.39	Satisfied
2. Disagree	1.80-2.59	Less Satisfied
1. Strongly Disagree	1.0-1.79	Not Satisfied

Trhid, faculty digital classroom instruction performance evaluation (Appendix C); and Implementation of Outcomes-Based Teaching and Learning in the Digital Classroom (Appendix D). These instruments are adapted from Misamis University. It is a five-point Likert scale used to determine the instructors' online performance. The instrument contains 15 indicators with three constructs: the articulation of learning outcomes, design of teaching-learning activities, and design of assessment tasks. This instrument was approved for use in the university to measure teachers' performance in a digital class.

In determining the instructors' performance, documentary analysis was used and interpreted based on the following scale.

Table 3 Instructors' performance scale

Responses	Continuum	Interpretation
5. Very well designed/ articulated	4.20-5.0	Excellent
4. Well-designed/ articulated	3.40-4.19	Very Satisfac- tory
3. Fairly designed/ articulated	2.60-3.39	Satisfactory
2. Poorly designed/ articulated	1.80-2.59	Fair
1. Very poorly de- signed/articulated.	1.0-1.79	Poor

E. Data Collection

The researcher obtained approval from the Graduate School of Misamis University to conduct the study. After the approval, the researcher asked permission from the office of the Vice President for Academic Affairs (VPAA) to survey the selected respondents. The researcher then sent a consent letter to the respondents explaining the purpose of the study. For respondents who preferred to answer the survey using a hard

copy of the instruments, the researcher personally administered the survey questionnaires to ensure complete cooperation and easier access, and a high percentage of responses. For those respondents who preferred to answer the soft copy of the instruments, the researcher created google forms on the two research instruments and sent the Google form link to teachers. Finally, the data gathered were tallied through Excel and computed digitally. The results were presented in tabular forms for analysis and subsequent interpretation of data.

F. Ethical Considerations

To uphold the ethical aspect of this study, the researcher solicited the voluntary participation of the respondents. They informed the respondents of the purpose of the study and assured them that their participation would not harm them in any way. The researcher prioritized respect for the respondents' dignity. They also ensured the protection of respondents' privacy, adequate confidentiality of research data, and anonymity of the instructors participating in the study. Furthermore, she avoided deception and exaggeration about the research's aims and objectives; and declaring no affiliations, funding sources, and potential conflicts of interest. Communication about the research was done with transparency, and she avoided any misleading information and misinterpretations of primary data findings. Finally, the researcher asked the respondents to sign the informed consent to prove their willingness to participate.

G. Data Analysis

The study used Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient, and Stepwise Multiple Regression Analysis in analyzing the data gathered with the use of Minitab Software. Mean and Standard Deviation were used in determining instructors' online teaching skills, level of satisfaction, and performance. Pearson Product Moment Correlation Coefficient was used in exploring the significant relationship between the instructors' online teaching skills and their level of satisfaction in relation to their teaching performance. Stepwise Multiple Regression Analysis was utilized to identify the constructs in instructors' teaching skills and satisfaction that may predict singly or in combination with their teaching performance.

RESULT AND DISCUSSION

A. Instructors' Online Teaching Skills

The online teaching skills of the instructors were measured in areas of pedagogy, content, design, technology, management and institutional skills, and social and communication skills (Table 4). The instructors gave themselves excellent ratings in their teaching skills via online mode ($M= 4.38$, $SD= 0.40$). The data indicated that the instructors demonstrated excellent delivery of the content and pedagogy in teaching online courses. They demonstrated mastery of the content, stated the learning goals and outcomes, designed teaching-learning activities, and developed learning assessments aligned to the lesson outcomes. They accessed various technological resources online and became aware of the technical limitations of educational technology and software. Additionally, they demonstrated commitment to institutional policies and complied with their legal, ethical, and copyright issues and standards. They also maintained sensitivity and empathy when doing interactive discussions and communicating online.

The findings of this study supported the role of teachers in online teaching, which includes identifying the lesson outcomes, designing strategies that fit the learners and lesson outcomes and ensuring proper assessment of students' performance (Abdollahi, 2016). Teachers are also entrusted to design activities and strategies that use digital technology in teaching and assessing the students' work (Bennett, Agostinho & Lockyer, 2017). The instructors' perception in this study contradicted McGee, Windes, & Torres (2017), which states that instructors and students perceived differently about how courses are taught online. Instructors claimed that the way they taught online was not as systematic as what the student perceived. Effective online course design is prioritized a student-centered pedagogical approach through active learning and meaning-making using modern technologies. This necessitates a broad range of experience, technological skills, and pedagogical knowledge, all of which are difficult to obtain (Scoppio & Luyt, 2017).

Online instructors need to plan, implement and reflect on the way they teach online. They need to make sure that they have planned systematically before they will teach online. They have to keep in mind that the goals and objectives of the course must be the guiding posts in developing the learning and assessment activities.

It would help them carry out their tasks in the actual online teachings. The tasks involve designing appropriate instructional strategies, selecting varied learning resources, designing and assessing the course using tools and instruments, using educational technology, and maintaining contact and networking with the online teaching and administrative teams with a warm and friendly atmosphere.

Instructors teaching online have to consider many new aspects of teaching, unlike face-to-face teaching. First, they should ensure that students are connected through online learning platforms. Second, they have to be innovative in delivering the content of the modules online to the students. This requires a deeper understanding of the limitations of the students in catching up with the requirements of a system of learning that is novel to them.

The faculty are enjoined to access various technological resources such as email, internet browsers, text and video chat applications, productivity software, zoom, whichever are applicable. They are also urged to adopt flexibility in treating students' requirements, ensure accessibility among instructors and students, the students with their peers, and the submission of course requirements; and constantly reminded to maintain a warm, friendly, invite, and open relationship and show empathy and sensitivity when communicating online.

Table 4 Instructors' Online Teaching Skills (n =120)

Constructs	M	SD	Remarks
Pedagogical Skills	4.49	.35	Excellent
Content Skills	4.43	.39	Excellent
Design Skills	4.25	.51	Excellent
Technological Skills	4.42	.40	Excellent
Management and Institutional Skills	4.28	.36	Excellent
Social and Communication Skills	4.50	.36	Excellent
Overall Teaching Skills	4.38	.40	Excellent

Note: Online Teaching Skills Scale: 4.20-5.0 (Excellent); 3.20-4.19 (Very Good); 2.61-3.19 (Good); 1.81-2.60 (Fair); 1.0-1.80 (Poor)

B. Instructors' Satisfaction Level in Online Teaching

The data revealed that the instructors were highly satisfied ($M = 3.85$; $SD = 0.60$) in their online teaching (Table 5). The data indicated

te that the instructors showed high satisfaction in all constructs like instructor-to-student interaction, affordances, institutional support, student-to-student interaction, and course design/development/teaching. As online teaching is in its early stage of development in the University, the faculty cannot be expected to be fully or very highly satisfied in the teaching processes despite the skills already developed based on years of experience.

The data indicate that the instructors showed a high level of satisfaction in online teaching. Instructors have understood the limitations resulting from the shift of teaching modalities. But they are highly satisfied firstly in the support provided by the institution, as the use of technology tools for teaching online, in allowing students to collaborate, and in the quality of instruction in the online teaching. The high satisfaction of instructors in online teaching was not surprising since they found a new mode of teaching motivating and challenging. It gave them a new sense of stimulus to teach the same subjects using digital modes. The instructors generally find satisfaction because they were not left alone in their journey. Rather, they were provided support in training and workshops before the implementation of online teaching. Teaching online is a work in progress as the instructors and students can present their feedback and are acted on it right away. Eventually, when online teaching becomes a regular mode of delivery, teaching can be highly satisfying for instructors.

Two authors supported the findings of this study. First, the high level of instructor satisfaction can be increased when the functional and potential benefits of the online learning environment are present, such as convenience, flexibility, and the potential value of providing accessible learning opportunities (Nagy, 2002); and when the teaching process, which includes online course design, development, delivery, and student assessment, is monitored and in place (Almarashdeh, 2016). Second, readiness predicts satisfaction positively. Third, participants' reflections show that improving their traditional roles necessitates online learning environments and active practice in real-world applications. Professional development is critical for developing competent online instructors with a positive attitude toward online learning, introducing new pedagogies, and integrating technology while taking on new roles (Adnan, 2018).

Since instructors were used to face-to-face teaching, they were highly satisfied only in

their online teaching. Therefore, the instructors should be given enough training on online platforms to help them facilitate the teaching-learning process. This may help them become ready to face their tasks as online instructors and at the same time appreciate their role as online teachers, thereby increase their satisfaction level.

Table 5 Instructors' Satisfaction Level in Online Teaching (n = 120)

Satisfaction Level	M	SD	Remarks
Instructor-to-Student Interaction	3.67	0.55	Highly Satisfied
Affordances	3.82	0.62	Highly Satisfied
Institutional Support	3.94	0.74	Highly Satisfied
Student-to-Student Interaction	3.99	0.62	Highly Satisfied
Course Design/Development/Teaching	3.82	0.46	Highly Satisfied
Overall Teaching Skills	3.85	0.60	Highly Satisfied

Note: Satisfaction Scale: 4.20-5.0 (Very Highly Satisfied); 3.20-4.19 (Highly Satisfied); 2.61-3.19 (Satisfied); 1.81-2.60 (Less Satisfied); 1.0-1.80 (Least Satisfied)

C. Instructors' Online Teaching Performance

The instructors' online teaching performance are measured through their constructive alignment in planning and implementing Outcomes-Based teaching and learning in the digital classroom. The university academic supervisors, deans, and department chairmen evaluated the instructors' performance in teaching. The overall result of the evaluation of online teaching performance was very satisfactory (Table 6, M = 4.33). While majority of the instructors had excellent performance (f=66; % = 55.00; M =4.72; SD = 0.13, a large group also demonstrated very satisfactory performance level (f=50; % = 41.67; M =4.33; SD = 0.15). a very negligible number (f=4; % = 3.33; M =3.94; SD = 0.06) of instructors had satisfactory performance.

The data indicated that outstanding instructors outnumbered the very satisfactory instructors' online teaching. The majority of the instructors could do excellent constructive alignment planning from articulating learning outcomes and design of teaching-learning activities down to assessment tasks. Additionally, they also implemented the outcomes-based teaching and learning in the digital classroom to communicate the learning outcomes, implement the

Table 6 Instructors' Online Teaching Performance (n = 120)

Satisfaction Level	Frequency	Percentage	Mean	SD	Min	Max
Excellent	66	55.00	4.72	0.13	4.51	4.94
Very Satisfactory	50	41.67	4.33	0.15	4.0	4.50
Satisfactory	4	3.33	3.94	0.06	3.85	3.99
Overall	120	100.00	4.33		- Very Satisfactory	

Note: Performance Scale: 4.51-5.0 (Excellent); 4.00-4.51 (Very Satisfactory); 3.0-3.99 (Satisfactory); 2.0-2.99 (Fair); 1.0-1.99 (Poor)

teaching-learning activities, and assess tasks.

Teaching performance implies achieving the objectives and intended education results, thus contributing significantly to quality education (Bhardwaj, Pareek, & Rathore, 2016). The creation of meaningful online learning depends on the teachers' performance or ability to master the lessons, integrate strategies, activities, and learning technologies for effective designs effectively, and design appropriate assessment tasks that fit the lesson outcomes and learners' learning style, nature, and intelligence (Dabbagh, Marra, & Howland, 2018). The most significant factor for online teaching was keeping students to high standards of success, intellectual integrity, and professional behavior (Tanis, 2020).

Instructors who teach online should design and organize better learning experiences and create distinct learning environments using digital technologies. They should know how to use digital technology to deliver lessons, connect to the students anytime and anywhere. They have to use the learning resources available online and update themselves by attending seminars and training to maintain their excellent performance in teaching. More online supportive measures, self-learning opportunities, ongoing communication within the organization, and adopting preparation steps for learning and adjusting within the scope of the LMS to suit the instructors' needs could all help improve their online teaching performance.

D. Significant Relationship between the Instructors' Teaching Skills and their Online Teaching Performance

Data in Table 7 revealed a significant positive relationship between the instructors' teaching skills and their performance in online teaching. The instructors' management and institutional skills ($r = 0.400$; $p = 0.001$), and social and communication skills ($r = 0.44$; $p = 0.000$) in teaching were highly and significantly correlated to their performance in an online teaching. Their

pedagogical competence ($r = 0.354$; $p = 0.003$) and content skills ($r = 0.352$; $p = 0.003$) were significantly correlated with their performance in online teaching. Their design skills ($r = 0.098$; $p = .283$) technological skills ($r = 0.210$; $p = 0.086$) in teaching did not correlate with their performance in online teaching.

The data indicate that those instructors with higher management and institutional skills, social and communication skills, pedagogical competence, and content skills increase, also have higher performance in online teaching. The more the instructors perform online teaching, from instructional planning to assessing students' learning, the more competent they become in online teaching, specifically in pedagogical competence, content skills, management and institutional skills, and social and communication skills.

However, there was a weak positive correlation between the instructors teaching skills in technology and their online teaching performance ($r = .210$; $p = .086$). This means the instructors' technological skills did not end with better teaching performance. Statistically, the excellent technical skills of the instructors were not a significant factor in their online teaching performance. In online teaching, instructors can ask somebody in the office to assist them in their online teaching. Unlike in face-to-face teaching, where the instructor himself will set up the technology that he will use in online teaching.

Instructors need to have basic teaching skills to encourage them to perform, design and deliver effective online courses (Schmidt, Tschida, & Hodge, 2016). In addition, they need to fulfill their responsibilities in online learning that include identifying the lesson outcomes, designing strategies that fit the learners and lesson outcomes, and ensuring proper assessment of students' performance (Abdollahi, 2016). Teachers are also entrusted to design activities and strategies that use digital technology in teaching and assessing the students' work (Bennett, Agostinho, & Lockyer, 2017). These activities contri-

Table 7 Significant Relationship between the Instructors' Teaching Skills and their Online Teaching Performance

Variables	r- value	p-value	Remarks
Pedagogical Skills and Performance	0.354	0.03*	Highly Significant
Content Skills and Performance	0.352	0.03*	Highly Significant
Design Skills and Performance	0.098	0.283 ns	Not Significant
Technological Skills and Performance	0.210	0.086ns	Not Significant
Management & Institutional Skills and Performance	0.400	0.001**	Highly Significant
Social and Communication Skills and Performance	0.448	0.000**	Highly Significant

Note: * means $p\text{-value} \leq 0.05$ significant at 5% level; ** means $p\text{-value} \leq 0.01$ significant at 1% level; ns ≥ 0.05 not significant at 5% level

bute to the teachers' teaching performance.

Teachers' performance in an online teaching and learning situation requires more specific pedagogical content knowledge (PCK), particularly designing and organizing lessons for better learning experiences rather than creating distinct learning environments using digital technologies (Rapanta et al., 2020). Furthermore, a well-designed classroom that encourages student interaction with teachers, peers, and course content will improve teaching performance. Hence, these studies supported the current finding that the technological skills of teachers might not directly be related to their teaching performance. In contrast, the instructional environment designed with technology did not significantly affect the teachers' performance (Kissau, 2015).

College instructors need to ensure that they maintain a warm, friendly, and inviting collegial atmosphere between themselves and their students where they teach online. Also, they have to maintain a connection with their students and manage the course time required by the institution. They have to be pedagogically equipped with the what and how in the teaching-learning process of online learning, as these areas correlate with the instructors' performance in online teaching. However, despite the no significant correlation between the teachers' technology skills, it is still imperative that they upgrade their skills and knowledge in the use of technology like this, a requisite skill in the online learning modality.

E. Significant Relationship between the Instructors' Satisfaction Level and their Performance in an Online Teaching

To determine the significant relationship between the instructors' satisfaction level and their performance in an online teaching, Pearson Product Moment Correlation Coefficient was used (Table 8). Data showed that only one

construct, institutional support ($r = 0.780$; $p = 0.021$) was correlated to the performance of instructors in online teaching. The remaining variables, instructor-to-student interaction ($r = 0.071$; $p = 0.565$), affordances ($r = 0.112$, $p = 0.364$), student-to-student interaction ($r = 0.023$, $p = 0.854$), and course design/development/teaching ($r = 0.076$, $p = 0.540$) were not correlated with the performance of instructors in teaching online classes.

The data indicated that those instructors who have higher satisfaction with the support they receive from online teaching institutions also have better performance in online teaching. However, regardless of the satisfaction level of the instructors in the way they interact with their students, with the online environment or set-up, with how their students interact with one another in the online class, and with the quality of online teaching, the instructors' performance in online teaching was dependent on the strength of the support or logistics given by the institution.

The data also implies that in the implementation of online distance education, the instructors relied heavily on the institution's support for them to survive in digital teaching. The instructors may have satisfied many imperative factors as online faculty, but they could not do them on their own. Without institutional support like sufficient time to design and develop online lessons; the learning needed in the utilization of educational technologies, knowing the right fit among the learning outcomes, the teaching-learning activities and the preparation of multiple assessment design; and the accessibility of digital teaching materials; and all other pre-requisites and requisites of teaching, the instructors would not be able to perform with the greatest satisfaction.

Though school teachers' performance is possible through job satisfaction, it is necessary to consider all potential factors that affect

Table 8 Significant Relationship between the Instructors' Satisfaction Level and their Online Teaching Performance

Variables	r- value	p-value	Remarks
Instructor- to -Student Interaction & Performance	0.071	0.565	Not Significant
Affordances & Performance	0.112	0.364	Not Significant
Institutional Support & Performance	0.780	0.021*	Significant
Student-to-Student Interaction & Performance	0.023	0.854	Not Significant
Course Design/ Development/Teaching & Performance	0.076	0.540	Not Significant

Note: * means $p\text{-value} \leq 0.05$ significant at 5% level ; $ns \geq 0.05$ not significant at 5% level

their performance (Tehseen & Hadi, 2015). Training, external supports, and vast experience are three major areas of institutional strategies that conform to the findings of this study that best supported their development of online teaching (Mcgee, Windes, & Torres, 2017). It is vital to determine how the institution supports instructors in using learning analytics and pedagogies and how their experiences and skills are used to assist them in becoming ready and prepared to improve their overall performance (Erdemci & Karal, 2020). The institution may design professionals who support instructors critical for adopting new roles and competencies in online teaching environments (Adnan, 2018). Another factor contributing to teacher performance positively was compensation, which the institution may also support (Paturusi, 2017). Fair compensation affects teachers' performance. Teachers were uncomfortable with the compensation package and policies of the institution, which hindered performance and negatively affect the productivity of the teachers (Wekesa & Nyaroo, 2013).

The institution should support instructors doing online teaching. They have to provide the instructors with sufficient time to design and develop online courses, necessary technology tools for teaching online, enough training and workshop to prepare them for online teaching. In addition, the University's Human Resource Department (HRD) has to design fair compensation or incentive package for those instructors who performed in the online class well.

F. Predictors of Online Teaching Performance

Stepwise Regression Analysis was used to identify the predictors of online teaching performance (Table 9). The finding revealed that the instructors' social and communication skills ($\beta = 0.253$, $t=4.08$, $p=0.00$), and their level of satisfaction from institutional support ($\beta = 0.17$; $t=2.37$, $p= 0.02$), were the predictors of their online teaching performance. Other teacher factors do

not predict the instructors' online teaching performance.

The regression equation (Instructors' Performance = $3.65 + 0.253$ social communication skills+ 0.17 institutional support) indicates that the unit increase of the instructors' social and communication skills in teaching, and satisfaction level from the support extended by the institution, their online teaching performance also increased by 0.253 and 0.17 respectively. Thus, the data indicate that the instructors' online teaching performance could be attributed to the social communication skills in their online teaching and their satisfaction with the support they receive from the institution. It included giving adequate training and sufficient time to design and develop online courses and provide technical support and fair compensation or incentives for those instructors who exemplified outstanding performance in online teaching.

The variation of instructors' performance is explained by the instructors' social and communication skills in teaching and by the satisfaction from the institutional support ($r^2 = 60.84\%$). It means that 60.84 percent of the instructors' performance is attributed to the social communication skills in their online teaching and their satisfaction with the support they receive from the institution. However, the remaining 39.16 percent may be attributed to other factors not included in the study. Hence, another similar study may be conducted for future researchers to examine the other factors that might affect the instructors' online teaching performance.

One of the top three factors leading to improved teaching performance was teacher/student interactions (Mcgowan & Graham, 2009). To establish and maintain a teaching, social, and cognitive presence while teaching online, one must adhere to online learning principles. Successful online instructors encourage and facilitate students' active communication, interaction, collaboration, and engagement throughout the online course (Palloff & Pratt,

Table 9 Predictors of Online Teaching Performance

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	3.65	0.33	11.01	0.00
Social and Communication Skills	0.253	0.06	4.08	0.00**
Institutional Support	0.17	0.07	2.37	0.02*

R² = 60.84%

Dependent Variable: Online Teaching Performance

Instructors' Performance = 3.65 + 0.253 social communication skills+ 0.17 institutional support

Note: * means p-value ≤ 0.05 significant at 5% level ; ns ≥ 0.05 not significant at 5% level

2011). These instructors should be highly motivated, supportive, visible, organized, analytical, respectful, approachable, active, responsive, flexible, open, honest, compassionate, and capable of leading by example (Keengwe, 2014). Furthermore, online instructors must focus on what they need to create, develop, and manage their online courses and communicate with learners without the need for physical presence and interaction (Alman & Tomer, 2012).

One of the factors associated with the impact and effectiveness of online education is institutional support. Online faculty members require a framework and guidelines to help them support themselves, improve their skills, and design appropriate training programs (Munoz-Carril, Gonzalez-Sanmamed, & Hernandez-Selles, 2013). It will help develop their confidence in teaching, and at the same time, they will become technologically ready, which leads to better performance in online teaching (Tartavulea, Albu, Albu, Dieaconescu, & Petre, 2020). The human resource department should provide ongoing training for faculty members, and workshops should be organized to help them gain confidence and skills (Aldosemani, Shepherd, & Bolliger, 2019). Department heads can also award faculty members in blended learning rewards, certificates, stipends, and recognition of their achievements (Aldosemani, Shepherd, & Bolliger, 2019). Establishing one or more annual teaching awards is the first step toward rewarding excellence in university teaching (Harrison, 2002).

Instructors felt the need for support from their institution and technical aspects (Stickney, Bento, Aggarwal, & Adlakha, 2019). In addition, they claimed that they need sufficient guidance and pedagogical support from the administration to understand how online communication and collaboration tools improve interaction and learning (Bolliger, Inan, & Wasilik, 2014).

Instructors teaching online need to facilitate and maintain an online discussion with the students. They have to make their teaching

online more lively and connecting more often to students in online and offline classes. Involving students and asking more questions allows active involvement and engagement of students in online classes. It would also help build a warm relationship between students and teachers as they connect and communicate more often in an online setting. Instructors need to maintain warmth, friendly and collegial manner to maintain connectivity and social interaction even virtually, which helps instructors' performance because of the feedback they receive from students, which are the authentic source of information on improving teaching.

Support from the institution with the instructors plays a significant role in their performance in online teaching. The institution may extend its support to the instructors in varied ways. Department heads may support instructors with training and workshops. To prepare faculty members for online teaching, they should organize major topics (e.g., instructional design, e-learning strategies, content creation, learning management system use, student assessment). The institution's Human Resource Department may also give rewards and incentives for those outstanding faculty in online teaching to enhance their satisfaction level, encouraging them to perform better in online teaching.

CONCLUSION

The findings of the study disclosed that the instructors have excellent teaching skills. The instructors are well equipped with the technological, pedagogical, and content knowledge and skills in the teaching-learning process in online teaching. The support extended by the University in giving of equal opportunities and access to LMS, flexibility in the conduct of the teaching-learning process, the coaching provided by the academic supervisors, and the training on the use of new teaching pedagogies and technologies develop their positive attitudes towards online teaching, as seen in their high level

of satisfaction.

Instructors perform very satisfactorily in their online teaching performance from planning and implementing the Outcomes-Based teaching in the digital classroom. They have achieved the learning outcomes, mastered their lessons, integrate varied strategies, activities, and learning tasks. They also demonstrate their assessment asks that fit the learning outcomes and learners' learning styles and multiple intelligences. The instructors' ability to create and maintain social and communication skills among students contributes to their online teaching performance because of the feedback they receive from the students, which are an authentic source of information on how to improve teaching. Support from the institution with the instructors plays an important role in the online teaching performance. The institutional support provided by the University gives them satisfaction and helps the instructors become ready to teach and perform better in their online teaching. Teaching enhancement program is suggested as an outcome of the study. This was already included in the training plan of the Office of the Human Resource Department and the Office of the VPAA.

Based on the findings and conclusion, it is recommended that the administrators extend their support to the instructors with training and workshops. Training may include an Enhancement Program to heighten teaching skills, educational technologies, online testing, and multiple assessment designs. The Human Resource personnel may also give rewards and incentives for those outstanding faculty in online teaching to enhance their satisfaction level, and at the same time, encourage them to perform better in online teaching. Instructors attend webinars to enhance their skills on the new trends and strategies in online teaching and explore other online interactive strategies in teaching to maintain connectivity and engagement among students. Future studies may be conducted to follow up the developments of online delivery of instruction in the University.

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