

## The Relationship Between Compensation Incentives and Teacher's Job Satisfaction in Secondary Schools in Delta State

**OLOBIA, Oghenevwoke Rita**

Department Of Educational Administration,  
Faculty Of Education, Delta State University, Abraka

DOI: [10.56201/jpaswr.v9.no1.2024.pg31.37](https://doi.org/10.56201/jpaswr.v9.no1.2024.pg31.37)

---

### **Abstract**

*The study investigated the relationship between compensation incentives and teacher's job satisfaction in secondary schools in Delta State. The design of the study was correlational survey. The population for the study consisted of 11,777 teachers in public secondary schools in the three Senatorial Districts of Delta State. The sample of the study consisted of 589 teachers in public secondary schools in Delta State selected using stratified sampling technique. Compensation Incentives Scale (CIS) and Teacher's Job Satisfaction Scale (TJSS) were the instruments used for data collection. CIS and TJSS were face validated by three experts. The reliability of CIS and TJSS was ascertained using Cronbach Alpha which yielded a reliability index of 0.72 and 0.78, respectively. The data generated were analysed using Pearson Product Moment Correlation Coefficient. The results showed that: there was a significant relationship between financial compensation incentives and teacher's job satisfaction; and there was a significant relationship between non-financial compensation incentives and teacher's job satisfaction. The researcher concluded that compensation incentives have positive relationship with teacher's job satisfaction. The study, among others, recommended that government and school management should provide motivational packages such as free medical care, free accommodation, transport allowances, rent allowances and responsibilities allowances to teachers to motivate teachers towards the teaching job.*

**Keywords:** *Financial Compensation Incentives, Non-Financial Compensation Incentives, Job Satisfaction*

---

### **Introduction**

The education sector plays a crucial role in shaping the future of a nation. In Delta State, Nigeria, secondary schools are faced with the challenge of attracting and retaining talented teachers. To ensure the provision of quality education, it is essential to understand what teacher's job satisfaction is and the factors that influence teacher's job satisfaction. Teacher's job satisfaction refers to the level of contentment, fulfillment and happiness that teachers feel in their profession (Lieberman, 2019). It is a multi-dimensional construct that encompasses various factors related to the work environment, job conditions, relationships, and the overall teaching experience. There are several factors that contribute to teacher's job satisfaction. Some of these factors include;

teacher-student relationships, supportive work environment, autonomy and decision-making, collaboration and collegiality, compensation incentives among others.

Compensation incentives are rewards or benefits provided to employees in order to motivate and incentivize them to perform better and achieve organizational goals (Anggraini & Iriansyah, 2019). These incentives can take various forms, such as monetary bonuses, stock options, profit sharing, or non-monetary rewards like additional time off or flexible work hours. Compensation incentives play a crucial role in attracting and retaining talented employees, as well as driving their performance and engagement within organizations. Several studies have investigated the impact of compensation incentives on employee motivation and performance. Compensation incentives play a critical role in determining teacher job satisfaction. Research suggests that financial rewards and recognition significantly impact a teacher's overall job satisfaction, motivation levels, and commitment to the profession.

Studies have indicated that recognition and appreciation are crucial factors influencing teacher's job satisfaction. Compensation incentives, such as bonuses, merit pay or awards for exemplary performance, provide teachers with the recognition they deserve for their hard work and dedication. Feeling appreciated boosts self-esteem, enhances intrinsic motivation, and improves job satisfaction (Wohrmann & Arnold, 2016). Compensation incentives associated with pay structure and salary levels also play a significant role in teacher job satisfaction. Research suggests that fair and competitive salaries are positively associated with job satisfaction (Baltazar & Antoncic, 2018). When teachers perceive that their salaries are commensurate with their efforts and qualifications, they are more likely to be satisfied with their jobs, thus reducing turnover intention.

Compensation incentives in the form of professional development opportunities contribute to teacher's job satisfaction. Training and workshops not only enhance teachers' skills and competencies but also provide them with a sense of personal and professional growth (Larson & Gustafsson, 2020). Opportunities for growth and development could positively impact job satisfaction by increasing self-efficacy and job autonomy. Compensation incentives that address work-life balance can significantly impact teacher's job satisfaction. Benefits like flexible work arrangements, reduced workload and family-friendly policies help teachers manage their personal and professional lives effectively (Choi & Cho, 2021). When teachers feel supported in achieving a work-life balance, their satisfaction levels increase, leading to higher retention rates.

Apart from financial incentives, non-financial incentives can also have a positive impact on teacher's job satisfaction. Recognition through public praise, positive feedback, and opportunities for leadership roles can significantly influence job satisfaction (Khokhar & Rouse, 2020). When teachers feel valued beyond monetary rewards, they are more likely to experience job satisfaction and remain committed to their profession. The relationship between compensation incentives and teacher job satisfaction is multifaceted. Adequate compensation, recognition, professional development opportunities, work-life balance policies and non-financial incentives are all crucial in enhancing teachers' job satisfaction. Understanding and implementing such incentives can lead to increased motivation, commitment and overall job satisfaction among teachers, contributing to better educational outcomes.

There is a substantial body of literature that examines the relationship between compensation incentives and teacher's job satisfaction. A study by Feng and Sass (2016) found

that higher compensation incentives positively impact teacher's job satisfaction. They conclude that financial rewards aligned with performance can improve teacher motivation and job satisfaction. Hanushek, Kain and Rivkin (2016) found that job satisfaction among teachers is affected by the perceived fairness and clarity of incentive structures. When rewards are linked to clear performance criteria and transparent evaluation processes, job satisfaction tends to increase. Heller, Meiselman and Redding (2017) analyzed the relationship between financial incentives and teacher's job satisfaction. They found that monetary rewards, in combination with other non-financial incentives like professional development opportunities, can positively influence teacher motivation and, in turn, job satisfaction. Though several researches have been conducted on the relationship between compensation incentives and teacher's job satisfaction, these studies were carried out outside Delta State. This created a gap in knowledge this study sought to fill. It is against this background this study investigated the relationship between compensation incentives and teacher's job satisfaction in public secondary schools in Delta State.

### **Statement of the Problem**

The role of education in societal development cannot be overlooked, and teachers are the backbone of any educational system. Teachers' job satisfaction plays a crucial role in their overall performance and directly impacts the quality of education provided to students. The satisfaction level of teachers in secondary schools in Delta State has been a matter of concern. Several factors, including compensation incentives, may affect their job satisfaction. Adequate compensation packages can motivate and retain high-quality teachers, enhancing their job satisfaction and consequently positively impacting students' academic achievement. Teachers are expected to perform at their best when they are satisfied with their work. Hence, understanding the relationship between compensation incentives and teacher's job satisfaction in secondary schools in Delta State is essential for educational policymakers and administrators. Therefore, the problem of this study is: what is the relationship between compensation incentives and teacher's job satisfaction in public secondary schools in Delta State?

### **Purpose of the Study**

The main purpose of the study was to ascertain the relationship between compensation incentives and teacher's job satisfaction in public secondary schools in Delta State. The study was specifically designed to sought out:

1. There is no significant relationship between financial compensation incentives and teacher's job satisfaction in public secondary schools in Delta State.
2. There is no significant relationship between non-financial compensation incentives and teacher's job satisfaction in public secondary schools in Delta State.

### **Hypotheses**

The study was guided by the following hypotheses:

1. There is no significant relationship between financial compensation incentives and teacher's job satisfaction in public secondary schools in Delta State.
2. There is no significant relationship between non-financial compensation incentives and teacher's job satisfaction in public secondary schools in Delta State.

### **Methodology**

The design of the study was correlational survey. Correlational study according to Nworgu (2015) is one which sought to establish what relationship exists between two or more variables of interest to the researcher. Such studies indicate the direction and magnitude of the relationship between the variables. Nworgu (2015) further noted that such studies employ a special group of statistics known as correlation coefficients for data analysis. All predictive studies according to Nworgu (2015) are correlation studies. It is for this reason that the design was adopted for the study, since, it is predictive and sought to establish the relationship between the variables of the study. The population for the study consisted of 11,777 teachers in public secondary schools in the three Senatorial Districts of Delta State. The sample of the study consisted of 589 teachers in public secondary schools in Delta State selected using stratified sampling technique. Compensation Incentives Scale (CIS) and Teacher’s Job Satisfaction Scale (TJSS) were the instruments used for data collection. CIS and TJSS were face validated by three experts from the Department of Educational Management and Foundations, Delta State University, Abraka. The reliability of the two instruments was established using Cronbach Alpha. The instruments were administered to 25 teachers in schools in Edo State, who are outside the sampled schools for this study. The response of the respondents was scored and subjected to Cronbach Alpha analysis using SPSS. On analysis, a reliability coefficient of 0.72 and 0.78 was obtained for CIS and TJSS respectively. The instruments were administered on the sampled respondents who responded to the items in the instruments. The instruments were collected on the spot from the respondents immediately. As for respondent who were not on sit, the instruments were left behind and collected the next day. Thereafter, the responses of the respondents were collated and analysed using Pearson product moment correlation.

**Results**

The results of the analysed data are presented in tables and interpreted immediately after the tables.

**Ho<sub>1</sub>:** There is no significant relationship between financial compensation incentives and teacher’s job satisfaction in secondary schools in Delta State.

**Table 1**

**Correlation of Financial Compensation Incentives and Teacher’s Job Satisfaction**

Variables	N	Mean	SD	r-cal	Sig. (2-tailed)	Decision
Financial compensation	589	59.18	12.31	0.740	0.000	Ho <sub>1</sub> is significant
Job satisfaction	589	57.89	11.30			

P<0.05

Table 1 shows that there is a significant relationship between financial compensation and teacher’s job satisfaction,  $r = 0.740$ ,  $P(0.000) < 0.05$ . Thus, the null hypothesis is rejected. Therefore, there is a significant relationship between financial compensation incentives and teacher’s job satisfaction in secondary schools in Delta State.

**Ho<sub>2</sub>:** There is no significant relationship between non-financial compensation incentives and teacher’s job satisfaction in secondary schools in Delta State.

**Table 2**

**Correlation of Non-Financial Compensation Incentives and Teacher’s job Satisfaction**

Variables	N	Mean	SD	r-cal	Sig. (2-tailed)	Decision
Non-financial compensation	589	59.12	10.96	0.356	0.000	Ho <sub>2</sub> is significant
Job satisfaction	589	57.89	11.30			

P<0.05

Table 2 shows that there is a significant relationship between non-financial compensation incentives and teacher’s job satisfaction,  $r = 0.356$ ,  $P(0.000) < 0.05$ . Thus, the null hypothesis is rejected. Therefore, there is a significant relationship between non-financial compensation incentives and teacher’s job satisfaction in secondary schools in Delta State.

**Discussion**

The study revealed that there is a significant relationship between financial compensation incentives and teacher’s job satisfaction in secondary schools in Delta State. This implies that higher financial compensation incentives, higher teacher’s job satisfaction. This may be predicated on the fact that financial compensation incentives may motivate teachers to work harder and put in more effort, leading to greater job satisfaction. When teachers feel that their efforts are recognized and rewarded, they are likely to be more engaged and satisfied with their work. In addition, financial compensation incentives can provide teachers with a sense of job security, as they may feel more financially stable and supported in their roles. This increased sense of security can contribute to higher job satisfaction. This finding corroborates that of Wohrmann and Arnold (2016) who reported that compensation incentives, such as bonuses, merit pay or awards for exemplary performance, provide teachers with the recognition they deserve for their hard work and dedication. Feeling appreciated boosts self-esteem, enhances intrinsic motivation, and improves job satisfaction. This finding further supports the views of Baltazar and Antonic (2018) who reported that compensation incentives associated with pay structure and salary levels also play a significant role in teacher job satisfaction. This finding again lends credence to that of Feng and Sass (2016) who found that higher compensation incentives positively impact teacher job satisfaction. They conclude that financial rewards aligned with performance can improve teacher motivation and job satisfaction.

The study again revealed that there is a significant relationship between non-financial compensation incentives and teacher’s job satisfaction in secondary schools in Delta State. This implies that the higher the non-financial compensation incentives, the higher the job satisfaction of teachers. This may be predicated on the fact that non-financial compensation incentives such as recognition and appreciation from superiors or colleagues can boost a teacher's job satisfaction. When teachers feel acknowledged for their hard work and efforts, they are more likely to feel satisfied with their job. Again, non-financial compensation incentives that provide opportunities for professional development and growth, such as attending conferences or workshops, can contribute to job satisfaction. When teachers have the chance to enhance their skills and knowledge, they feel more engaged and satisfied in their roles. Furthermore, non-financial compensation incentives that allow for increased autonomy and flexibility in teaching can positively impact job satisfaction. When teachers have more control over their instructional

methods and have the freedom to adapt to the needs of their students, they are more likely to feel satisfied with their job. This finding agrees with that of Hanushek, Kain and Rivkin (2016) who found that job satisfaction among teachers is affected by the perceived fairness and clarity of incentive structures. When rewards are linked to clear performance criteria and transparent evaluation processes, job satisfaction tends to increase. This finding also lends credence to that of Heller, Meiselman and Redding (2017) who analyzed the relationship between financial incentives and teacher job satisfaction. They found that monetary rewards, in combination with other non-financial incentives like professional development opportunities, can positively influence teacher motivation and, in turn, job satisfaction.

### **Conclusion**

Based on the findings of the study, it was concluded that financial and non-financial compensation incentives positively correlate teacher's job satisfaction. Thus, compensation incentives positively influence teacher's job satisfaction.

### **Recommendations**

The following recommendations were made based on the findings and conclusion of the study:

1. The government and school management should provide motivational packages such as free medical care, free accommodation, transport allowances, rent allowances, and responsibilities allowances to teachers.
2. Aside salaries, teachers should be provided with non-financial incentives to retain talent.
3. Teachers should be provided with conducive working environment in order to motivate and satisfy them, in return leading to job satisfaction.

### **References**

- Anggraini, I., & Iriansyah, H. (2019). The impact of work-life balance and compensation satisfaction on teacher turnover intentions. *International Journal of Educational Management*, 33(1), 5-20.
- Baltazar, R., & Antoncic, B. (2018). Teachers' job satisfaction: The role of reward management, generation, and experience. *Educational Management Administration & Leadership*, 46(1), 5-21.
- Choi, E., & Cho, S. (2021). Work-life balance and teacher organizational commitment: The mediating role of job satisfaction. *Journal of Workplace Learning*, 33(3), 202-213.
- Feng, L., & Sass, T. R. (2016). The impact of incentives to recruit and retain teachers in "hard-to-staff" subjects: Evidence from Florida. *Journal of Public Economics*, 134, 75-88.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2016). The promise and pitfalls of using imprecise school-accountability measures. *Journal of Policy Analysis and Management*, 35(1), 178-202.



- Heller, S. B., Meiselman, E., & Redding, C. (2017). Teacher incentives and student achievement: Evidence from New York City public schools. *Journal of Policy Analysis and Management*, 36(1), 79-110.
- Khokhar, C., & Rouse, E. (2020). An examination of teacher job satisfaction. *Journal of Education for Business*, 95(2), 138-145.
- Larson, T. K., & Gustafsson, J. (2020). Effects of workplace learning on teacher job satisfaction, commitment, and classroom competence. *Teachers and Teaching*, 26(6), 618-635.
- Liberman, C. J. (2019). Job satisfaction among K-12 teachers: The effect of leadership and compensation factors. *Educational Leadership and Administration: Teaching and Program Development*, 30(1), 57-66.
- Nworgu, B. G. (2015). *Educational research: Basic issues and methodology*. Ibadan: wisdom Publisher Limited.
- Wöhrmann, A. M., & Arnold, R. M. (2016). Be happy now: Job satisfaction among teachers. *European Review of Applied Psychology*, 66(6), 283-292.