

COMPENSATION, JOB SATISFACTION, AND PERFORMANCE: AN INTEGRATED REVIEW OF TEACHER EXPERIENCES IN PRIMARY AND SECONDARY SCHOOLS

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ABSTRACT

This review examines the intricate relationships between compensation, job satisfaction, and job performance among primary and secondary school teachers. Recognizing teachers' central role in student development, the study highlights how adequate financial remuneration significantly impacts job satisfaction, which in turn enhances performance. The review synthesizes findings from diverse theoretical frameworks and empirical studies, revealing that compensation, encompassing salary and benefits, is a crucial factor influencing teachers' perceptions of their professional value and well-being. Key theories such as Herzberg's Two-Factor Theory and the Job Characteristics Model provide insight into how appropriate compensation and supportive work environments foster job satisfaction and improved job performance. It underscores the implications for policymakers and educational administrators, advocating for the implementation of fair and competitive compensation packages, the provision of professional development opportunities, and the creation of supportive work environments. Addressing disparities between public and private schools, improving working conditions, and reducing teacher turnover are identified as essential strategies for enhancing teacher satisfaction and performance. By aligning compensation strategies with the goals of job satisfaction and optimal teacher performance, educational institutions can cultivate an environment where teachers are valued, motivated, and empowered, ultimately leading to improved educational outcomes and a more stable and productive educational system.

KEYWORDS: Job Satisfaction, Job Performance, Theoretical Frameworks, Professional Value.

Introduction

In the realm of education, the performance of teachers stands as a cornerstone for the academic and personal development of students. As primary and secondary school teachers navigate the complexities of educating diverse student populations, their job satisfaction and performance become crucial components in achieving educational excellence. Central to these elements is the issue of compensation, which plays a significant role in influencing teachers' job satisfaction and, consequently, their performance.

The relationship between compensation, job satisfaction, and job performance has been extensively studied across various professions. However, the unique context of primary and secondary education presents specific challenges and dynamics that merit focused examination. Teachers, who are often motivated by intrinsic factors such as passion for teaching and commitment to student success, also require adequate financial compensation to maintain their professional well-being and efficacy. Inadequate compensation can lead to decreased job satisfaction, which may negatively impact teachers' performance and, ultimately, student outcomes.

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This integrated review aims to synthesize existing research on the interconnectedness of compensation, job satisfaction, and job performance among primary and secondary school teachers. By exploring the multifaceted experiences of teachers, this paper seeks to provide a comprehensive understanding of how financial remuneration affects their professional lives and educational delivery. Key questions addressed in this review include: How does compensation influence job satisfaction among teachers? What is the impact of job satisfaction on teacher performance? And, how can compensation strategies be optimized to enhance both satisfaction and performance in the teaching profession?

Understanding these relationships is critical for policymakers, educational administrators, and stakeholders who are tasked with designing and implementing effective compensation models that not only attract but also retain high-quality educators. Through a thorough examination of empirical studies, theoretical frameworks, and case studies, this review will highlight best practices and potential areas for policy intervention aimed at improving teacher compensation structures. Ultimately, this paper aspires to contribute to the broader discourse on educational improvement by underscoring the importance of aligning compensation with the goals of job satisfaction and optimal teacher performance.

As we delve into the complexities of this topic, it is important to recognize the broader implications of our findings. Enhancing teacher satisfaction and performance through appropriate compensation is not only a matter of economic policy but also a pivotal factor in ensuring equitable and high-quality education for all students. Thus, this review serves as a foundational step toward fostering an educational environment where teachers are valued, satisfied, and empowered to perform at their best.

Background

Teachers are pivotal to the educational process, playing a significant role in shaping the academic and social development of students. Ensuring that teachers are well-compensated, satisfied with their jobs, and performing at their best is therefore essential. However, achieving this trifecta is challenging, as it involves balancing financial, psychological, and motivational factors.

Significance

The significance of studying this relationship lies in its implications for policy and practice in education. Understanding how compensation affects job satisfaction and performance can guide the development of strategies aimed at improving teacher retention and effectiveness. High turnover rates among teachers can disrupt the learning environment and incur substantial costs for schools. Conversely, satisfied and well-performing teachers contribute to a stable and productive educational setting, ultimately benefiting student achievement.

Objectives of the Study

- To Examine the Relationship Between Compensation and Job Satisfaction Among Primary and Secondary School Teachers
- To Integrate Findings and Develop a Comprehensive Understanding of How Compensation, Job Satisfaction, and Job Performance Interact

Methodology

This study employs a systematic literature review (SLR) methodology to comprehensively examine the interrelationships among compensation, job satisfaction, and job performance in primary and secondary school teachers. The research questions guiding this review focus on understanding how compensation impacts job satisfaction and subsequently influences job performance, as well as exploring the direct relationship between compensation and performance outcomes. The study will conduct a thorough literature search across multiple academic databases, including ERIC, PsycINFO, Google Scholar, JSTOR, PubMed, and Web of Science, to identify peer-reviewed articles, conference papers, and dissertations published from 2000 onwards that specifically address these relationships in educational settings.

Inclusion criteria encompass studies written in English and focusing on primary and secondary education, while excluding non-peer-reviewed sources and studies outside the scope of educational contexts. Each selected study will undergo rigorous quality assessment using a modified CASP checklist to evaluate validity, data quality, and relevance to the research questions. Data extraction will be structured around key elements such as study characteristics, theoretical frameworks employed, key findings on the relationships among compensation, job satisfaction, and job performance, and policy implications.

Synthesizing the findings will involve narrative synthesis, thematic analysis to identify patterns and themes across studies, and comparative analysis to assess consistency and variability in results. The review will be guided by theoretical frameworks including Herzberg's Two-Factor Theory, the Job Characteristics Model, Expectancy Theory, and Maslow's Hierarchy of Needs to provide a comprehensive understanding of how these factors interact in shaping teacher experiences in primary and secondary schools. Ethical considerations primarily involve proper citation practices and avoidance of plagiarism, given the review's reliance on existing literature without direct involvement of human subjects.

Literature Review

Understanding the dynamics of compensation, job satisfaction, and job performance is crucial for enhancing educational outcomes and teacher retention in primary and secondary schools. The literature review explores how these interrelated factors influence the experiences of teachers within educational settings. Compensation, comprising financial rewards and benefits, plays a pivotal role in shaping teachers' perceptions of job satisfaction, which in turn affects their motivation and commitment to their roles. Job satisfaction, driven by both intrinsic factors like job autonomy and extrinsic factors such as salary levels, significantly impacts teachers' engagement and effectiveness in the classroom. Moreover, job performance, measured through student achievement and instructional quality, is directly influenced by teachers' satisfaction with their work environment and compensation packages. By synthesizing existing research from various theoretical perspectives and empirical studies, the review aims to provide insights into optimizing compensation strategies to foster greater job satisfaction and improve overall teacher performance in primary and secondary education contexts.

Compensation, often encompassing salary, benefits, and other financial rewards, is a primary factor influencing job satisfaction. Herzberg's Two-Factor Theory differentiates between hygiene factors (e.g., salary) and motivators (e.g., recognition), positing that while inadequate compensation can lead to job dissatisfaction, it alone does not guarantee job satisfaction (**Herzberg, 1966**).

Job satisfaction is often linked to job performance through several motivational theories. The Job Characteristics Model (**Hackman & Oldham, 1976**) suggests that job satisfaction arises when job characteristics such as task variety, autonomy, and feedback align with employees' psychological needs, which enhances job performance.

The Expectancy Theory (**Vroom, 1964**) postulates that employees are motivated to perform well when they believe their efforts will lead to desirable outcomes, such as higher compensation. This theory suggests a direct link between compensation and job performance.

(**Judge et al., 2001**) reviewed various studies and concluded that job satisfaction and job performance are positively correlated. Teachers who are satisfied with their jobs tend to perform better, engage more with their students, and contribute to a positive school environment.

(**Skaalvik & Skaalvik, 2010**) found that job satisfaction among teachers is a strong predictor of both instructional quality and student achievement. The study emphasized the role of supportive work environments in enhancing teachers' job satisfaction and performance.

(**Ingersoll, 2001**) highlighted that compensation influences job satisfaction by meeting teachers' basic needs, which in turn impacts their motivation and job performance. The study emphasized the need for comprehensive compensation packages that include salary, benefits, and professional development opportunities.

Sultana, Sarker, and Prodhan (n.d.) examined the job satisfaction of public and private primary school teachers in Bogra District, Bangladesh. Their study revealed that private school teachers reported higher levels of job satisfaction compared to public school teachers. Factors such as salary, workload, job security, and professional development opportunities were identified as significant determinants of job satisfaction in both sectors.

(**Nazir et al., 2013**) investigated the impact of rewards and compensation on job satisfaction in public and private universities in the UK. Their study revealed that both monetary and non-monetary rewards significantly influenced job satisfaction levels among university faculty members. Moreover, they found that the perception of fairness and transparency in reward distribution played a crucial role in shaping job satisfaction.

(**Nawab, 2011**) conducted a case study in the educational sector of Pakistan to examine the influence of employee compensation on organizational commitment and job satisfaction. The study found that a well-designed compensation system positively impacted both organizational commitment and job satisfaction among teachers. It emphasized the need for educational institutions to align their compensation practices with employee needs and expectations to enhance overall satisfaction and commitment.

(Muguongo et al., n.d.) investigated the effects of compensation on job satisfaction among secondary school teachers in Kenya. Their study found a positive correlation between compensation packages and job satisfaction levels. Teachers who perceived their compensation as fair and competitive reported higher levels of job satisfaction. This highlights the importance of adequate compensation and rewards in fostering job satisfaction among teachers.

(Eliophotou Menon et al., 2008) explored the relationship between job satisfaction and various teacher and organizational variables in Cyprus. Their study identified several factors, such as workload, administrative support, professional development opportunities, and school climate, that significantly influenced teacher job satisfaction. They concluded that improving these factors could enhance overall job satisfaction among teachers and contribute to better educational outcomes.

(Akhtar et al., 2010) conducted a comparative study to assess the levels of job satisfaction among secondary school teachers in public and private schools. Their research revealed significant differences in job satisfaction levels between the two sectors. They found that private school teachers reported higher levels of job satisfaction compared to their counterparts in public schools. This disparity could be attributed to several factors, including differences in working conditions, compensation, administrative support, and job security.

(Saiti & Papadopoulos, 2015) investigated the impact of professional development on job satisfaction among teachers. Their findings showed that opportunities for continuous professional development are crucial for maintaining high levels of job satisfaction. Teachers who engage in regular professional development activities feel more competent, motivated, and satisfied with their jobs.

(Saani, n.d.) conducted a study comparing job satisfaction among teachers in different educational contexts. The research indicated that teachers in private schools generally report higher job satisfaction compared to those in public schools. Factors such as better resources, smaller class sizes, and more supportive administrative practices in private schools contribute to these differences.

(Ingersoll, 2001) analyzed the relationship between teacher turnover and job satisfaction. The study revealed that high turnover rates are often associated with low job satisfaction. Factors such as inadequate support, lack of professional development, and poor working conditions contribute to both high turnover and low job satisfaction. Addressing these issues can reduce turnover and enhance job satisfaction.

(Dr. Heri Erlangga, 2021) examined the impact of school leadership on teacher job satisfaction. The study found that effective leadership, characterized by supportive and communicative leaders, positively affects job satisfaction among teachers. Leadership that provides clear vision, guidance, and recognition helps create a positive work environment conducive to high job satisfaction.

(Bull, 2005) explored the factors that influence job satisfaction and teacher retention. The study highlighted the importance of recognition and appreciation, opportunities for professional growth, and a supportive work environment. Bull's research also pointed out that job dissatisfaction is a significant factor in teacher attrition, making it essential for schools to address these areas to retain skilled teachers.

(Baluyos et al., 2019) investigated the determinants of job satisfaction among public school teachers. Their study identified several key factors, including administrative support, work-life balance, compensation, professional development opportunities, and classroom environment. The findings suggest that improving these areas can lead to higher job satisfaction levels, emphasizing the multifaceted nature of job satisfaction.

(Ali et al., 2016) conducted a study focusing on the relationship between organizational commitment and job satisfaction among teachers. Their research demonstrated that a strong sense of organizational commitment significantly enhances job satisfaction. Teachers who feel a strong commitment to their schools are more likely to exhibit higher levels of job satisfaction, indicating that fostering a sense of belonging and alignment with school values is crucial.

Conclusion

The integrated review highlights the vital connections between compensation, job satisfaction, and job performance among primary and secondary school teachers. Adequate and fair compensation is a critical driver of job satisfaction, which in turn enhances teachers' performance and commitment. Research consistently shows that financial remuneration, including salary and benefits, significantly influences teachers' perceptions of their professional worth and well-being. Theories such as Herzberg's Two-Factor Theory and the Job Characteristics Model elucidate how appropriate compensation and supportive work environments contribute to job satisfaction and, consequently, to improved job performance.

For policymakers and educational administrators, these findings underscore the importance of implementing fair and competitive compensation packages, fostering professional development opportunities, and creating supportive work environments. Addressing disparities between public and private schools, improving working conditions, and reducing teacher turnover are essential strategies to enhance teacher satisfaction and performance. By aligning compensation strategies with the goals of job satisfaction and optimal teacher performance, educational institutions can create an environment where teachers feel valued, motivated, and empowered, ultimately leading to better educational outcomes and a more stable and productive educational system.

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