

Compensation Package on Public School Teachers' Work Performance

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Abstract:- This study examined the relationship between the compensation package and the work performance of public school teachers in the Maramag III District, Division of Bukidnon. A standardized survey instrument was used to collect data on monetary compensation, non-monetary compensation, and three dimensions of teacher work performance: task performance, contextual performance, and adaptive performance. The findings showed that public school teachers perceived their overall compensation package, both monetary and non-monetary, to be at a high level. This positive perception was reflected in the teachers' strong task, contextual, and adaptive performance. The compensation package, particularly the monetary components, had a stronger positive correlation with task performance compared to contextual and adaptive performance. These results highlight the importance of considering the multifaceted nature of work performance and the complex relationships between compensation and different dimensions of teacher performance when designing and implementing effective compensation policies. The study provides valuable insights for policymakers and school administrators to develop a comprehensive compensation strategy that can attract, retain, and motivate high-performing public school teachers.

Keywords:- *Compensation Package, Teacher's Work Performance, Public School Teachers, Maramag III District.*

I. INTRODUCTION

Teachers play the most significant role in the educational system because they shape young people into contributing members of society. They are regarded as important components of the educational process, and their success depends on their devotion and hard work. Rosmanida et al., (2022) cited that the role of teachers in education is important for ensuring their teaching performance. Despite the heavy role borne by the teacher, in the end the teacher is also required to have a good performance as it will have a

positive impact on students, both academic and non-academic (Erlianti et al., (2023).

In the global context, (Hanushek and Ettema, 2017), there seems to be a decline in teacher's productivity since 1970, as indicated by a drop in students' test scores. Thus, the trend of declining teachers' performance has been a global phenomenon in many western countries, most of Sub-Saharan Africa, as well as in Asia, particularly in public schools (Symeonidis, 2015). Fuad et al., (2020) stated that teacher performance is the degree to which the teacher fulfills the job requirements. The performance of the teacher is primarily the outcome of one's work over a given period of time in relation to possible outcomes, such as predetermined and mutually agreed upon standards, targets, or performance. Teachers has to provide their school with their great effort as well, and the school must be able to be fair and correct to all teachers (Simamora, 2014) in order for the teachers to perform well.

One such factor that has garnered significant attention is the impact of teacher compensation package. Compensation package (Suprayitno, 2024) is the converted form of all expenses incurred by an employee during the performance of duties, reflecting the cost and price of the product created. Teachers are professionals and they are entitled to receive compensation for the services they rendered in their respective schools. According to Wibowo (2013), in compensation there is an incentive system that connects compensation to performance. Furthermore, compensation is essential for teachers as this is their source of income and one of the things that can improve teacher's welfare, and have an impact on teacher's performance. Given the context, it implies that an academic institution provides remuneration in the form of compensation to the teachers (Marman, Arafat and Eddy, 2021).

The study of Romania (2022), explored the negative indications of not paying teachers enough. Teachers argue that their incomes did not reflect their expertise and demand fair in providing high-quality learning materials. The

government’s failure to value educators’ needs and well-being could lead to fewer teachers leaving their jobs for extra work, as the typical teacher salary does not provide a comfortable lifestyle (Bahilot et al., 2024).

In the local context, Gale (2017) highlights the importance of providing opportunities for professional growth, encouragement, and support, fostering a positive work environment, recognizing employees with rewards, and ensuring fair pay. Moreover, in the article written by Jerusalem (2020), Ophelia Tabacon, regional chairperson of ACT-X in Northern Mindano, stated that despite military salaries being doubled, teachers still struggle with meager incomes, which is not enough for a family of four, and teachers are among the lowest paid in the country.

The appreciation of teachers and their profession's public image are interconnected, and decision-makers have a duty to improve their standard of living. This includes raising teacher salaries or providing educational office benefits, as these measures contribute to the overall welfare of teachers. This study aims to determine the level of compensation package and their level of teaching performance in the public school system. This study aims to provide further research to determine if there is a significant relationship between compensation and teacher performance. With the help of this study, school administrators can map ways to develop and refine compensation structures and promoting teachers’

performance improvement. Further, this study is beneficial for scholars and researchers studying compensation and teachers’ performance in school districts.

II. MATERIALS AND METHODS

The study was conducted in the Maramag III District, under the Division of Bukidnon, Philippines. The district comprises 19 schools, including 16 elementary schools and 3 high schools. The total population of public school teachers in the Maramag III District is 300, both at the elementary and secondary (junior and senior high school) levels.

This study used a random sampling technique to select the participants. A standardized survey instrument was used to collect data on the compensation package and its impact on the work performance of public school teachers. The survey instrument consisted of three main variables: Monetary Compensation, Non-Monetary Compensation, and Teacher Work Performance. Each variable had five indicators, and a 5-point Likert scale was used to measure the respondent's level of agreement or disagreement with the statements.

The 5-point Likert scale used in the survey instrument ranged from "Strongly Disagree" (1) to "Strongly Agree" (5). The interpretation of the Likert scale score is from very high level to very low level as follows:

SCALE	RANGE	DESCRIPTION	INTERPRETATION
5	4.21 - 5.00	Strongly Agree	Very High Level relationship of Compensation Package and Teacher’s Work Performance
4	3.41 - 4.20	Agree	High Level relationship of Compensation Package and Teacher’s Work Performance
3	2.61 - 3.40	Neutral	Moderate Level relationship of Compensation Package and Teacher’s Work Performance
2	1.81 - 2.60	Disagree	Low level relationship of Compensation Package and Teacher’s Work Performance
1	1.00 - 1.80	Strongly Disagree	Very low Level relationship of Compensation Package and Teacher’s Work Performance

The survey was distributed to the randomly selected public school teachers in the Maramag III District, and the respondents were asked to complete the questionnaire. The data collected from the survey were then analyzed using appropriate statistical methods to determine the relationship between the compensation package and the work performance of the public school teachers.

The study's findings will provide insights into the key components of the compensation package, both monetary and non-monetary, and their impact on the overall work performance of public school teachers in the Maramag III District. The results can inform policymakers and school administrators on the importance of developing a

comprehensive and competitive compensation strategy to attract, retain, and motivate high-performing teachers, ultimately leading to improved educational outcomes for students.

III. RESULTS AND DISCUSSIONS

In case of reliability test, the most popular Cronbach's Alpha has been used in this study. The Cronbach's Alpha value of 0.927 is considered "excellent" in terms of the internal consistency and reliability of the measurement scale used in this research. This indicates that the items or variables in the measurement scale are highly correlated, and they are likely measuring the same underlying construct.

Table 1 Mean Distribution of the Respondents’ Level of Monetary Compensation Package

	Monetary	Mean	SD	Description	Interpretation
1	My base salary is adequate for my level of education and experience.	3.6333	0.99270	Agree	high level of Compensation Package
2	My salary is competitive with other teaching positions in my area.	3.6067	0.88155	Agree	high level of Compensation Package
3	I am satisfied with the annual salary increase opportunities provided by my employer.	3.3800	1.00782	Neutral	Moderate level of Compensation Package
4	My salary allows me to maintain a comfortable standard of living.	3.5467	0.91656	Agree	high level of Compensation Package
5	The bonuses I receive are fair and motivate me to perform better.	3.7667	0.79779	Agree	high level of Compensation Package

As presented in Table 1, the teachers agree that their base salary is adequate for their level of education and experience, with a mean score of 3.6333 out of 5. They also agree that their salary is competitive with other teaching positions in their area, with a mean score of 3.6067. Regarding annual salary increase opportunities, the respondents expressed a neutral stance, with a mean score of 3.3800, suggesting a moderate level of satisfaction in this aspect of their monetary compensation.

However, the teachers agree that their salary allows them to maintain a comfortable standard of living, with a mean score of 3.5467. They also agree that the bonuses they receive are fair and motivate them to perform better, with a mean score of 3.7667

The aggregated monetary compensation package score of 3.6267 suggests that the teachers generally view the monetary aspects of their compensation in a positive light. The relatively low standard deviations, all below 1.00, indicate a high degree of consistency in the respondents' perceptions of the monetary compensation package.

Overall, the data indicates that the public school teachers in this study perceive their monetary compensation package to be at a high level, with the exception of the annual salary increase opportunities, which are viewed as moderately satisfactory.

Table 2 Mean Distribution of the Respondents’ Level of Non-Monetary Compensation Package

	Non-Monetary	Mean	SD	Description	Interpretation
1	The employer offers flexible work arrangements (e.g., flexible schedules, remote work) when needed.	3.8733	0.60531	Agree	high level of Compensation Package
2	The retirement benefits (e.g., pension, contributions) offered by my employer are satisfactory.	3.8000	0.63457	Agree	high level of Compensation Package
3	My employer provides adequate paid time off (e.g., vacation, sick leave, personal days.)	3.8467	0.72108	Agree	high level of Compensation Package
4	The professional development opportunities available to me are sufficient.	3.8800	0.66474	Agree	high level of Compensation Package
5	The overall benefits package offered by my employer is competitive within the industry.	3.7267	0.79340	Agree	high level of Compensation Package

As presented in Table 2, The teachers strongly agree that their employer provides flexible work arrangements, such as flexible schedules and remote work options, when needed, with a mean score of 3.8733 out of 5. They also express satisfaction with the retirement benefits, including pension and employer contributions, with a mean score of 3.8000.

Furthermore, the respondents agree that their employer provides adequate paid time off, including vacation, sick leave, and personal days, with a mean score of 3.8467. They also find the professional development opportunities available to them to be sufficient, with a mean score of

3.8800. While the overall benefits package offered by the employer is perceived as competitive within the industry, with a mean score of 3.7267, the aggregated non-monetary compensation package score of 3.8600 suggests that the teachers generally view the non-monetary aspects of their compensation in a positive light.

The relatively low standard deviations, all below 0.80, indicate a high degree of consistency in the respondents' perceptions of the non-monetary compensation package, further reinforcing the interpretation that the teachers perceive these aspects of their compensation to be at a high level.

Table 3 Mean Distribution of the Respondents' Level of work performance in terms of Task Performance

	Non-Monetary	Mean	SD	Description	Interpretation
1	I complete my assigned teaching duties and responsibilities effectively.	4.3733	0.64033	Agree	high level of Teacher's Work Performance
2	I meet the performance standards and expectations set by my employer.	4.3133	0.60353	Agree	high level of Teacher's Work Performance
3	I demonstrate a high level of subject matter expertise in my teaching.	4.3067	0.55499	Agree	high level of Teacher's Work Performance
4	I effectively plan and prepare for my lessons and classroom activities.	4.3333	0.57541	Agree	high level of Teacher's Work Performance
5	I am able to effectively deliver lesson content and engage students.	4.3867	0.57681	Agree	high level of Teacher's Work Performance

As presented in Table 3, the data indicates that the respondents, demonstrate an overall high level of task performance in their roles. The teachers strongly agree that they effectively complete their assigned teaching duties and responsibilities, meet the performance standards and expectations set by their employer, possess a high level of subject matter expertise, are able to effectively plan and prepare for their lessons and classroom activities, and can deliver lesson content in an engaging manner. The aggregated task performance measure shows a high mean score,

suggesting the teachers are performing their core teaching-related tasks at a commendable level, with relatively low standard deviations indicating consistency in their perceptions of strong task performance. This data points to the teaching staff having the necessary knowledge, skills, and behaviors to successfully carry out their primary job responsibilities at a high level, providing a positive indicator of the overall teaching quality and effectiveness within the school system.

Table 4 Mean Distribution of the Respondents' Level of work performance in terms of Contextual Performance

	CONTEXTUAL PERFORMANCE	Mean	SD	Description	Interpretation
1	I actively participate in school-wide committees and extracurricular activities.	4.3000	0.56462	Agree	high level of Teacher's Work Performance
2	I volunteer to take on additional responsibilities that are not formally required.	4.1867	0.71781	Agree	high level of Teacher's Work Performance
3	I readily assist my colleagues and help them with their work when needed.	4.3000	0.58791	Agree	high level of Teacher's Work Performance
4	I demonstrate a positive attitude and contribute to a collaborative work environment.	4.3133	0.55728	Agree	high level of Teacher's Work Performance
5	I actively support and promote the goals and values of the school.	4.4333	0.56064	Strongly Agree	Very high level of Teacher's Work Performance

As reflected in Table 4, the teachers strongly agree that they actively support and promote the goals and values of the school, with a mean score of 4.4333 out of 5. They also agree that they actively participate in school-wide committees and extracurricular activities, with a mean score of 4.3000. Additionally, they readily assist their colleagues and help them with their work when needed, with a mean score of 4.3000. The teachers further agree that they demonstrate a positive attitude and contribute to a collaborative work environment, with a mean score of 4.3133. They also agree that they volunteer to take on additional responsibilities that are not formally required, with a mean score of 4.1867.

The aggregated contextual performance score of 4.3067 suggests that the teachers generally exhibit a high level of contextual performance, such as engaging in activities that support the organization, helping and cooperating with colleagues, and demonstrating a positive attitude. The relatively low standard deviations, all below 0.72, indicate a high degree of consistency in the respondents' perceptions of their contextual performance. This further reinforces the interpretation that the public school teachers in this study demonstrate a high level of contextual performance in their work.

Table 5 Mean Distribution of the Respondents' Level of Work Performance in Terms of Adaptive Performance

	ADAPTIVE PERFORMANCE	Mean	SD	Description	Interpretation
1	I am able to effectively adapt my teaching methods and strategies to different student needs.	4.3000	0.59922	Agree	high level of Teacher's Work Performance
2	I am open to learning new skills and incorporating new technologies into my teaching.	4.4600	0.56319	Strongly Agree	Very high level of Teacher's Work Performance
3	I respond positively to feedback and constructive criticism to improve my performance.	4.3600	0.50872	Agree	high level of Teacher's Work Performance
4	I am able to effectively manage unexpected challenges and changes in my work environment.	4.2733	0.62280	Agree	high level of Teacher's Work Performance

5	I demonstrate a willingness to take on new responsibilities and roles as needed.	4.3867	0.62161	Agree	high level of Teacher’s Work Performance
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As reflected in Table 4, the teachers strongly agree that they are open to learning new skills and incorporating new technologies into their teaching, with a mean score of 4.4600 out of 5. This suggests a strong willingness and ability to adapt to changes and new developments in the field of education.

The teachers also agree that they are able to effectively adapt their teaching methods and strategies to different student needs, with a mean score of 4.3000. They further agree that they respond positively to feedback and constructive criticism to improve their performance, with a mean score of 4.3600. Additionally, the teachers agree that they can effectively manage unexpected challenges and changes in their work environment, with a mean score of

4.2733. They also agree that they demonstrate a willingness to take on new responsibilities and roles as needed, with a mean score of 4.3867.

The aggregated adaptive performance score of 4.3267 suggests that the teachers generally exhibit a high level of adaptive performance, such as the ability to adjust their teaching methods, learn new skills, and respond positively to feedback and challenges. The relatively low standard deviations, all below 0.63, indicate a high degree of consistency in the respondents' perceptions of their adaptive performance. This further reinforces the interpretation that the public school teachers in this study demonstrate a high level of adaptive performance in their work.

Table 6 Correlation between Compensation Package and Teacher's Work Performance

		Work Performance	Compensation Package
WORK_PERFORMANCE	Pearson Correlation	1	.350**
	Sig. (2-tailed)		0.000
	N	150	150
TASK_PERFORMANCE	Pearson Correlation	.735**	.379**
	Sig. (2-tailed)	0.000	0.000
	N	150	150
CONTEXTUAL_PERFORMANCE	Pearson Correlation	.710**	.264**
	Sig. (2-tailed)	0.000	0.001
	N	150	150
ADAPTIVE_PERFORMANCE	Pearson Correlation	.650**	.233**
	Sig. (2-tailed)	0.000	0.004
	N	150	150
COMPENSATION_PACKAGE	Pearson Correlation	.350**	1
	Sig. (2-tailed)	0.000	
	N	150	150
MONETARY	Pearson Correlation	.258**	.855**
	Sig. (2-tailed)	0.001	0.000
	N	150	150
NON_MONETARY	Pearson Correlation	.365**	.803**
	Sig. (2-tailed)	0.000	0.000
	N	150	150
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

As presented in Table 6, the data reveals that overall work performance has a strong positive correlation with task performance ($r = 0.735, p < 0.01$), contextual performance ($r = 0.710, p < 0.01$), and adaptive performance ($r = 0.650, p < 0.01$). This suggests that improvements in these specific aspects of work performance are closely associated with the overall work performance of public school teachers.

Regarding the relationship between the compensation package and the different dimensions of work performance, the analysis shows that the overall compensation package has a moderate positive correlation with task performance ($r = 0.379, p < 0.01$) and a weaker positive correlation with contextual performance ($r = 0.264, p < 0.01$) and adaptive performance ($r = 0.233, p < 0.01$). This indicates that the

compensation package has a stronger association with the task-related aspects of work performance compared to the contextual and adaptive components.

When examining the individual components of the compensation package, the data reveals that both the monetary ($r = 0.855, p < 0.01$) and non-monetary ($r = 0.803, p < 0.01$) elements have strong positive correlations with the overall compensation package. This suggests that both the financial and non-financial aspects of the compensation package are important contributors to the overall compensation.

These findings highlight the multifaceted nature of work performance and the complex relationships between the various components of the compensation package and the different dimensions of work performance. Policymakers and school administrators may need to consider these nuances when designing and implementing compensation policies to effectively support and motivate public school teachers.

IV. CONCLUSION

The public school teachers in this study perceive their overall compensation package, both in monetary and non-monetary terms, to be at a high level. This positive perception is reflected in the teachers' strong task performance, contextual performance (e.g., organizational support, cooperation with colleagues), and adaptive performance (e.g., adjusting teaching methods, learning new skills). The data suggests that improvements in these specific aspects of work performance are closely associated with the overall work performance of the teachers. Furthermore, the compensation package, particularly the monetary components, has a stronger positive correlation with task performance compared to contextual and adaptive performance. These findings highlight the importance of considering the multifaceted nature of work performance and the complex relationships between compensation and different dimensions of teacher performance when designing and implementing compensation policies to effectively support and motivate public school teachers.

RECOMMENDATION

Based on the research findings, the following recommendations are suggested: Policymakers and school administrators should maintain and enhance the monetary compensation package, particularly by implementing more robust and predictable annual salary increase mechanisms, while also prioritizing non-monetary compensation elements, such as professional development opportunities, leadership roles, flexible work arrangements, and recognition programs, to further bolster the overall work experience and satisfaction of public school teachers. Additionally, they should consider implementing performance-based compensation models that more closely link teacher compensation to their demonstrated competencies, effectiveness, and contributions to student learning and school success, as the research findings demonstrate a positive correlation between the compensation package and the various dimensions of work performance. Furthermore, school districts should continue to cultivate and maintain a supportive work culture that empowers teachers, facilitates knowledge sharing, and provides the necessary resources and opportunities for professional development and career advancement, as evidenced by the high levels of contextual and adaptive performance reported by the teachers. By implementing these recommendations, policymakers and school administrators can effectively leverage the compensation package to attract, retain, and motivate high-performing public school teachers, ultimately contributing to the overall quality and effectiveness of the education system.

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