

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

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Abstract: *This study examined the correlation between salary incentives and job satisfaction among secondary school teachers in Delta State. The study employed a correlational survey design. The research population comprised 11,777 teachers. The study's sample comprised 589 teachers from public secondary schools in Delta State, selected through the use of stratified random sampling technique. Compensation Incentives Scale (CIS) and Teacher's Job Satisfaction Scale (TJSS) were employed as the tools for gathering data. Three specialists conducted a facial validation of CIS and TJSS. The reliability of CIS and TJSS was determined by calculating the Cronbach Alpha coefficient, resulting in reliability indices of 0.72 and 0.78, respectively. The data was examined using the Pearson Product Moment Correlation Coefficient. The findings indicated a notable correlation between financial compensation incentives and teacher's job satisfaction, as well as a substantial correlation between non-financial compensation incentives and teacher's job contentment. The researcher concluded that there is a favourable correlation between compensation incentives and teacher's job satisfaction. The study, among others, recommended that the government and school administrators should offer motivating incentives, such as complimentary healthcare, housing, transportation allowances, rent allowances and additional responsibility allowances, to encourage teachers in their profession.*

Keywords: Compensation Incentives, Financial Incentives, Non-Financial Incentives, Teacher's Job Satisfaction

Introduction

The education sector is essential in determining the future trajectory of a nation. In Delta State, Nigeria, secondary schools are faced with the challenge of attracting and retaining talented teachers. In order to guarantee the delivery of high-quality education, it is imperative to comprehend the concept of teacher job satisfaction and the various aspects that impact it. Teacher job satisfaction pertains to the degree of contentment, fulfilment, and happiness experienced by teachers in their occupation (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 prizes or benefits provided to employees in order to inspire and incentivize them to perform better and achieve organizational goals (Anggraini & Iriansyah, 2019). These incentives can manifest in diverse forms, including financial bonuses, stock options, profit sharing, or non-monetary rewards such as extra 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 see a sense of worth that extends beyond financial incentives, they are more inclined to enjoy work satisfaction and maintain their dedication to their career. The correlation between salary incentives and teacher job satisfaction is complex. 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.

A significant amount of literature exists that explores the correlation between monetary incentives and the job satisfaction of teachers. 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 et al. (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. In their study, Heller et al. (2017) examined the correlation between monetary rewards and the level of job satisfaction among teachers. 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. Although numerous studies have been undertaken on the correlation between salary incentives and teacher job satisfaction, these investigations were conducted in locations other than 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.

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. The study was specifically designed to sought out:

- i. the relationship between financial compensation incentives and teacher's job satisfaction in public secondary schools.
- ii. the relationship between non-financial compensation incentives and teacher's job satisfaction in public secondary schools.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between financial compensation incentives and teacher's job satisfaction in public secondary schools?
2. What is the relationship between non-financial compensation incentives and teacher's job satisfaction in public secondary schools?

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

Methodology

The study employed a correlational survey design. A correlational study, as defined by Nworgu (2015), aims to determine the link between two or more variables of interest to the researcher. These investigations provide information about the direction and strength of the link between the variables. Nworgu (2015) also observed that this design utilise a specific set of statistical measures called correlation coefficients for the purpose of data analysis. The design was chosen for the study because it is predictive and aimed to establish the relationship between the study's variables. The research population comprised 11,777 educators employed in public secondary schools across the three Senatorial Districts of Delta State. The study's sample comprised 589 teachers, selected through the use of stratified sampling approach. Compensation Incentives Scale (CIS) and Teacher's Job Satisfaction Scale (TJSS) were employed as the tools for gathering data. The face validity of CIS and TJSS was assessed by three professionals from the Department of Educational Management and Foundations at Delta State University, Abraka. The Cronbach Alpha was employed to establish the reliability of the two instruments. The instruments were given to 25 teachers in schools located in Edo State, who are not part of the schools selected for this study. The participants' responses were evaluated and analysed for internal consistency using Cronbach Alpha analysis in SPSS. Upon examination, the reliability coefficient for CIS was shown to be 0.72, whereas the TJSS had a reliability coefficient of 0.78. The instruments were given to the selected participants who answered the questions in the instruments. The instruments were promptly gathered from the responders at the location. For respondents who were not present, the instruments were left on site and retrieved the following day. Subsequently, the answers provided by the participants were gathered and examined using the Pearson product moment correlation.

Results

The analysed data is displayed in tables and promptly interpreted after the tables.

Answering Research Questions

Research Question 1: What is the relationship between financial compensation incentives and teacher's job satisfaction?

Table 1

Relationship Between Financial Compensation and job Satisfaction

Variables	N	Mean	SD	r	r ²	r ² %	Decision
Financial compensation	589	59.18	12.31				
Job satisfaction	589	57.89	11.30	0.541	0.293	29.3	Positive relationship

Table 1 shows that the correlation coefficient (r) between financial compensation and job satisfaction is 0.541, with a coefficient of determination (r²) of 0.293. Financial compensation contributed 29.3 percent to job satisfaction. This implies a strong positive relationship between financial compensation and teacher's job satisfaction.

Research Question 2: What is the relationship between non-financial compensation incentives and teacher's job satisfaction?

Table 2**Relationship Between Non-Financial Compensation and job Satisfaction**

Variables	N	Mean	SD	r	r ²	r ² %	Decision
Financial compensation	589	59.18	12.31				
Job satisfaction	589	57.89	11.30	0.356	0.127	12.7	Positive relationship

Table 2 shows that the correlation coefficient (r) between non-financial compensation and job satisfaction is 0.356, with a coefficient of determination (r²) of 0.127. Non-financial compensation contributed 12.7 percent to teacher's job satisfaction. This indicates a robust correlation between non-financial rewards and the level of work satisfaction among teachers.

Testing Hypothesis

HO₁: There is no significant relationship between financial compensation incentives and teacher's job satisfaction.

Table 3**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			
Job satisfaction	589	57.89	11.30	0.541	0.000	Ho ₁ is significant

P<0.05

Table 3 indicates a strong correlation between financial pay and teacher's job satisfaction, with a correlation coefficient (r) of 0.541 and a p-value of less than 0.05 (P < 0.05). Therefore, the null hypothesis is refuted. Hence, there exists a notable correlation between financial incentives and the level of job satisfaction among teachers.

HO₂: There is no significant relationship between non-financial compensation incentives and teacher's job satisfaction.

Table 4**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			
Job satisfaction	589	57.89	11.30	0.356	0.000	Ho ₂ is significant

P<0.05

Table 4 demonstrates a strong correlation between non-financial incentives and teacher's job satisfaction, with a correlation coefficient of 0.356 and a p-value of less than 0.05. Therefore, the null hypothesis is disproven. Hence, there exists a substantial correlation between non-financial incentives and the level of job satisfaction among teachers.

Discussion

The study indicated a significant relationship between financial incentives and teacher's work satisfaction. 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. Teachers are more likely to be highly involved and content with their work when they see that their efforts are acknowledged and compensated. 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 once again demonstrated a notable correlation between non-financial incentives and the job satisfaction of teachers. This suggests a positive correlation between the level of non-financial pay incentives and the work 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. Teachers' job satisfaction is positively correlated with the recognition and appreciation they receive for their diligent work and endeavours. 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 et al. (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 discovery further supports the findings of Heller et al. (2017), who examined the correlation 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

The study's findings led to the conclusion that financial and non-financial compensation incentives positively correlate teacher's job satisfaction. Thus, compensation incentives positively influence teacher's job satisfaction.

Recommendations

The study's findings and conclusion led to the following recommendations:

1. The government and school administration should offer motivational incentives to teachers, including complimentary healthcare, housing, transportation allowances, rent allowances and more compensation for additional responsibilities.
2. Aside salaries, teachers should be provided with non-financial incentives to retain talent.
3. Teachers should be given an optimal working environment to enhance their motivation and happiness, ultimately resulting in job fulfillment.

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