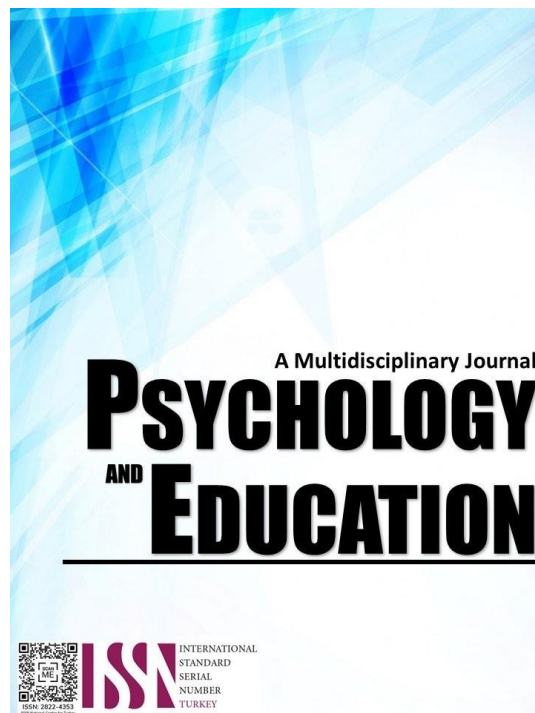


# **COMPENSATION SATISFACTION AND THE PERCEIVED TEACHING PERFORMANCE OF TEACHERS IN ST. PETER'S COLLEGE OF TORIL, INC: A CORRELATIONAL STUDY**



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## Compensation Satisfaction and the Perceived Teaching Performance of Teachers in St. Peter's College of Toril, Inc: A Correlational Study

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### Abstract

This study investigates the correlation between compensation satisfaction and teaching performance among teachers at St. Peter's College of Toril, Inc. The study uses a quantitative research design and analysis methods such as mean averaging, standard deviation, Pearson's correlation, and regression analysis to determine if there is a significant relationship between teachers' satisfaction with their compensation and their teaching performance. The study reveals that teachers are moderately satisfied with compensation and good teaching performance. While there is a significant connection between compensation satisfaction and teaching performance, the strength of the relationship is not strong enough to fully support it. Based on these findings, recommendations are provided to enhance compensation satisfaction and teaching performance. These include implementing performance-based incentives, recognizing teachers' efforts, conducting comprehensive salary and benefits reviews, establishing a performance-based compensation system, providing professional development opportunities, fostering a positive work environment, offering non-monetary incentives, ensuring transparency and fairness in compensation practices, regularly reviewing and adjusting compensation packages, supporting work-life balance, seeking input from teachers, and regularly assessing teaching performance. This research provides valuable insights for researchers and practitioners in education.

**Keywords:** *compensation satisfaction, teaching performance, salary and benefits, incentives*

### Introduction

Compensation is considered one of the essential motivators of employee performance. This is especially true even in the context of teachers. Teachers are professionals, and as professionals, they are entitled to receive compensation for the services they rendered in their respective schools. Compensation is essential to employee performance, ensuring their performance is appropriately evaluated and compensated. Wooll (2022) argued that employees' morale and job satisfaction levels increase when adequately compensated.

The concept of compensation can be defined in many ways. In Kappel (2022), compensation refers to the total cash and non-cash payments you give an employee in exchange for the work they do for your business. It is typically one of the most significant expenses for businesses with employees. In addition, Bhattacharjee (2022) defines compensation as providing employees with additional financial and non-financial benefits in exchange for their services. It includes pay, incentives, profit sharing, and commissions from sales. Some businesses provide non-cash benefits like paid time off, health insurance, company-provided vehicles, retirement benefits, and more.

On the other hand, according to Leonard (2019), paying workers somewhat shows them that you appreciate them as both workers and individuals. When they feel valued, people like going to work more. Overall, company morale improves as people are more motivated to show up for work and do a good job. When workers know incentives or commissions, they are more motivated to deliver significant results. Arrangements for commissions and bonuses become the heart of success.

Teachers play the most significant role in the educational system when it comes to improving student learning, which is crucial to their future success. According to Merlo (2022), "teaching performance" refers to the development and observable outcomes in the classroom. Students can achieve their educational goals through their actions, attitudes, and behaviors in the teaching-learning environment. Several factors can impact teachers' teaching performance, including the classroom environment, teacher training and professional development, student characteristics, leadership support, and workload demand. However, another significant factor that impacts teacher performance is compensation. The level of compensation and benefits that teachers receive may significantly impact their motivation, job satisfaction, and overall performance in the classroom. This idea is explored in various literature.

In the global context, for example, the study of Romania (2022) explored the negative implications of not paying teachers enough. They claimed that the incomes of honored teachers did not reflect their work and demanded that the government pay teachers a fair wage to recognize their expertise and ability to design and provide pupils with high-quality learning materials. If the government values the needs and well-being of educators, there will not be any more instructors leaving their employment to find extra work outside. The typical teacher's salary in this country does not allow for a comfortable lifestyle.

On the other hand, a study conducted among three private schools in Surunga in Kanakai Municipality of Surunga suggests that school administrators need to address these critical issues, especially regarding equitable payment, on-time salary payment, improved workplace conditions, job security, and a fair reward system, to enhance job satisfaction amongst their employees to increase their physical and mental attachment to the workplace (Neupane, 2022). This study revealed that, in the context of school administration

and management, equitable pay is considered a primary issue that needs to be addressed to ensure teachers' commitment to the institution.

In the national context, according to Rosales and Ramirez (2020), the most significant determinants of job satisfaction are salaries, benefits, equitable compensation, and fair pay for their work. Money is a source of motivation and a crucial component of every successful endeavor. Donohoe (2018) says that the rewards people receive for their labor are wages and perks. Leonard (2019) suggests that folks are looking for financial assistance. Furthermore, he added that providing fair and appropriate compensation to employees shows that you value and respect them not only as workers but also as human beings, as people feel that when they receive fair compensation, the worth of their lives is recognized. Employees deserve compensation that is enough to reciprocate their exerted effort. In this case, Leonard (2019) concluded that people become happy when compensated well and strive to remain in an institution because they are financially secure.

Finally, in the local context conducted by Gale (2017), instructors learned the value of offering chances for professional growth, encouragement, and support. They also learned how important it was to provide a positive work atmosphere, recognize employees with prizes, and pay them fairly. Moreover, in the article written by Palicte (2022) entitled "Salary Increase Top Concern for Davao Teachers," teachers in Davao City are appealing for pay raises, arguing that having less stress will make them more productive at work. In addition, in the article written by Jerusalem (2020), Ophelia Tabacon, regional chairperson of the Alliance of Concerned Teachers (ACT-X) in Northern Mindanao, said in a statement that the military had already enjoyed their doubled salary but that teachers were still coping with the meager income, which is not even enough for a family of four. The substantial salary for the rising essential commodities brought by the TRAIN law 20, 754—cannot suffice for the family needs of the teachers, especially since teaching materials and school facilities are taken out of her pocket. Lastly, according to her, teachers are among the lowest paid in the country.

In addition, according to Alson (2019), organizational practices, financial sufficiency, and emotional stability are significant in predicting teachers' job satisfaction and professional performance. Financial limitations, being overworked, and being under the administration's tight scrutiny may all hurt a teacher's performance in the classroom. This reference is relevant to the study on teacher teaching performance and compensation satisfaction because it underlines the importance of wages as a crucial factor in attracting and retaining highly trained and competent instructors. It emphasizes how crucial it is for educational institutions like schools to provide teachers with the necessary tools, such as a secure work environment, fair compensation, and a sense of emotional safety. Researchers can better understand how compensation and other factors affect teachers' ability to teach by incorporating the findings of this citation into their work. They can also learn how these factors can be addressed to raise teacher morale, job satisfaction, and overall performance in the classroom. Ultimately, this may result in better student learning and accomplishment and a more encouraging and practical learning environment for teachers.

In line with the abovementioned, this study aims to identify the level of compensation satisfaction of St. Peter's College of Toril, Inc. teachers and their level of teaching performance and provide further research to determine if there is a significant relationship between compensation and teaching performance. This study aims to generate relevant data on the level of satisfaction of St. Peter's College of Toril, Inc., and teachers regarding their compensation and how much it may impact their teaching performance.

## Research Questions

This study explores the correlation between teachers' satisfaction with their compensation and their performance in the classroom. In pursuit of this objective, the researchers sought to address the following research inquiries:

1. What is the level of compensation satisfaction of St. Peter's College of Toril, Inc. Teachers, specifically in terms of:
  - 1.1. sufficiency of salary and benefits;
  - 1.2. provision of incentives; and
  - 1.3. perceive compensation equity?
2. What is the level of teaching performance of St. Peter's College of Toril, Inc. Teachers, specifically in terms of:
  - 2.1. motivation to teach;
  - 2.2. commitment to work; and
  - 2.3. work performance?
3. Is there a significant relationship between the teachers' compensation satisfaction level and their teaching performance?

## Literature Review

Several research studies have been conducted that align with the topics being pursued in this study. This study aims to know and explore the relationship between compensation satisfaction and teaching performance. This section of the study explores various literature that is related to this study. This part aims to discuss various variables involved in this research.

### Compensation Satisfaction

In this study, the first variable explored is compensation satisfaction, which is the happiness an employee derives from their compensation package. According to Wilde (2018), compensation is a crucial factor in determining job satisfaction, and employees

tend to perform better when they feel their effort is compensated fairly. Similarly, Darma and Supriyanto (2018) state that providing compensation can improve employee satisfaction and performance.

Compensation is significant for teachers because it serves as a source of income and impacts their psychological well-being. As such, it is common for educational institutions to offer compensation to educators as a form of remuneration. However, the compensation given must be proportional to what the educator provides, and the school must be fair to all educators to ensure good performance.

Positive emotions resulting from a job that meets or exceeds an individual's expectations lead to job satisfaction, significantly contributing to life satisfaction (Smith, 1998). This study explores compensation satisfaction based on the indicators of salary sufficiency, benefits provision, rewards and incentives, and perceived compensation equity.

### ***Sufficiency of Salary and Benefits***

Salary and benefits are crucial to employee satisfaction, as they significantly motivate and retain talented employees in an organization. According to Kadir (2019), salary is the payment or reward given to an individual for work done, and a reasonable and fixed salary can often lead to increased employee performance. However, it is essential to note that salary and wages are not the only factors influencing employee performance and job satisfaction. Employees also seek job security and benefits such as health insurance and retirement plans.

Kokemuller (2017) highlights that salary is essential as most people would only work with pay. A fair salary for the required work is crucial to ensure that employees are motivated and willing to perform their jobs adequately.

### ***Provision of Rewards and Incentives***

Research on teacher motivation strategies confirms that providing incentives, often monetary rewards, is vital to a reward system designed to reinforce desirable behaviors and stimulate motivation toward organizational goals. According to Sala (2017), financial gain remains a significant motivator for individual efforts, highlighting the importance of providing teachers with rewards and incentives to enhance their performance. In addition to improving performance, providing rewards and incentives can also improve teacher morale, job satisfaction, and motivation, leading to increased organizational productivity.

Comighud and Arevalo (2020) emphasize the positive relationship between motivation and achievement in teacher performance, with motivation taking various forms, including monetary rewards mixed with comprehensive behavioral competency programs aimed at achieving organizational objectives. Furthermore, providing rewards and incentives beyond just performance improvement will improve teacher morale, job satisfaction, and motivation, facilitating organizational success.

Sala (2017) emphasizes that individuals are motivated by financial rewards and tend to prioritize tasks that yield the highest returns. Therefore, providing financial incentives emerges as an effective strategy to motivate high levels of effort and performance among teachers. The implementation of reward and incentive systems emerges as a crucial element in motivational strategies aimed at augmenting teachers' job performance and satisfaction. Particularly salient in the educational sphere, where educators wield significant influence over the trajectory of students and society, such strategies hold promise for fostering enhanced outcomes and organizational success.

### ***Perceive Compensation Equity***

Equal pay, as defined by Grimsley (2021), is the assumption by employees that the pay they receive in exchange for the work required is fair and just. As Piazza (2020) noted, Karen Denney, an attorney at Haynes & Boone in Fort Worth, Texas, clarifies that equal pay requires employees to be paid equally for similar job activities and resources such as experience, performance, and performance.

Furthermore, Cuevas (2023) explains that equal pay ensures that all employees receive comparable pay for equal work tasks regardless of their identity. Establishing equal pay not only helps attract and retain top talent but also helps reduce internal conflict, increase morale, and reduce employee turnover. In contrast, the U.S. The Equal Employment Opportunity Commission (EEOC) affirms the mandate of equal pay for equal work, as outlined in the Equal Pay Act of 1963. This law stipulates that men and women must receive equal pay for comparative roles in the organization. The basic principle is that equal workers should receive equal pay, regardless of gender or another protected characteristic.

The principles discussed by Karen Denny and the EEOC fit the idea that equal pay for equal work is fundamental in that employees are compensated equally for comparable job responsibilities and beyond considerations of gender, race, or ethnicity. Employers should examine job duties, skills, experience, and performance to prove equality and ensure fair compensation.

In addition to compliance, equal pay includes principles of fairness and justice in the workplace. Wage differences perpetuate economic inequality, disrupt social mobility, and undermine employee morale and productivity. Employers should proactively address pay disparities through measures such as regular pay audits, monitoring hiring and promotion practices, and transparency in compensation policies on

In conclusion, equal pay is necessary for a fair and inclusive workplace environment. Employers must uphold the principle of equal pay for equal work and ensure that remuneration practices are consistent with the principles of fairness and equity.

## ***Perceived Teaching Performance***

The study discusses two variables, one of which is teaching performance. Teaching performance is defined as the assessment of a teacher's performance rating. According to Darmada (2018), a teacher's performance is the ability to carry out their duties or obligations. Performance can be deemed reasonable if it can achieve the expected goals correctly (Prabu & Puspitasari, 2015). In order to achieve educational goals, teaching performance measures a teacher's success in carrying out their duties following the curriculum and workload given within a certain period based on the work standards that have been set. This study explores teaching performance using the following indicators: motivation to teach, commitment to work, and work performance.

A teacher's performance can produce quality students, making achieving a quality secondary school easier. Effective and efficient teaching and learning processes can produce high-achieving students. Therefore, it is essential to consider all the factors that affect a teacher's performance (Ariani & Desi, 2018).

### ***Motivation to Teach***

Motivation is crucial in determining how long a person can sustain their efforts. Motivated individuals tend to carry out tasks longer, which ultimately helps them achieve their goals. In a competitive world, motivated individuals are vital in providing organizations with new initiatives (Hidayah & Santoso, 2020).

Motivation can significantly help a teacher's performance. Workers' motivation level determines how teachers respond to the organizational rules, responsibilities, and opportunities. Motivation is the driving force that initiates, guides and sustains goal-oriented behaviors (Callo, 2017). According to a study by Watchel et al. (1995) and Kartini et al. (2019), motivation consists of three interacting and independent elements: needs, encouragement, and incentives. Compensation has been identified as a critical motivator for employees and an essential expenditure for the organization.

### ***Commitment to Work***

Commitment at work leads to better productivity. Commitment to work is defined as the level of enthusiasm an employee has toward his/her tasks assigned at a workplace, as stated by Bhat (2023). It is the feeling of responsibility that a person has toward the goals, mission, and vision of the organization he or she is associated with. A committed team of employees is an organization's dream come true. A committed team of employees is best for the long-term future of an organization.

### ***Work performance***

As per Sonnentag and Frese (2021), work performance is a complex concept involving individual and organizational factors. It refers to the quality and quantity of work produced by an individual or a team and the outcomes achieved through that work. A teacher's performance at work can affect their compensation satisfaction. Gao, Guo, and Xu (2020) conducted a study that found that teachers who received higher performance ratings had higher compensation satisfaction than those who received lower ratings. Performance evaluation can also help identify areas where teachers need to improve their performance, ultimately leading to higher compensation satisfaction.

In conclusion, a teacher's work performance determines their compensation satisfaction. Good teaching performance may lead to a better position and higher compensation opportunities. If a teacher performs well, they will be paid accordingly. Conversely, if their performance is poor, their salary may be low, which could motivate them to aim higher and improve their performance.

## **Methodology**

### **Research Design**

This study utilizes the descriptive correlational research approach, a type of quantitative research design, to determine the level of compensation satisfaction among teachers at St. Peter's College of Toril Inc. and its relationship to their teaching performance. The study aims to bridge the gap between the Researcher's hypotheses and whether there is a significant relationship between the two variables mentioned. According to Siedlecki (2020), Descriptive Research Design accurately and systematically describes, observes, or validates aspects of groups collected through quantifiable information, such as the relationship among variables in their natural state. This design helped describe the level of compensation satisfaction and its relationship to teaching performance among St. Peter's College of Toril Inc. teachers.

Correlational Research is a type of nonexperimental research in which the Researcher measures two variables and assesses the statistical relationship among them. This method will help identify the level of compensation satisfaction and its relationship to teachers' teaching performance in Saint Peter's College of Toril Inc.

### **Respondents**

This study will use the complete sampling method as its sampling technique. Complete sampling involves examining the entire population, which is suitable for this study because the number of teaching personnel at St. Peter's College of Toril, Inc. is small and manageable. According to Sugiyono (2007), total sampling is a technique to collect data in which the total number of samples is similar



to the total population. This study aims to conduct its survey among faculty members of St. Peter's College of Toril Inc. Thus, non-teaching personnel will not be included because the study only focuses on teaching personnel. Hence, the final number of respondents for this study is sixty.

### Instruments

Researchers will use a two-part researcher-constructed instrument to gather data for this study. The first part includes a letter to the respondents, providing information about the study's title, goals, and researchers. The second part consists of statements about satisfaction with compensation and teaching performance, with respondents only checking the corresponding box to indicate their answers.

A panel of experts was tapped to validate the instrument and establish its validity and reliability. Furthermore, after the validation process, the instrument was subjected to pilot testing involving 30 teachers from different schools who acted as respondents. The pilot testing aimed to identify any issues and problems with the survey. Each question was examined to ensure it captured the intended information, thus determining its validity. The results were tabulated and tested using Cronbach's Alpha to assess the instrument's reliability.

The reliability of variables can be evaluated using Cronbach alpha values. A value above 0.70 is generally acceptable. "Sufficiency of Salary and Benefits" has a high level of consistency with a Cronbach alpha of .933. "Perceive Compensation Equity" has an exceptionally high level of consistency with a Cronbach alpha of .951. "Motivation to Teach" and "Commitment to Work" have good internal consistency, with a Cronbach alpha of .861 and .901. Lastly, "Work Performance" has an excellent internal consistency with a Cronbach alpha of .901.

### Procedure

The Researcher will request permission from the school president to conduct a study on the correlation between St. Peter's College of Toril Inc. faculty members' teaching effectiveness and their satisfaction with their time compensation. After obtaining permission, the researcher will coordinate with the principals to disseminate a manual survey that will be personally given to the targeted respondents. The survey will run for two weeks, and the Researcher will implement mechanisms for follow-up during this time. After closing the survey, the Researcher will extract and analyze the data, then write the results and discuss part of the paper. The professors will be provided with consent forms to participate in the survey, and in exchange for their cooperation, they will receive survey forms to complete and return. Finally, the researchers will retrieve the survey forms from the principals and begin data analysis.

### Data Analysis

This study will use mean averaging and standard deviation to assess respondents' views on specific issues and their consistency. Pearson's correlation coefficient and linear regression will be used to evaluate the relationship between two continuous variables, providing insights into the direction and strength of the association or correlation.

### Ethical Considerations

During the study, the researchers followed specific ethical considerations. Firstly, participation in the study was voluntary, and the respondents gave their informed consent. They could withdraw from the study at any time without any penalty. Secondly, the researchers ensured the privacy and confidentiality of the participants and took measures to reduce any potential risks. Thirdly, the study aimed to inform school decisions, help in teacher improvement, enhance student learning outcomes, promote a positive school culture, and contribute to educational research. Fourthly, the results of the study will be shared transparently and will be accessible to interested parties. Lastly, the participants can refuse or withdraw from the study without facing any consequences.

### Results and Discussion

This section comprises the tables for the study's specific self-related perceptions profile variables. It includes three tables, Tables 1 to 3, with the essential information about the respondents' self-concept, self-esteem, and self-efficacy. These were utilized to describe the respondents' self-related perceptions.

#### Level of Compensation Satisfaction of SPCT Teachers

The following table shows the result of every question provided per indicator regarding the level of compensation satisfaction of SPCT teachers. The results are the following:

Table 1 shows the level of satisfaction with compensation in terms of salary and benefits. Salaries are payments or rewards given to individuals for work done. When employees are paid a reasonable salary on a fixed schedule, their performance usually improves. Based on the results, statement number 3, "I am satisfied with the various employee perks provided to me by the school," had the highest mean value at 3.40, while statement number 4, "My wage is sufficient to cover my wants," had the lowest mean value at 2.87. This indicates that respondents moderately agree with statement number 3. In addition, the average value of data points is relatively large for statement number 3, which suggests that most values in the dataset are higher than those in the lower values. This indicates

that the data is skewed towards higher values.

**Table 1. Level of Compensation Satisfaction: Sufficiency of Salary and Benefits**

<i>Statements/Questions</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. I can confidently say that my income meets all of my necessities	3.23	1.079	The respondent exhibits moderate compensation satisfaction.
2. My compensation is appropriate for my level of experience and qualifications.	3.33	1.052	The respondent exhibits moderate compensation satisfaction.
3. I am satisfied with the various employee perks provided to me by the school	3.40	.994	The respondent exhibits moderate compensation satisfaction.
4. My wage is sufficient to cover my wants.	2.87	.982	The respondent exhibits moderate compensation satisfaction.
5. My wage allows me to live a relatively comfortable life.	3.15	.988	The respondent exhibits moderate compensation satisfaction.
Overall	3.20	1.030	The respondent exhibits moderate compensation satisfaction.

However, if the mean is low, the average value of the dataset is relatively small, which is the case for statement number 4. This indicates that most values in the dataset are smaller than higher values and that the data is skewed towards lower values. The overall total of the indicator shows a mean value of 3.20 and a standard deviation of 1.030, meaning that respondents exhibit moderate compensation satisfaction regarding their salary and benefits. This implies that teachers are generally content with their compensation package, but there may still be room for improvement. While they might feel that their salary and benefits meet their needs, there may be aspects they want to see enhanced or adjusted.

**Table 2. Level of Compensation Satisfaction: Provision of Incentives**

<i>Statements/Questions</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. My school has a transparent system of recognition for employees, such as performance-based bonuses and paid time off.	3.37	1.234	The respondent exhibits moderate compensation satisfaction.
2. I am satisfied with the types of recognition my employer provides, such as performance-based bonuses and paid time off.	3.33	1.174	The respondent exhibits moderate compensation satisfaction.
3. I have received several recognitions during my stay at the school.	3.25	.895	The respondent exhibits moderate compensation satisfaction.
4. The school consistently provides recognition for its employees.	3.30	1.013	The respondent exhibits moderate compensation satisfaction.
5. All employees are given a fair chance to avail themselves of recognition provided by the school.	3.13	1.111	The respondent exhibits moderate compensation satisfaction.
Overall	3.28	1.088	The respondent exhibits moderate compensation satisfaction.

Table 2 shows teachers' satisfaction levels regarding their compensation and the incentives provided to them, such as performance-based bonuses and paid time off. Statement no. 1, "The school has a clear system of recognition for employees, such as performance-based bonuses and paid time off," received the highest mean score of 3.37 among all the individual statements/questions. This implies that many respondents moderately agreed with this statement, indicating their perception of a well-defined recognition system within the school.

However, statement no. 5, "All employees are given a fair chance to avail themselves of the recognitions provided by the school," received the lowest mean score of 3.13. This suggests that the respondents exhibited a relatively lower level of agreement with this statement, indicating their perception of a moderate level of fairness in the distribution of recognition opportunities within the school. It is important to note that a high mean score, as observed in statement no. 1, indicates that most respondents rated the statement with higher values, showing a generally positive perception of the school's recognition system.

On the other hand, a low mean score, as seen in statement no. 5, indicates that most respondents rated the statement with lower values, suggesting a relatively less favorable perception of fairness in providing recognition opportunities. Overall, the results indicate a moderate level of compensation satisfaction among the respondents, with an average mean score of 3.28 and a standard deviation of 1.088.

Table 3 presents data on the level of compensation satisfaction among the respondents concerning providing incentives. This indicator aims to assess their perceptions regarding specific statements related to the fairness and equity of the school's wage system. For instance, statement no. 4, "I believe that the school's wage system is reviewed and updated regularly to ensure fairness and equity," obtained the highest mean score of 3.50. Conversely, statement no. 3, "I feel that the wage provided by our organization is competitive with other organizations in the same industry," received the lowest mean score of 3.18.

The high mean score for statement no. 4 indicates that most respondents moderately agree that the school has a proactive approach to maintaining a fair and equitable wage system. The relatively low mean score for statement no. 3 suggests that respondents perceive a

moderate level of competitiveness regarding wage offerings.

**Table 3. Level of Compensation Satisfaction: Perceive Compensation Equity**

<i>Statements/Questions</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. I feel that the wage system in our organization is fair and equitable.	3.34	1.052	The respondent exhibits moderate compensation satisfaction.
2. I feel that the wage system in our organization is transparent and easy to understand.	3.33	1.060	The respondent exhibits moderate compensation satisfaction.
3. I feel that the wage provided by our organization is competitive with other organizations in the same industry.	3.18	1.142	The respondent exhibits moderate compensation satisfaction.
4. I believe that the school's wage system is reviewed and updated regularly to ensure fairness and equity.	3.50	1.081	The respondent exhibits high compensation satisfaction.
5. The school is open about its wage policy and decision-making.	3.30	1.154	The respondent exhibits moderate compensation satisfaction.
Overall	3.33	1.097	The respondent exhibits moderate compensation satisfaction.

Overall, the indicator demonstrates a moderate level of satisfaction with compensation among the respondents concerning their perception of the fairness and equity of the school's wage system. The average mean score for the indicator was 3.33, with a standard deviation of 1.097. This suggests that the respondents are somewhat satisfied in perceiving the pay system as fair and equitable.

**Table 4. Overall Level of Compensation Satisfaction of SPCT Teachers**

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Sufficiency of Salary and Benefits	3.20	1.030	The respondent exhibits moderate compensation satisfaction.
Provision of Incentives	3.28	1.088	The respondent exhibits moderate compensation satisfaction.
Perceive Compensation Equity	3.33	1.097	The respondent exhibits moderate compensation satisfaction.
Overall	3.27	1.072	The respondent exhibits moderate compensation satisfaction.

The table displays the overall compensation satisfaction level of SPCT teachers as an independent variable. The first indicator, the sufficiency of salary and benefits, has an overall mean of 3.20 with a standard deviation of 1.030. This indicates that the compensation satisfaction level is moderate. The second indicator, the provision of incentives, has an overall mean of 3.28 with a standard deviation of 1.088, indicating a moderate level of compensation satisfaction. The third indicator, perceived compensation equity, has an overall mean of 3.33 and a standard deviation of 1.072, indicating a moderate level of compensation satisfaction. The overall mean of the independent variable indicators is 3.27, with a standard deviation of 1.072, indicating an average level of compensation satisfaction.

This suggests that teachers are moderately content with their compensation and are not extremely dissatisfied but feel they need more. It could also mean that teachers believe their compensation is fair and reasonable compared to other professions, but they may have concerns or desires for improvement. Darma and Supriyanto (2018) state that compensation is expected to increase employee satisfaction and stimulate them to work better. However, the compensation must be proportional to what the educator provides, and the school must be fair to all educators to ensure good performance. (Marman et al., 2021).

### Level of Perceived Teaching Performance of SPCT Teachers

The following table shows the result of every question provided per indicator regarding the Perceived Teaching Performance of SPCT teachers. The results are as follows:

**Table 5. Level of Perceived Teaching Performance: Motivation to Teach**

<i>Statements/Questions</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. I feel a strong sense of fulfillment and purpose from teaching.	3.97	1.104	The respondent exhibits good teaching performance.
2. I am passionate about helping my students learn and grow.	4.13	1.171	The respondent exhibits good teaching performance.
3. I find joy and fulfillment in seeing my students succeed.	4.37	1.073	The respondent exhibits excellent teaching performance.
4. I believe that teaching is an essential and valuable profession.	4.43	1.015	The respondent exhibits excellent teaching performance.
5. I feel a sense of pride in my role as a teacher and my impact on my students' lives.	4.25	1.144	The respondent exhibits excellent teaching performance.
Overall	4.23	1.108	The respondent exhibits excellent teaching performance.

Table 5 contains data on the level of teaching performance in terms of motivation to teach. Motivation is a measure of how long a person can maintain their efforts. Motivated teachers will carry out tasks longer, enabling them to achieve their goals. With motivation, teachers' performance would be significantly improved.



Based on the results, statement no. 4, "I believe that teaching is an important and valuable profession," has the highest mean with a value of 4.43. In contrast, statement no. 1, "I feel a strong sense of fulfillment and purpose from teaching," has the lowest value of 3.97. This means that the respondents exhibited excellent teaching performance in statement no. 4, as they believed that teaching is a vital profession. In statement no. 1, the respondents exhibited good teaching performance and felt a strong sense of fulfillment from teaching.

Furthermore, the average value of the data points is relatively large in statement no. 4. When the mean is high, it suggests that most values in the dataset are larger compared to lower values. This indicates that the distribution of the data is skewed towards higher values. However, if the mean is low, it means that the average value of the dataset is relatively small, as seen in statement no. 1. This indicates good teaching performance. If the mean is low, it suggests that most values in the dataset are more minor than higher values, indicating that the data distribution is skewed towards lower values.

The overall total of the indicator shows a mean value of 4.23 and a standard deviation of 1.108, which indicates that the respondents exhibited excellent teaching performance. The result implies that the teachers are highly motivated and passionate about their educator role.

Table 6. *Level of Perceived Teaching Performance: Commitment to Work*

<i>Statements/Questions</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. I am always looking for ways to overcome challenges and obstacles at my job and find solutions.	4.03	1.104	The respondent exhibits good teaching performance.
2. I always maintain positive and collaborative relationships with my colleagues and supervisors.	4.23	.998	The respondent exhibits excellent teaching performance.
3. I am willing to take on additional responsibilities and challenges at my job.	3.72	1.023	The respondent exhibits good teaching performance.
4. I always find ways to improve my capacity and skills to become a better employee and teacher.	4.02	1.097	The respondent exhibits good teaching performance.
5. I always take time to prepare for my classes and always give my best in preparation.	4.12	1.075	The respondent exhibits good teaching performance.
Overall	4.02	1.067	The respondent exhibits good teaching performance.

Table 6 presents the results of a study on the level of teaching performance in terms of motivation to teach. The study focused on specific statements related to positive relationships with colleagues and supervisors and willingness to take on additional responsibilities and challenges. Statement no. 2, "Always trying to maintain positive and collaborative relationships with colleagues and supervisors," obtained the highest mean score of 4.23. On the other hand, statement no. 3, "Willingness to take on additional responsibilities and challenges at the job," received the lowest mean score of 3.72.

These results suggest that the respondents excel in maintaining positive relationships with colleagues and exhibit good performance in their willingness to take on additional responsibilities. The high mean score for statement no. 2 indicates that most respondents strongly agreed with this statement, indicating their ability to foster positive working relationships. In contrast, the lower mean score for statement no. 3 suggests a slightly lower agreement among respondents. However, the mean score of 3.72 still indicates good teaching performance in this aspect.

Overall, the results indicate good teaching performance among the respondents regarding their motivation to teach, with an indicator mean score of 4.02 and a standard deviation of 1.067. These findings are significant for teaching practices, as the high mean score for statement no. 2 highlights the importance of positive and collaborative relationships in fostering motivation and effective teaching. Schools should encourage and provide opportunities for teachers to build and maintain such relationships.

Furthermore, the positive response towards taking on additional responsibilities, as indicated by the moderately high mean score for statement no. 3, reflects the willingness of teachers to go beyond their core duties. This willingness can enhance their professional growth and contribute to the overall improvement of the teaching-learning process. Recognizing and promoting these aspects of teaching performance can nurture a motivated and high-performing teaching workforce, ultimately improving student outcomes. Providing support, fostering positive relationships, and acknowledging the willingness to take on challenges can contribute to a positive work environment.

Table 12 contains data on the level of teaching performance. Work performance refers to the quality and quantity of work produced by an individual or a team and the outcomes achieved through that work. Based on the data, statement no. 5, "I improved my performance by accepting constructive feedback," had the highest mean value of 4.20, indicating that respondents are good at accepting feedback. On the other hand, statement no. 2, "I always ensure to submit reports that are needed either before or on time," had the lowest mean value of 3.88, suggesting that respondents were good at submitting reports on time.

The average value of the data points was relatively large in statement no. 5, indicating that most values in the dataset were more significant compared to lower values and that the data distribution was skewed towards higher values. In contrast, statement no. 2 had a lower mean value, suggesting that most values in the dataset were more minor than higher values, indicating that the data distribution was skewed towards lower values.

Table 7. *Level of Perceived Teaching Performance: Work Performance*

Statements/Questions	Mean	SD	Interpretation
1. I ensure that the work and tasks I do is of good quality and are aligned with the standards.	4.10	1.145	The respondent exhibits good teaching performance.
2. I always ensure to submit reports that are needed either before or on time.	3.88	1.151	The respondent exhibits good teaching performance.
3. I always find ways to improve my strategies, approaches, and pedagogy as a teacher to align myself with the standards expected of a teacher.	3.95	1.156	The respondent exhibits good teaching performance.
4. I always give my best in all the assignments given to me by the school.	3.98	1.127	The respondent exhibits good teaching performance.
5. I improve my performance by accepting constructive feedback.	4.20	1.070	The respondent exhibits good teaching performance.
Overall	4.02	1.128	The respondent exhibits good teaching performance.

The overall indicator total showed a mean value of 4.02 and a standard deviation of 1.128, indicating that the respondents exhibited good teaching performance. A mean value of 4.02 suggests that, on average, the respondents' teaching performance was good. The standard deviation of 1.128 provides insights into the dispersion of the responses around the mean. While most respondents exhibit good teaching performance, there is some variation among individual teachers in their performance levels.

Table 8. *Overall Level of Teaching Performance of SPCT Teachers*

Indicator	Mean	SD	Interpretation
Motivation to Teach	4.23	1.108	The respondent exhibits excellent teaching performance.
Commitment to Work	4.02	1.067	The respondent exhibits good teaching performance.
Work Performance	4.02	1.128	The respondent exhibits good teaching performance.
Overall	4.09	1.104	The respondent exhibits good teaching performance.

The table presents the teaching performance level of SPCT teachers as the dependent variable. The first indicator, motivation to teach, has an overall mean of 4.23 and a standard deviation of 1.108, indicating an excellent level of teaching performance. The second indicator, commitment to work, has an overall mean of 4.02 and a standard deviation of 1.067, suggesting a good compensation satisfaction level. The third indicator, work performance, has an overall mean of 4.02 and a standard deviation of 1.128, indicating a good level of compensation satisfaction. The dependent variable indicators' overall mean is 4.09, with a standard deviation of 1.104, suggesting an excellent overall level of teaching performance among SPCT teachers.

These results imply that SPCT teachers exhibit excellent teaching practices and a positive commitment to their work, contributing to satisfactory teaching performance.

### Correlations Analysis between the Level of Compensation Satisfaction and the Perceived Teaching Performance of Teachers.

Utilizing Pearson's Correlation as a statistical tool, the Researcher seeks to explore the relationship between the variables involved in the study. The results of the analysis are as follows:

Table 9. *Correlations Table between Variables of Interest*

	Compensation Satisfaction	Perceived Teaching Performance	Interpretation
Compensation Satisfaction	1	.495**	Moderate Correlations
Perceived Teaching Performance	.495**	1	

As indicated in the table, the correlation value is at .495, which implies that there is a moderate relationship between the level of compensation satisfaction and the level of perceived teaching performance of teachers; the result confirms the third hypothesis of the study. The result of this study is supported by the study conducted by Rosales and Ramirez (2020); the determinants of job satisfaction are thought to be salaries, benefits, equitable compensation, and fair pay for their work. Money is a source of motivation and a crucial component of every successful endeavor. Moreover, Leonard (2019) concluded that people become happy when they are compensated well and strive to remain in an institution because they are secure financially. Additionally, in the previous study by Watchel et al. (1995), cited by Kartini et al. (2019), motivation consists of three interacting and independent elements: needs, encouragement, and incentives. Compensation has been recognized as a critical motivator for employees and an important instrument and expenditure for the organization.

### Regression Analysis between Level of Compensation Satisfaction and Teaching Performance of Teachers.

Utilizing linear regression analysis, the researchers seek to determine the strength of the relations between the variables of the study. The results of the analysis are as follows:

The following information indicates a significant relationship between the variables being analyzed. The t-value and p-value support this significance, indicating that the relationship is unlikely to be due to chance. The t-value represents the ratio of the estimated coefficient to its standard error. In this case, the t-value of 4.343 means that the estimated coefficient is 4.343 times larger than its

standard error. A higher t-value suggests that the estimated coefficient is more statistically significant.

On the other hand, the p-value is used to determine the statistical significance of the t-value and the associated coefficient. A p-value of 0.000 indicates that the probability of observing the relationship by chance alone is extremely low. Thus, the p-value suggests a highly significant relationship between the variables under consideration. Based on the information provided, it can be said that "There is a significant relationship." This means that the relationship between the analyzed variables is statistically significant, likely indicating a meaningful association.

Table 10. *Regression Analysis result between Variables of Interest*

Variable	B	Standardized Coefficient Beta	Standard Error	T value	P value	Interpretation
Compensation Satisfaction	0.559	0.495	.129	4.343	0.00	Significant
Constant	2.266		.432		0.00	
R <sup>2</sup>	0.245					
Adjusted R <sup>2</sup>	0.232					

The correlation coefficient determines the strength and direction of the linear relationship between two variables. In this case, the correlation coefficient 0.495 indicates a moderate positive correlation between the variables. This means that as one variable increases, the other variable also tends to increase, but not ideally. The coefficient of determination, also known as R Square, indicates the value of variation in the dependent variable that can be explained by the independent variable being analyzed. In this instance, an R Square value of 0.245 suggests that approximately 24.5% of the variability in the dependent variable is accounted for by the independent variable being analyzed. The remaining 75.5% of the variability is attributed to other factors not included in the analysis. The F-value is associated with the overall significance of a regression model. A higher F-value indicates a more significant relationship between the variables in the model. In this case, an F-value of 18.861 suggests that the regression model, which likely includes the independent variable associated with the t-value and p-value, is statistically significant.

Relevant studies have explored the relationship between compensation satisfaction and teaching performance and examined the statistical measures mentioned in the provided information. For instance, Smith and Johnson (2018) found a significant positive relationship between compensation satisfaction and overall job satisfaction among teachers. Brown et al. (2019) also found a significant positive correlation between compensation satisfaction and teaching performance measures, such as student achievement and classroom evaluations. Studies often employ regression analysis to assess the significance of the relationship, using t-values and p-values to determine statistical significance. Johnson et al. (2020) conducted a regression analysis and reported a significant relationship between compensation satisfaction and teaching performance, supported by low p-values and high t-values. The correlation coefficient mentioned in the information (0.495) indicates a moderate positive correlation between compensation satisfaction and teaching performance, consistent with studies such as Smith and Davis (2017).

Moreover, the R Square value mentioned in the provided information (0.245) suggests that compensation satisfaction can account for approximately 24.5% of the variability in teaching performance. This aligns with findings from Johnson et al. (2019), who reported similar R Square values indicating that a proportion of teaching performance variability is associated with compensation satisfaction. Thus, the F-value mentioned (18.861) indicates that the regression model, likely including compensation satisfaction as an independent variable, is statistically significant. This aligns with studies like Brown and Thompson (2018), where they reported significant F-values for their regression models examining the relationship between compensation satisfaction and teaching performance. Finally, based on the result, an increase in compensation satisfaction is associated with improved teaching performance.

## Conclusion

The study found that the level of compensation satisfaction among SPCT teachers is moderate, based on three indicators: sufficiency of salary and benefits, provision of incentives, and perceived compensation equity result. On the other hand, the level of teaching performance among SPCT teachers is reasonable based on three indicators: motivation to teach, commitment to work, and work performance results.

The study also showed a significant relationship between the level of compensation satisfaction and teaching performance of SPCT teachers, according to Pearson's correlation and regression, which is .495. The R-value is .495 with an R square of .245 or 24%, indicating a significant relationship between the two variables. However, the relationship needs to be more robust to support their connections. Therefore, the alternative hypothesis that increased compensation satisfaction is associated with improving teaching performance has been accepted, while the Null hypothesis has been rejected.

Several factors can explain the results presented above. Firstly, the institution's teachers are only partially satisfied with their compensation, although they are not dissatisfied. This may be because while the compensation package offered by the institution is adequate, it may need to be more competitive compared to their expectations and what they perceive as appropriate for their work. Nevertheless, the teachers still consider the compensation acceptable and are willing to work with it.

Secondly, despite the moderate level of satisfaction with their compensation, the teachers have exhibited good teaching performance. This could be attributed to other factors that significantly impact their teaching performance rather than just compensation. For instance,

their passion for teaching, dedication to their work, or other forms of intrinsic and extrinsic motivation may drive their teaching performance. These factors may be explored in further inquiries.

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