DOI: https://doi.org/10.15631/ubahsj.v1i1.251

SELF-EFFICACY, JOB SATISFACTION, AND PERFORMANCE OF HEALTH AND NUTRITION COORDINATORS AMONG PUBLIC SCHOOL TEACHERS IN DEPED BOHOL

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ABSTRACT

Article history:

Submission: 18 October 2025
Revised: 7 November 2025
Accepted: 19 December 2025
Publication: 15 January 2026

Keywords — DepEd, job satisfaction, self-efficacy, performance, coordinator roles, public school teachers, administrative functions, workload, Philippines

Students' health and nutrition have a substantial impact on their academic performance and overall well-being. In the Philippines, Health and Nutrition Coordinators (HNCs) oversee these initiatives, but their roles are understudied. This study investigated the self-efficacy, work satisfaction, performance, and perceived functions of HNCs in selected Bohol public schools using a mixed-methods approach, including quantitative data from 36 HNCs and 36 supervisors. The majority of HNCs were women, married, and mid-career educators who mainly worked in primary schools. They reported limited self-efficacy, work satisfaction, and performance, with considerable differences

across districts. HNCs in the Sevilla District reported higher self-efficacy levels, indicating stronger support or more effective program execution. Elementary HNCs had more specific tasks and goals, especially for the School-Based Feeding Program. Secondary HNCs, on the other hand, had ambiguous functions, inconsistent funding, and limited administrative control. Both levels faced challenges such as insufficient funding, inadequate facilities, a scarcity of medical supplies, and limited training opportunities, all of which harmed confidence and productivity. The findings underline the importance of clearer laws, targeted professional development, enough resources, and institutional recognition to assist HNCs. Therefore, education authorities, policymakers, and stakeholders must take immediate action to improve HNCs' working conditions and capacities. Doing so will directly boost school health programs and encourage student achievement, well-being, and sustained educational success.

INTRODUCTION

Globally, students' nutritional and health status varies significantly. In wealthier countries, more young people face obesity and illnesses related to poor diets and low physical activity. In contrast, students in poorer nations often experience undernutrition and deficiencies in vitamins and minerals (World Health Organization [WHO], 2022). In response, many education systems invest in school-based health and nutrition programs, which have been shown to enhance learning, improve well-being, and support long-term economic development (Bundy et al., 2018; Jukes et al., 2008).

The effectiveness of these programs depends on the local context. Economic conditions, policies, and cultural norms influence students' access to nutritious food, healthcare, and essential services. In the Philippines, these challenges led the Department of Education (DepEd) to launch the Oplan Kalusugan sa DepEd (OK sa DepEd) program, which includes drug education, adolescent reproductive health, WASH initiatives, the School-Based Feeding Program, and school health services. Health and Nutrition Coordinators (HNCs), typically classroom teachers, lead these efforts by managing health campaigns, conducting screenings, and coordinating with health professionals. However, many HNCs report that limited budgets, inadequate facilities, and a lack of formal training hinder their work (Campoamor, 2023; David et al., 2019). These challenges can reduce their confidence, job satisfaction, and daily performance.

Understanding how workload, self-efficacy, and job satisfaction interact is essential to improving these programs. Self-efficacy, the belief in one's ability to complete tasks, is important for HNCs' motivation and effectiveness. Teachers' sense of efficacy grows through past successes, observing peers, receiving supportive feedback, and maintaining emotional well-being. These factors affect classroom management, lesson delivery, and student motivation

(Bandura, 1997; Klassen & Chiu, 2011).

Research also shows that self-efficacy, job satisfaction, and performance are closely linked. Teachers with strong self-belief use more effective strategies, experience greater job satisfaction, and are less likely to experience stress and burnout (Klassen & Tze, 2014; Reilly et al., 2014; Katsantonis, 2020). Professional development, strong leadership, and qualities such as emotional intelligence can further improve these outcomes (Jentsch et al., 2023; Thahir et al., 2021). Enhancing these domains for Health and Nutrition Coordinators (HNCs) is critical to the effectiveness of school health and nutrition programs.

On the other hand, Filipino teachers are less satisfied with their jobs and perform worse when they have heavy workloads, particularly when those workloads include additional tasks.

Administrative and health promotion duties (Campoamor, 2023; David et al., 2019). Despite the critical role of HNCs in the Philippine school health system, there is a lack of empirical evidence regarding the effects of their workload, job satisfaction, and self-efficacy on performance. Addressing this research gap will inform policy development to enhance school health programs and better support HNCs' functions.

RESEARCH METHODOLOGY

Design. This study utilized a convergent parallel mixed-methods design (Creswell & Clark, 2017) to assess self-efficacy, work satisfaction, and performance among Health and Nutrition Coordinators (HNCs) in the Department of Education, Division of Bohol. Quantitative and qualitative data were collected concurrently, processed separately, and combined during interpretation to provide a comprehensive understanding of the occurrence. This study sought to understand who Health and Nutrition Coordinators (HNCs) are—not just in terms of their backgrounds and professional roles, but also in how confident, satisfied, and effective they perceive themselves to be in carrying out their responsibilities. It explored whether certain personal or work-related factors shape their sense of capability, their motivation, and how well they perform their duties. The research also examined how these three areas—self-efficacy, job satisfaction, and performance—interact in real workplace settings. Finally, it listened to HNCs' own voices as they described their roles, the goals they work toward, the challenges they face on the ground, and the improvements they believe are needed to strengthen school health and nutrition programs.

Participants/Respondents and Environment. The study involved 36 HNCs and their 36 immediate supervisors across six districts in the Division of Bohol: Bien Unido, Cortes, Loay, Panglao, Sevilla, and Trinidad II. These districts were selected to reflect a mix of geographic locations and school contexts. Respondents included teaching and non-teaching personnel currently designated as HNCs. A purposive sample of participants from three

districts was selected for the qualitative phase to capture diverse perspectives and experiences.

Instruments. Three instruments were used in the quantitative phase.

1. General Self-Efficacy Scale (GSES) – adapted to measure respondents' self-perceived capability to perform HNC-related tasks.
2. Minnesota Satisfaction Questionnaire (MSQ) – used to assess intrinsic and extrinsic job satisfaction.
3. Researcher-developed HNC Performance Scale – constructed based on DepEd guidelines and role expectations to measure task performance.

All instruments were pilot-tested to ensure clarity and reliability. Descriptive statistics and reliability coefficients were calculated before complete administration. For the qualitative phase, a semi-structured interview guide was developed to explore HNCs' perceptions of their role definitions, targets, and deliverables, the challenges they encounter, and suggestions for improvement.

Scale	Range	Descriptive Value	Interpretation (Self-Efficacy)
4	3.25 – 4.00	Exactly true	High self-efficacy
3	2.50 – 3.24	Moderately true	Moderate self-efficacy
2	1.75 – 2.49	Hardly true	Low self-efficacy
1	1.00 – 1.74	Not at all true	Poor self-efficacy

Scale	Range	Descriptive Value	Interpretation (Job Satisfaction)
4	3.25 – 4.00	Very satisfied	High satisfaction
3	2.50 – 3.24	Satisfied	Moderate satisfaction
2	1.75 – 2.49	Dissatisfied	Low satisfaction
1	1.00 – 1.74	Very dissatisfied	Poor satisfaction

Scale	Range	Descriptive Value	Interpretation (Performance)
4	3.25 – 4.00	Exceeds Requirement	High performance
3	2.50 – 3.24	Meets Requirement	Moderate performance
2	1.75 – 2.49	Needs Improvement	Low performance
1	1.00 – 1.74	Poor	Poor performance

Data Collection Procedures. For the Quantitative strand, an online survey using the GSES, MSQ, and performance questionnaire was administered through district supervisors and school health personnel. **For the qualitative strand, s**emi-structured interviews with selected HNCs were conducted virtually and in person, recorded with consent, and transcribed

verbatim.

Data analysis. Descriptive statistics, such as mean, frequency, and percentage, were used to look at self-efficacy, work satisfaction, and performance. Thematic analysis (Braun & Clarke, 2019) was used to look at qualitative data. Transcripts were inductively coded, and themes were discerned and developed. During interpretation, the findings were compared to quantitative results.

Ethical Considerations. The research adhered to recognized ethical guidelines for studies involving human subjects. Before collecting data, respondents provided informed consent. Participants were promised that their information would be kept private, that they could choose to take part, and that they could leave at any moment without any consequences. All data were safely stored and anonymized for analysis and reporting.

RESULTS AND DISCUSSION

The majority of Health and Nutrition Coordinators (HNCs) were female, married, and aged 39–45, primarily serving at the elementary level as Teacher III with full teaching loads. Many handled multi-grade or Grade 6 classes and were assigned to Bien Unido or Sevilla districts. Most had served 6–10 years, with a substantial group having served over 25 years. HNC responsibilities were mainly as School-Based Feeding Program Coordinators or Clinic Teachers, typically held for 1–3 years, with a few exceeding 10 years.

Self-Efficacy. The HNCs generally felt "moderately confident" in their ability to carry out their work. They were most self-assured when it came to solving problems through their own effort—showing that when they know what needs to be done, they believe they can figure things out. Many HNCs report that their confidence drops when facing resistance or challenge from others. Such reactions are common. Bandura (1997) observes that confidence increases when individuals' past experiences demonstrate competence. Nevertheless, disagreement or conflict may undermine confidence, even among experienced HNCs, who may subsequently seek guidance or reassurance from supervisors. Although these professionals typically trust their abilities, unexpected challenges can still result in hesitation or self-doubt.

Similarly, Klassen and colleagues (2011) found that a teacher's belief in their own abilities has a powerful impact on how they work and interact in their roles. In the case of HNCs, their moderate self-efficacy shows both their willingness to take on challenges and the areas where additional guidance or reinforcement could help them feel more equipped.

While Djigić et al. (2014) found generally high teacher self-efficacy, the moderate scores among HNCs may reflect the impact of limited training and unclear role definitions on confidence (Kidger et al., 2009; Martin et al., 2008). Higher self-efficacy is associated with openness to innovation and the use of supportive classroom practices (Tschannen-Moran et al., 1998; Perera et al., 2022).

Job Satisfaction. Job satisfaction was moderate (M = 3.02). HNCs rated recognition and authority highest (M = 3.11) and compensation lowest (M = 2.86), reflecting their non-regular status and lack of additional pay. Ambiguity in roles and limited policy support also lowered satisfaction (Lăzăroiu, 2015; Klassen & Chiu, 2011). Similar moderate levels were observed in Adeyemi's (2011) study among Nigerian teachers, contrasting with higher satisfaction levels reported by Mehta (2012) and Russell et al. (2010).

Performance. Supervisors rated HNCs' overall performance as moderate (M = 3.17). Coordinators often received praise for their cooperation and dependability, qualities important to school leadership. On the other hand, lower scores in decision-making and technical tool use indicate that more training and more precise guidance are needed. This pattern is similar to HNCs' own reports of feeling only moderately confident and satisfied in their roles. Performance depends not only on individual skills but also on factors such as unclear job expectations, limited resources, and heavy workloads, as shown in earlier studies (Male & May, 1998; Lai & Chen, 2012).

While studies on Filipino teachers usually show strong performance (Kadtong et al., 2017; Baluyos et al., 2019), HNCs work under different conditions. They deal with more complex and less clearly defined responsibilities, along with inconsistent support. These results suggest that the main challenges come from how HNC roles are structured and supported, not from individual shortcomings.

The crosstab above shows that the Sevilla district had the highest number of respondents with high self-efficacy ratings, and this relationship was statistically significant. This suggests that HNCs from Sevilla were rated as the most self-efficacious among the HNCs who participated in this study.

Few studies have examined teachers' self-beliefs, despite evidence showing that self-efficacy predicts teaching practices. Bandura recognized four key sources of lifetime beliefs: mastery experiences, vicarious experiences, verbal or social persuasion, and physiological and emotional elements (Klassen et al., 2011). Additionally, Djigić et al. (2014) reported that teachers had excellent self-efficacy. Instructional self-efficacy was highest, while the others were lower. Teachers' self-efficacy was most influenced by conscientiousness and openness.

Furthermore, significant relationships were found among instructors' self-efficacy, perceived administrative support, positive student attitudes, and job-related stress. Teachers' positive attitudes toward pupils and their sense of self-efficacy predicted only job-related stress control (Katsantonis, 2020). This may imply that HNCs in the Sevilla district may possess the said qualities.

QUALITATIVE FINDINGS

Targets and Deliverables of Health and Nutrition Coordinators. Elementary and secondary HNCs said their jobs cover many responsibilities,

from meeting program requirements to handling health tasks. Elementary HNCs who run the School-Based Feeding Program described their work as straightforward and easy to measure. Their tasks include checking students' height and weight, preparing work and financial plans, and ensuring food and supplies arrive on time. They see their roles as organized, with specific goals to achieve each school year, such as coordinating with stakeholders and conducting monitoring and evaluation activities. These targets were commonly integrated into their Individual Performance Commitment and Review (IPCR) forms. As "Rory" explained, *"There are many targets and deliverables... preparation of nutritional status, crafting plans, delivery of food, coordination, and monitoring."* Similarly, "Piper" highlighted the importance of incorporating deworming, first aid, and immunization activities into her performance commitments.

Secondary HNCs found the jobs they were assigned more challenging to understand. For example, some, like "July," gave health lessons and first aid as part of their clinic teacher work, but said these tasks were "not clearly included" in their Individual Performance Commitment and Review (IPCR) forms. Others, such as "Gem," said there were no clear program rules and that leaders did not provide enough support for their ideas.

These differences reveal a significant gap between elementary and secondary Health and Nutrition Coordinators (HNCs). Elementary HNCs participate in structured feeding and health programs with clearly defined tasks and objectives, which provide consistent daily direction. In contrast, secondary HNCs frequently operate with minimal guidance and must depend on their own judgment and experience to maintain program operations.

This contrast emphasizes the importance of clarity and adequate support in determining the effectiveness of HNCs. When expectations are clearly communicated, individuals demonstrate greater confidence, motivation, and competence in their roles. Previous research indicates that well-defined goals and measurable performance indicators enhance focus and self-assurance (Koedel et al., 2017; Smith, 2020).

At both elementary and secondary levels, Health and Nutrition Coordinators (HNCs) reported several challenges that limit their effectiveness. Common issues included insufficient funding, inadequate facilities, limited supplies, and a need for more support from school leadership. For example, elementary HNCs such as "Rory" noted that restricted budgets and limited assistance hindered the smooth operation of programs. Others, including "Piper" and "Cintra," identified the lack of proper clinics and essential medical supplies as significant barriers to delivering necessary student care. "July" also shared that handling both teaching and clinic duties disrupted her classes, especially with too many students per coordinator, and her confidence in clinical work dropped, even though she has a nursing background.

Secondary HNCs echoed similar concerns regarding **inadequate facilities, lack of medicines, and insufficient capacity-building opportunities**. Several participants expressed the need for refresher courses, training, and more

precise job descriptions to strengthen their competencies in health service delivery. These findings align with international research showing that **high administrative workloads and unclear roles reduce instructional time and increase stress** (Kim, 2019; Türkoglu et al., 2017). Similarly, studies in Pakistan and Austria found that lack of administrative support and weak program implementation frameworks hinder teachers' ability to fulfill ancillary health functions effectively (Saleem et al., 2020; Adamowitsch et al., 2017).

CONCLUSIONS

This study examined self-efficacy, job satisfaction, performance, and daily experiences of Health and Nutrition Coordinators (HNCs) in six Bohol districts. Most HNCs were women, married, and at mid-career, with many assigned to elementary schools. HNCs generally showed moderate confidence, satisfaction, and performance. A notable pattern emerged. Elementary HNCs, especially those in the School-Based Feeding Program, worked in more structured systems and received more consistent support. Secondary HNCs often faced unclear expectations and inconsistent funding, making their roles more challenging and less defined. Both elementary and secondary HNCs identified similar obstacles: limited resources, inadequate facilities, and insufficient training. These issues prevented them from delivering key health and nutrition services to students. To better support HNCs and school health programs, clarify their roles, provide targeted training, and ensure access to needed resources. Also, recognize and value their contributions. When HNCs feel supported, they are more likely to improve student well-being and school health outcomes.

RECOMMENDATIONS

1. For the Department of Education to review, revisit, and possibly revise or rescind recent policy changes that adversely affected the roles of health and nutrition coordinators, who are relied upon for the continued and effective implementation of health and nutrition programs at the school levels.
2. The Bureau of Learner Support Services and the Bureau of Human Resources and Organizational Development, along with the Curriculum and Finance teams, are encouraged to carry out a nationwide needs assessment. This will help us better understand how HNCs see their current and past roles. The assessment should focus on these key areas:
   2.1 *Clear role definitions: making sure HNCs know precisely* what is expected of them and where their responsibilities start and finish.
   2.2 Specific and measurable targets: setting clear deliverables to help HNCs plan and review their work, and *meaningful incentives* – exploring both

monetary and non-monetary forms of recognition that acknowledge the additional workload and responsibilities HNCs carry.

2.3 Sustainable support systems: creating programs for induction, retention, and recognition to help HNCs feel valued and supported during their service. Then, enhance *performance management* – integrating a results-based performance system tailored to HNC functions to ensure accountability, growth, and continuous improvement.

2.4 Integration of HNC roles into the merit and selection practices of human resource management in the DepEd.

3. That DepEd Bohol will provide the necessary needs assessments, orientations, and trainings to health and nutrition coordinators or their counterparts/replacements.
4. For Health and Nutrition Coordinators to utilize the findings and address the gaps in their self-efficacy, satisfaction, and performance at their level and capacity.
5. That school heads and immediate supervisors improve administrative support and performance management of HNCs in order to address gaps in satisfaction and performance at the school level.
6. For DepEd and relevant stakeholders to consider implementing and funding the study's proposed enhancement program.
7. For researchers to build upon the thrusts and recommendations of this study, they should enrich its findings through expanded research using various methodologies.

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