



PAY GRATIFICATION AND WORK ATTITUDE OF CHRISTIAN ELEMENTARY SCHOOL TEACHERS IN PANABO CITY DIVISION

Jonathan C. Maslog¹, Annbeth B. Calla, PhD²

¹Student, Graduate School, The Rizal Memorial Colleges, Inc.

²Faculty, Graduate School, The Rizal Memorial Colleges, Inc.

Article DOI: <https://doi.org/10.36713/epra16747>

DOI No: 10.36713/epra16747

ABSTRACT

The study explored the relationship of pay gratification and work attitude of teachers in private Christian elementary schools in Panabo City Division. Also, it investigated the association of the involved variables and the domains of pay gratification that significantly influence the work attitude of teachers. With the use of probability sampling, 150 elementary teachers in the private Christian schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a moderately extensive pay gratification and an extensive work attitude among the respondents. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of pay satisfaction were found to have significantly influence the work attitude. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means on how to help teachers to be establish positive work attitude by addressing the pay gratification of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: Pay gratification, work attitude, Panabo City Division, Philippines

INTRODUCTION

The attitude and commitment a teacher have towards teaching and even where they work can vary from person to person. What motivates and drives any individual to do anything is a complex process to understand. Naturally, teachers should be highly involved and engaged in their job of helping young people. However, it is also equally important to avoid the trap of burnout. If a teacher is overworked and fatigue from being too involved with their work, they will not support and help students to the level they should. Apparently, teachers' work attitude has been greatly affected by several factors. One of which is the satisfaction towards pay.

In Pakistan, despite substantial government budget allocations for the education sector, higher educational institutions grapple with severe shortages of both physical infrastructure and human resources. These deficiencies manifest in meager teacher salaries, overwhelming workloads, and a dearth of essential school supplies. These challenges foster a confrontational attitude among teachers, dampen employee motivation, and impede effective teaching practices. Furthermore, the absence of equipment such as computers and projectors, along with inadequate office space, exacerbates tensions among faculty members. Consequently, the scarcity of physical and human resources in universities fuels conflicts among staff and adversely affects their work attitudes (Ali et al., 2019).

In the Philippines, teachers are prone to exemplifying poor attitude towards teaching. In fact, Chi (2023) reported in the Philippine Star that teachers use ineffective or weak teaching practices which translate into poorer learning outcomes. In particular, the World Bank study found that 66 percent of teachers observed in the Philippines had a "medium-low" use of effective teaching practices, 19 percent had "low" use, and only 15 percent had "medium-high" use of effective teaching practices. Also, it was found that 40 percent of students in the Philippines surveyed said they had teachers who were sometimes or often missing in class.

In a study conducted by Gumarang (2021), financial constraints, mental health issues, working beyond contract, lack of teaching resources and poor relationship with the school administrators are common problems of public school



teachers. Indeed, private teachers are also encountering the same problems that need to be addressed by the national government. These problems affect teachers' work attitude. As voiced out by the participants they received nothing from the government as compared to the public teachers during the pandemic. In the Division of Panabo City Division, it was observed that teachers were exhibiting poor work attitude because of work-related reasons. It was evident that teachers were having inadequate salaries and benefits which demotivated them and led to a poor work attitude.

The current conditions were observed firsthand as no existing study on work attitude in schools, particularly focusing on the pay gratification of the teachers in the local context, was found. Consequently, the researcher was driven to delve into the status of pay gratification among teachers and its impact on the work attitude of the teachers in the public elementary schools of Panabo City Division. The primary objective was to scrutinize the relationship between these two variables.

This endeavor aimed to provide policymakers with invaluable insights to inform the development of policies, programs, interventions, projects, and activities intended at fostering a positive work attitude among all teachers. By offering these insights, the goal is to inspire educators to demonstrate exemplary dedication and enthusiasm in their teaching roles. Additionally, the researcher aims to disseminate the findings of this study across various platforms, including local, national, and international forums, with the ultimate objective of publication in a Scopus-indexed journal. By sharing these findings widely, the study aims to contribute to broader discussions and initiatives aimed at enhancing the quality of education and supporting educators worldwide.

METHODOLOGY

Research Design

In this study, it adopted a quantitative research approach, particularly utilizing a descriptive correlational technique. Quantitative research entails the collection of numerical data and its subsequent analysis using mathematical and statistical tools. This approach helps elucidate and provide explanations for specific problems or phenomena (Apuke, 2017). In the realm of descriptive correlational investigations, the primary focus is on describing variables and understanding the inherent relationships that naturally manifest among them (Davis, 2021).

Descriptive research adopts a non-invasive approach from the researcher, focusing on observing variables without any deliberate manipulation. Its principal aim is to offer a comprehensive understanding of the intrinsic characteristics of these variables, as emphasized by Korrapati (2016). Conversely, a correlational investigation aims to determine if an association exists between two variables. As noted by Kabir (2016), this involves ascertaining whether a change, be it an increase or decrease, in one variable is connected to a corresponding alteration in another.

This study fell under the category of quantitative research as it heavily relied on numerical data for analysis and interpretation. It followed a descriptive approach as its objective is to assess the pay gratification and work attitude of teachers. Furthermore, it adopted a correlational methodology, aiming to examine the relationship between the pay gratification and work attitude of teachers in the Christian elementary schools in Panabo City Division.

Respondents and Sampling

A total of 150 Christian elementary teachers were invited to participate and provide their responses for this study. It is worth noting that according to Hair et al. (2018), a minimum of 50 samples is required for simple regression analysis, and generally, around 100 samples suffice for most research situations. Therefore, the inclusion of 150 respondents adequately addressed the objectives and requirements of this study.

In selecting the study's sample, a probability sampling approach, specifically two-stage cluster sampling, was employed. This method allows for the calculation of the probability or likelihood of each item being included in the sample. Essentially, every member of the population is given an equal and independent chance of being part of the sample (Ragab & Arisha, 2018). In research, cluster sampling is a widely used technique that involves dividing the population into distinct clusters. A cluster comprises unique units that represent exhaustive and mutually exclusive subsets (Thomas, 2020). In the case of this study, all elementary teachers from the private schools within the Panabo City Division were considered.



Regarding the inclusion and exclusion criteria, this study focused on elementary teachers with a minimum of 2 years of teaching experience in the Christian schools. This criterion was set because their 2-year tenure in the Christian school system provides valuable insights into the impact of pay satisfaction on their work attitude. Additionally, participants who felt uneasy or uncomfortable in responding to the survey questionnaire have the option to withdraw from participating voluntarily. There was no pressure to compel them to remain part of the study, and their decision to withdraw will be fully respected. The well-being and comfort of the respondents were of utmost importance in conducting this study.

Research Instruments

For data collection, this study employed a customized survey questionnaire. The questionnaire was specifically designed with two distinct sets of questions. The first set concentrated on assessing the pay satisfaction, while the second set focused on evaluating the work attitude of teachers

Pay Gratification. The pay gratification questionnaire was adapted from Judge and Welbourne (1993). The instrument consists of 18 items. It has four indicators, namely: salary level (1-4), benefits (1-4), raise (1-4), and pay structure (1-6). The questionnaire was subjected to a pilot testing having a result of .75 suggesting that the items have relatively high internal consistency.

Work Attitude. The work attitude questionnaire was adapted from Hermogeno and Dulos (2022). The tool has a total of 30 items. It has six indicators, namely: subject taught (1-5), superior/school head (1-5), coworkers (1-5), learners (1-5), school environment (1-5), and incentives/rewards (1-5). The questionnaire was subjected to a pilot testing having a result of .77 suggesting that the items have relatively high internal consistency.

The research instruments for this study were tailored to align with the study's objectives and goals. The researcher carefully incorporated feedback, comments, and suggestions from the adviser, panel members, and expert validators to refine the tools and ensure their construct validity.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Weighted Mean. This was used to measure the extent of pay gratification and work attitude of teachers.

Pearson r. This was utilized to determine the relationships between pay gratification and work attitude of teachers.

Regression Analysis. This was utilized to determine the significant influence of pay gratification on the work attitude of teachers.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between pay gratification of teachers and work attitude of private Christian elementary teachers. The study was conducted in the selected elementary schools in Panabo City Division. There were one hundred fifty (150) private Christian elementary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of pay gratification of private Christian elementary teachers is moderately extensive which means that pay gratification is occasionally evident among the respondents. This suggests that while private Christian elementary teachers generally experience a moderate level of pay satisfaction, there are moments of occasional gratification, highlighting the nuanced nature of their perceptions toward compensation. Recognizing and addressing these



fluctuations in pay satisfaction could contribute to a more consistent and positive overall work experience for private elementary teachers.

Meanwhile, the extent of work attitude among the respondents is extensive which means that it is oftentimes evident. This finding suggests a generally favorable and consistent approach to work, underscoring the potential for a positive and productive work environment among the surveyed individuals.

It was found out that there is a significant relationship between pay gratification and work attitude of teachers. The hypothesis of no significant relationship between pay gratification and work attitude of teachers was rejected. The study's findings reveal a noteworthy and statistically significant relationship between the pay gratification and work attitude of teachers. Consequently, the null hypothesis suggesting no significant relationship between the pay gratification and work attitude of teachers was firmly rejected. These results emphasize the importance of considering and addressing the pay gratification of teachers as it plays a vital role in strengthening their work attitude.

More so, it was revealed that all the domains of pay gratification significantly influence the work attitude of teachers. The study's findings indicate that each domain within the pay gratification significantly affects the work attitude of teachers. This is evidenced by the substantial R-squared value of .473, indicating that 47.3 % of the variance in work attitude can be attributed to these domains.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of pay gratification of the private elementary teachers implies that it is occasionally evident. In fact, all dimensions are occasionally evident as affirmed by the teachers, namely, salary level, benefits, raise, and structure/administration.

Meanwhile, the extent of work attitude of teachers is extensive. Apparently, all indicators are found to be extensive specifically on subject taught, superior/school head, coworker, learners, school environment, and incentives and rewards.

Based on the findings, pay gratification and work attitude are related. All domains of pay gratification are linked to the work attitude of teachers. This indicates that all domains of pay gratification are relevant in shaping teachers' work attitude.

Also, pay gratification of teachers significantly influences work attitude of teachers. In fact, all domains of pay gratification, namely, salary level, benefits, raise, and structure/administration significantly influence work attitude of teachers by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of pay gratification, the work attitude of teachers will increase.

The notable correlation between pay satisfaction and teachers' work attitudes aligned with Herzberg's Motivator-Hygiene Theory. This theory underscored that employees must fulfill motivating factors such as compensation, recognition, and achievement to find satisfaction in their work. Conversely, according to Ficarra and Quinn (2014), the absence of "hygiene" factors such as working conditions, company policies, job security, interpersonal relationships, and management quality can lead to job dissatisfaction. To foster better performance within a company, employers should prioritize factors that contribute to satisfaction, such as recognition and responsibility.

Furthermore, Bame (1991) highlighted the positive impact of favorable working conditions on teacher morale. When a teacher's salary adequately meets their family's needs, they are more likely to experience job satisfaction. Thus, for individuals who place importance on material possessions, salary becomes a crucial determinant of job satisfaction, influencing teachers' work attitudes.



Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Christian schools may consider implementing a multifaceted strategy in reinforcing pay satisfaction and work attitude among teachers. They may conduct regular surveys and forums to understand teachers' specific concerns and preferences related to compensation and work environment would provide valuable insights. Also, targeted interventions may be designed to address specific pain points, such as revising salary structures or introducing performance-based incentives. Additionally, fostering a transparent communication channel between educators and school administrators is crucial for building trust and understanding. In addition, a holistic approach that combines competitive compensation, professional development opportunities, and an inclusive, supportive work environment will contribute to elevated job satisfaction and a positive work attitude among teachers.

Moreover, school administrators may conduct dialogues with teachers to understand their concerns, expectations, and suggestions regarding compensation and working conditions are essential. Additionally, School Administrators may advocate for fair and competitive salary structures and explore innovative ways to recognize and reward exemplary performance. Creating a collaborative and supportive school culture that encourages teamwork, acknowledges achievements, and provides professional development opportunities can significantly contribute to a positive work attitude. Moreover, School Heads may work towards ensuring a conducive and well-equipped teaching environment, addressing any infrastructure or resource-related challenges. Establishing a feedback mechanism to assess the impact of implemented changes and continuously adapting strategies based on teacher input will help sustain long-term improvements in pay satisfaction and work attitude.

Furthermore, teachers may play a proactive role in enhancing their own pay satisfaction and work attitude by actively engaging in open communication with school administrators. Constructive feedback on compensation structures and working conditions can provide valuable insights for improvements. Additionally, teachers may take advantage of professional development opportunities to enhance their skills and contribute to a positive work environment. Building a supportive network with colleagues to share experiences and strategies for managing workload and stress may also contribute to a healthier work attitude.

Lastly, future researchers may significantly contribute to the understanding and enhancement of pay satisfaction and work attitude among teachers by conducting in-depth qualitative studies alongside quantitative analyses which can provide a more nuanced understanding of the factors influencing teachers' perceptions. Exploring the dynamic interplay between various components of compensation, such as salary structures, benefits, and incentives, and their impact on work attitude may offer valuable insights. A holistic and interdisciplinary research approach will contribute to a more informed and effective strategy for strengthening pay satisfaction and work attitude among teachers.

REFERENCES

1. Adetunji, O. K., Abari, A. O., & Mohammed, M. O. B. (2020). *Reward system, teachers' attitude to work and their productivity in public senior secondary schools in Ogun west senatorial district, Nigeria.* <https://doi.org/10.47434/JEREDA.1.3.2020.214>
2. Admiraal, W. & Roberg, K. (2023). *Teachers' job demands, resources and their job satisfaction: Satisfaction with school, career choice and teaching profession of teachers in different career stages.* <https://www.sciencedirect.com/science/article/pii/S0742051X23000513>
3. Adnot, M., Dee, T., Katz, V. & Wyckoff, K. (2017). *Teacher turnover, teacher quality, and student achievement.* <https://www.researchgate.net/publication/354074172>
4. Akunne, C. & Ezeh, L. (2019). *Organizational commitment among private sector workers in Anambra State, Nigeria: A correlation of pay satisfaction.* <http://journals.aphriapub.com/index.php/pp>
5. Alanoglu, M. & Demirtas, Z. (2021). *The effect of bureaucratic school structure on teachers' job satisfaction: The mediator role of the organizational justice.* <https://files.eric.ed.gov/fulltext/EJ1306650.pdf>
6. Aldosari, M. (2022). *Factors affecting middle school teachers' attitudes toward the inclusion of students with disabilities.* <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.853696/full>
7. Allegretto, S. & Mishel, L. (2016). *The teacher pay gap is wider than ever.* <https://www.epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/>



8. Almohtasib, T., Bergstrom, N. & Nguyen, V. (2020). Decentralized environment's impact on employee performance: A study on how a decentralized environment in the operating & service department impacts employee performance within an organization. <https://www.diva-portal.org/smash/get/diva2:1437221/FULLTEXT01.pdf>
9. Anand, N. & Bachmann, A. (2021). Teacher's working condition and hybrid teaching environment – a narrative case study. <https://files.eric.ed.gov/fulltext/EJ1329191.pdf>
10. Anglim, J., Sojo, V., Ashford, L., Newman, A. & Marty, A. (2019). Predicting employee attitudes to workplace diversity from personality, values, and cognitive ability. <https://www.sciencedirect.com/science/article/abs/pii/S0092656619300868>
11. Ansari, A., Hofkens, T., & Pianta, R. (2020). Teacher-student relationships across the first seven years of education and adolescent outcomes. <https://www.researchgate.net/publication/346135404>
12. Apacible, G. (2021). Motivational skills of school head and teachers' attitude and performance in Leyte Agro-Industrial School. <https://www.ijams-bbp.net/wp-content/uploads/2021/07/GERALDINE-D.-APACIBLE.pdf>
13. Arafat, Y., Marman, & Eddy. S. (2021). The effect of teacher compensation and job satisfaction on teacher performance. <http://creativecommons.org/licenses/by-nc/4.0/>
14. Arsenault-Carter, T., Gauci, T., Karasek, Q., & Johnston, J. (2019). Building elementary school student-teacher relationships. <https://ecampusontario.pressbooks.pub/educ5202/chapter/building-elementary-school-student-teacher-relationships/>
15. Ayu, C. (2017). The effect of school environment, the role of teachers in learning process to student learning motivation. <https://jele.or.id/index.php/jele/article/download/25/24>
16. Bachmann, H., Ligon, R., & Skerritt, D. (2022). The powerful role financial incentives can play in a transformation. <https://www.mckinsey.com/capabilities/transformation/our-insights/the-powerful-role-financial-incentives-can-play-in-a-transformation>
17. Bae, S. (2017). It's about time: Organizing schools for teacher collaboration and learning. <https://edpolicy.stanford.edu>
18. Bai, N. (2023). Educational challenges in the Philippines. <https://pids.gov.ph/details/news/in-the-news/educational-challenges-in-the-philippines>
19. Bailes, L. & Guthery, S. (2020). Held down and held back: Systematically delayed principal promotions by race and gender. <https://files.eric.ed.gov/fulltext/EJ1258092.pdf>
20. Baker, B., Farrie, D., & Sciarra, D. (2016). Mind the gap: 20 years of progress and retrenchment in school funding and achievement gaps. <https://files.eric.ed.gov/fulltext/EJ1124843.pdf>
21. Baldwin, M. (2016). Student teacher relationships. <https://silo.tips/download/5-student-teacher-relationships-bridget-k-hamre-robert-c-pianta>
22. Bandura, A. (1977a). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
23. Banks, J. & Smyth, E. (2021). We respect them, and they respect us: The value of interpersonal relationships in enhancing student engagement. <https://doi.org/10.3390/educsci11100634>
24. Barbara, T., Chimier, C., Childress, D. & Raudonyte, I. (2019). Teacher career reforms: learning from experience. <https://unesdoc.unesco.org/ark:/48223/pf0000372505>
25. Barni, D., Danioni, F. & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01645/full>
26. Beattie, G. & McGuire, L. (2016). Consumption and climate change: Why we say one thing but do another in the face of our greatest threat. <https://www.degruyter.com/document/doi/10.1515/sem-2015-0109/html>
27. Beteille, T. & Evans, D. (2021). Successful teachers, successful students: recruiting and supporting society's most crucial profession. <https://documents1.worldbank.org/curated/en/874821633446669472/pdf/>
28. Bielling, E. (2021). A qualitative study of teacher retention in project-based learning schools. <https://firescholars.seu.edu/cgi/viewcontent.cgi>
29. Bingham, V. (2017). Total rewards: Addressing the challenges of today's workplace. <https://journals.upd.edu.ph/index.php/pjlir/article/download/7702/6710>
30. Birt, J. (2022). What is considered a reasonable raise increase? <https://www.indeed.com/career-advice/pay-salary/what-is-a-reasonable-raise>
31. Black, N. (2023). What is a merit increase and why does it matter? <https://www.visier.com/blog/merit-increase/>
32. Blackburn, B. (2023). Improving teacher morale and motivation: leadership strategies that Build Success. <https://www.routledge.com/blog/article/improving-teacher-morale-and-motivation-leadership-strategies-that-build-success>
33. Blazar, D. & Kraft, M. (2017). Teacher and teaching effects on students' attitudes and behaviors. <https://files.eric.ed.gov/fulltext/EJ1128763.pdf>
34. Brinia, V. et al. (2022). The impact of communication on the effectiveness of educational organizations.



- <https://www.mdpi.com/2227-7102/12/3/170>
35. Bouchrika, I. (2023). *Teacher collaboration guide: Strategies, statistics & benefits.* <https://research.com/education/teacher-collaboration-guide>
 36. Brenner, C.A. (2022). *Self-regulated learning, self-determination theory and teacher candidates' development of competency-based teaching practices.* <https://doi.org/10.1186/s40561-021-00184-5>
 37. Bulat, J. (2022). *Using non-monetary incentives to motivate schools and teachers.* <https://shared.rti.org/content/using-non-monetary-incentives-motivate-schools-and-teachers-innovation-read-liberia-0>
 38. Bukki, E. & Feheroari, A. (2021). *How do teachers collaborate in Hungarian VET schools? A quantitative study of forms, perceptions of impact and related individual and organisational factors.* <https://eruet-journal.springeropen.com/articles/10.1186/s40461-020-00108-6>
 39. Buric, I. & Moe, A. (2019). *What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction.* <https://www.sciencedirect.com/science/article/abs/pii/S0742051X1930647X>
 40. Bush, A., & Grotjohann, N. (2020). *Collaboration in teacher education: A cross-sectional study on future teachers' attitudes towards collaboration, their intentions to collaborate and their performance of collaboration.* <https://www.researchgate.net/publication/337244333>
 41. Byers, S. (2020). *Benefits of being a teacher.* <https://www.suu.edu/blog/2020/02/ten-benefits-teachers.html>
 42. Carter, S. (2019). *The impact of wages on employee productivity.* <https://www.forbes.com/sites/forbesbooksauthors/2019/09/12/the-impact-of-wages-on-employee-productivity/>
 43. Cervantes, F. (2019). *Senators push for teachers' pay hike.* <https://www.pna.gov.ph/articles/1082307>
 44. Chan, T., Polka, W. & Litchka, P. (2018). *Educational planning.* https://isep.info/wp-content/uploads/2018/02/24_4_reduced.pdf
 45. Chen, J., Jiang, H., Justice, K., Lin, T., Purtell, K. & Ansari, A. (2020). *Influences of teacher-child relationships and classroom social management on child-perceived peer social experiences during early school years.* <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.586991/full>
 46. Cherry, K. (2022). *Maslow's hierarchy of needs.* <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>
 47. Chi, C. (2023). *DepEd has tried to keep teachers' pay attractive amid inflation. Why has this not solved staff shortages?* <https://www.philstar.com/headlines/2023/03/29/2255384/>
 48. Chi, C. (2023). *Most private school teachers paid less than entry-level salary in public schools -survey.* <https://www.philstar.com/headlines/2023/07/17/2281732/most-private-school-teachers-paid-less-entry-level-salary-public-schools-survey>
 49. Cieladiene, G. & Kairiene, B. (2017). *The resolution of conflict between teacher and student: Students' narratives.* <https://files.eric.ed.gov/fulltext/EJ1218148.pdf>
 50. Clapsaddle, T. (2022). *Fourth- through eighth-grade educator perceptions of the north carolina teacher performance bonus.* <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi>
 51. Clarke, P. (2022). *A phenomenological study of contributing factors and common trends related to teacher attrition in Western North Carolina.* <https://dc.etsu.edu/cgi/viewcontent.cgi>
 52. Close, K., Amrein-Beardsley, A., & Collins, C. (2020). *Putting teacher evaluation systems on the map: An overview of states' teacher evaluation systems post-Every Student Succeeds Act.* <https://doi.org/10.14507/epaa.28.5252>
 53. Coristine, S., Russo, S., Fitzmorris, R. Beninato, P. & Rivolta, G. (2022). *The importance of student-teacher relationships.* <https://ecampusontario.pressbooks.pub/educ5202/chapter/the-importance-of-student-teacher-relationships/>
 54. Crehan, L. (2016). *Exploring the impact of career models on teacher motivation.* <https://unesdoc.unesco.org/ark:/48223/pf0000246252>
 55. Croft, M., Guffy, G., & Vitale, D. (2018). *Encouraging more high school students to consider teaching.* <https://www.edworkingpapers.com/sites/default/files/ai22-535.pdf>
 56. Crow, J. (2022). *"T-PESS and special education teacher attrition and retention: A qualitative phenomenological study of teacher perceptions of administrator effectiveness.* <https://trace.tennessee.edu/cgi/viewcontent.cgi>
 57. Cueva, D. (2022). *Public school teacher: Salary, benefits, and allowances.* <https://topnotcher.ph/public-school-teacher-salary-benefits/>
 58. Daly, A., Moolenaar, N., Bolivar, J. & Burke, P. (n.d). *Relationships in reform: The role of teachers' social networks.* <https://ris.utwente.nl/ws/portalfiles/portal/252257585/Daly2010relationships.pdf>
 59. Daniels, J., Quartz, K., & Oakes, J. (2019). *Teaching in community schools: Creating conditions for deeper learning.* <https://journals.sagepub.com/doi/full/10.3102/0091732X18821126>
 60. Darling-Hammond, L., Hyster, M., & Gardner, M. (2017). *Effective teacher professional development.*



- <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>
61. David, C., Albert, J., & Vizmanos, J. F. (2019). Pressures on public school teachers and implications on quality. <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidspn1901.pdf>
 62. Deepak, S. (2021). Perceptions of organization justice: An empirical study of working women from Bangalore. <https://vc.bridgew.edu/jtws/vol22/iss6/10>
 63. Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. <https://files.eric.ed.gov/fulltext/EJ1242441.pdf>
 64. Dewey, J. (1938). *Experience and education*.
 65. Dey, O. (2021). *Incentives, status and thereafter: A critical survey*. <https://journals.sagepub.com/doi/10.1177/2277978721990970>
 66. Diener, E., Thapa, S. & Tay, L. (2020). Positive emotions at work. <https://www.annualreviews.org/doi/10.1146/annurev-orgpsych-012119-044908>
 67. Dinsdale, R. (2017). The role of leaders in developing a positive culture. <https://files.eric.ed.gov/fulltext/EJ1230431.pdf>
 68. Dong, W. X., & Loang, O. K. (2023). The influence of salary compensation on employee performance in Shengshitongda: A qualitative investigation. <http://www.jised.com/PDF/ISED-2023-53-06-11.pdf>
 69. Dugal, N. (2023). How to Ask for a Raise in Salary. <https://www.simplilearn.com/how-to-ask-for-a-pay-raise-article>
 70. Dwivedi, M. (2022). Compensation best practices in the education & training sector. <https://www.linkedin.com/pulse/compensation-best-practices-education-training-sector-monika-dwivedi>
 71. Ertuk, R. (2021). The effect of teachers' quality of work life on job satisfaction and turnover intentions. <https://files.eric.ed.gov/fulltext/EJ1339906.pdf>
 72. Evans, D., Borriello, G. & Field, A. (2018). A review of the academic and psychological impact of the transition to secondary education. <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01482/full>
 73. Evertson, D. (2020). The influence of principal leadership on teacher collaboration: Does effective professional development mediate this effect? <https://digitalcommons.unl.edu/cgi/viewcontent.cgi>
 74. Fabella, F. (2022). Job satisfaction of selected Filipino teachers working in Philippine public schools and in U.S. public schools: A comparative study. <https://www.researchgate.net/publication/365871213>
 75. Fang, J. & Qi, Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10553279/>
 76. Fatima, F. & Ali, S. (2016). The impact of teachers' financial compensation on their job satisfaction at higher secondary level. <https://www.walshmedicalmedia.com/open-access/the-impact-of-teachers-financial-compensation-on-their-jobsatisfaction-at-higher-secondary-level-2167-0358-1000164.pdf>
 77. Ferreira, D. & Baidya, T. (2016). The impact of compensation systems on the motivation of teachers of a higher education institution. <https://www.ijbmer.com/docs/volumes/vol7issue6/ijbmer2016070604.pdf>
 78. Ferner, C., Trepanier, S., Austin, S. & Levesque-Cote, J. (2016). Committed, inspiring, and healthy teachers: How do school environment and motivational factors facilitate optimal functioning at career start? <https://www.sciencedirect.com/science/article/pii/S0742051X16301470>
 79. Fessehastion, P. (2017). School principal's role in facilitating change in teaching-learning process: Teachers' attitude. a case study on five junior schools in Asmara, Eritrea. <https://files.eric.ed.gov/fulltext/EJ1133059.pdf>
 80. Filho, G. (2016). Higher salaries, more teaching, better performance? <https://econpolrg.files.wordpress.com/2016/04/apresentaccao7acc83o-unb-abril2016.pdf>
 81. Filmer, D., Habyarimana, J. & Sabarwal, S. (2020). Teacher performance-based incentives and learning inequality. <https://riseprogramme.org/sites/default/files/>
 82. Fischer, C., Malycha, C., & Schafmann, E. (2019). The influence of intrinsic motivation and synergistic extrinsic motivators on creativity and innovation. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00137/full>
 83. Frahm, M. (2020). The impact of leadership behaviors on teacher retention in rural schools in New York State. <https://fisherpub.sjf.edu/cgi/viewcontent.cgi>
 84. Fuad, M., Ariyani, F., Suyanto, E. & Shidiq, A. (2020). Exploring teachers' TPCK: Are Indonesian language teachers ready for online learning during the COVID-19 outbreak? <https://doi.org/10.13189/ujer.2020.082245>
 85. Fuchsman, D., McGee, J., & Zamarro, G. (2020). Teachers' willingness to pay for retirement benefits: A national stated preferences experiment. <https://scholarworks.uark.edu/edrepub/118>
 86. Fuentes, A. (2020). The power of acknowledgement. <https://www.pmi.com/our-transformation/voices-of-change/power-of-acknowledgement>
 87. Fulmer, I. & Li, J. (2022). Compensation, benefits, and total rewards: A bird's-eye (re)view. <https://www.annualreviews.org/doi/10.1146/annurev-orgpsych-012420-055903>
 88. Fulton, C. (2019). Building Teachers' emotional competence: A transactional training mode.



- <https://commons.lib.jmu.edu/cgi/viewcontent.cgi>
89. Gamage, K., Dehideniya, D. & Ekanayake, S. (2021). *The role of personal values in learning approaches and student achievements*. <https://www.mdpi.com/2076-328X/11/7/102>
 90. Garcia, E. & Han, E. (2022). *Teachers' base salary and districts' academic performance: Evidence from national data*. <https://journals.sagepub.com/doi/full/10.1177/21582440221082138>
 91. Garcia, E. & Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought*. <https://www.epi.org/publication/>
 92. García, E. & Weiss, E. (2019) *Low relative pay and high incidence of moonlighting play a role in the teacher shortage, particularly in high-poverty schools: The third report in 'the perfect storm in the teacher labor market' series*
 93. Garrard, P. (2022). *Is teacher pay adequate: Teachers' opinions on their expectations, requirements, and pay in Columbia*. <https://scholarcommons.sc.edu/cgi/viewcontent.cgi>