

SALARY AMOUNT'S IMPACT ON TEACHERS' PERFORMANCE

by:

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Numerous facets of a teacher's career, such as motivation, job satisfaction, and general performance, can be impacted by their pay. Although income is a major factor for instructors, research has shown that its direct effect on performance is complex. Even though pay may not be the only factor influencing a teacher's performance, it does have a big impact when paired with other internal and external motivators.

Salary's function as a motivator is one of the main ways it might affect teacher performance. A study by Akpan and Umoren (2021) found that instructors who believe they are paid fairly are more likely to put effort into their lessons, be more dedicated to their pupils, and pursue professional development. This is consistent with Herzberg's Two-Factor Theory, which holds that while monetary incentives may serve as "hygiene factors" to keep people happy, intrinsic motivators like autonomy and recognition have a stronger correlation with long-term job happiness and productivity.

Higher pay and greater teacher motivation were found to be positively correlated in Akpan and Umoren's study. Teachers were more inclined to work overtime and use creative teaching techniques if they thought their pay was competitive and fair. This implies that in order for pay to have a long-lasting effect on teacher performance, it must be complemented by other motivating elements (such as chances for professional growth and a supportive school climate).

Li and Wang's (2022) study investigated the connection between job satisfaction and teacher pay in China. Higher pay, according to the authors, greatly increased teachers' job happiness, which in turn enhanced their performance in the classroom. Students benefited from a more positive learning environment because teachers who were fairly compensated were more likely to have positive attitudes regarding their employment.

On the other hand, instructors who believed their pay was insufficient frequently suffered from stress, burnout, and discontent, all of which could result in poorer performance. This result is consistent with a study by Munthe (2023), who found that high turnover rates and disengagement were caused by salary dissatisfaction in a number of nations, especially those with underfunded educational systems. According to this research, pay has a significant role in retaining teachers, which is essential to preserving high-quality, consistent instruction.

Another important area where pay has a discernible effect is teacher retention. An OECD analysis from 2023 states that nations with competitive teacher pay typically have lower teacher turnover rates. This is especially true in areas where instructors are respected professionally and paid well. For example, teachers are more likely to stay in the field for longer periods of time in nations like Finland and South Korea, where teacher salaries are competitive, and education is highly valued. This results in a more stable teaching workforce and better student outcomes.

On the other hand, teacher turnover is typically higher in nations or areas with poor incomes and underfunded educational institutions. This interferes with students' learning and creates a loop of hiring and preparing new instructors, which can eventually affect how well the educational system performs as a whole. According to research by Tan and Zhang (2024), teacher retention initiatives that aim to raise salaries have been successful in raising retention rates, which in turn has improved the caliber of instruction.

Opportunities for professional development are yet another important component of teacher effectiveness. Although pay by itself might not be sufficient to guarantee excellent performance, it can significantly impact teacher motivation when paired with chances for professional advancement. Smith et al.'s (2021) study looked at how teacher performance in the US was improved by compensation increases combined with focused professional development initiatives. The authors discovered that teachers were more likely to adopt new teaching strategies, interact with students more successfully, and demonstrate gains in student outcomes if they were given both increased compensation and chances for additional training and development.

It was discovered that when teachers believed their pay reflected their qualifications and experience, they were more likely to participate in professional development activities. This implies that teachers' motivation to devote time and energy to enhancing their teaching methods may be influenced by their pay.

It is crucial to remember that cultural, economic, and regional factors can have a substantial impact on how much a teacher makes. Patel and Kumar's (2024) study looked at how teacher performance was affected by pay in India's rural and urban areas. In rural locations, where teachers frequently faced more difficult working conditions and fewer resources, they discovered that income had a bigger beneficial effect on teacher performance. However, in cities, teachers were typically more driven by internal considerations like professional respect and student involvement, with pay coming in second.

This emphasizes how contextual factors must be taken into account when evaluating how teacher effectiveness is affected by compensation. In certain areas, outside variables like community support, school leadership, and the availability of instructional materials could be more important than pay alone.

In conclusion, recent research from 2020 to 2024 makes it abundantly evident that pay has a major impact on teacher retention, work happiness, and motivation, even if it is not the only factor influencing performance. Higher quality education and improved student outcomes are the results of teachers who feel fairly compensated because they are more likely to be deeply involved in their work, make professional development investments, and stay in the field longer. To optimize its influence on teacher performance, compensation must be weighed against other elements like leadership support, school culture, and chances for professional development.

When creating pay plans and teacher support initiatives, policymakers and educational administrators should consider these facts to make sure that teachers

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