

The Impact of Standardized Salaries on Teachers Motivation and Job Satisfaction: Implications For Education Policy Makers in Cameroon

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Abstract.

The main purpose of this study was to examine the impact of standardized salaries on teachers' motivation and job satisfaction with implications for school administrators in Cameroon. The mixed method design was adopted for the study whereby both quantitative and qualitative designs were employed. As instruments, Questionnaire and interview guides were used. Using the simple random and snowball sampling techniques, a sample of 254 teachers were selected from 6 schools. 15 secondary school teachers were selected for the study. Quantitative data was analysed using means and standard deviations while qualitative data was analyzed using thematic analysis. The findings prove that standardized salary system in Cameroon's education in spite it advantages in the education sector has created perceptions of unfairness and de-motivation among teachers which has led to lack of teacher commitment in curriculum implementation to a greater extend. Teachers who perceive their salary as being fair are motivated to work harder and vice versa. Based on the findings, recommendations were made to education stakeholders.

Keywords: Standardized Salaries; Teachers Motivation; Job Satisfaction and Education Policy Makers.

I. INTRODUCTION

The education sector is a critical component of any nation's development, and teachers play a vital role in shaping the minds of future generations. However, the teaching profession is facing challenges worldwide, including teacher motivation and job satisfaction. In Cameroon, the standardized salary system has been implemented to promote fairness and equity in teacher compensation. However, the impact of this system on teacher motivation and job satisfaction remains unclear. The standardized salary system in Cameroon aims to promote fairness and equity in teacher compensation. However, the implementation of this system has raised concerns about its impact on teacher motivation and job satisfaction, particularly in different working conditions. Teachers in Cameroon face various challenges, including limited resources, heavy workloads, and varying working conditions, which can affect their motivation and job satisfaction. This study aims to investigate teachers' perceptions of the fairness of standardized salaries across different working conditions in secondary schools in Cameroon. Specifically, the study seeks to examine the solutions needed to establish equity in the teaching environment. By exploring teachers' perceptions and experiences, this study aims to provide insights into the implications of standardized salaries on teacher motivation and job satisfaction, as well as recommendations for school administrators to promote a more equitable and motivating work environment.

Research Problem

In spite of state efforts to promote quality education through teacher training and deployment of teaching staff to various regions of the country, quality teacher commitment and engagement seem not to be the same. This means that the quality of teaching in Cameroon per region and per school varies with the various working conditions. Teacher Professional commitment is first at individual level and if individuals perceive that their inputs (efforts and commitments) are not commensurate to their outputs (salary and motivations,) they can easily get burnt out. Al-zawahreh & Al-Mad, (2012) pointed out that human resource development should be very concerned with the pay factor and the kind of relationship it has with motivation, performance, and job satisfaction. When teachers are burnt out, their productivity would certainly drop and the teaching learning process would be hampered. The teacher who is considered the life wire of the educational system is expected to be adequately motivated extrinsically so as to permit him supply even

his basic needs of shelter, feeding, health and clothing. Teachers' inability to satisfy all these needs could create inefficiencies in school processes. It is against this backdrop that this study intends to study the extent to which equity theory of motivation is applied in Cameroon secondary schools to optimise teachers' outputs and the various challenges and explore possible solutions.

Research objectives

The following research objectives were raised to guide the study. This study sets out

- To investigate teachers perception of the fairness of standardized salaries across different working conditions.
- To examine the solutions school management should employ to establish equity in secondary school teaching environment.

Research questions

- How do teachers perceive the fairness of standardized salaries across different working conditions?
- What should school management do in order to establish equity in secondary school teaching environment?

Significance of the study

Theoretical Significance

- The study can contribute to the existing body of knowledge on teacher motivation, job satisfaction, and standardized salaries, particularly in the Cameroonian context.
- The study can help to advance the theoretical understanding of the relationships between standardized salaries, teacher motivation, and job satisfaction.

Practical Significance

- The study's findings can inform policy decisions on teacher compensation and working conditions, which can ultimately improve teacher motivation and job satisfaction.
- By identifying the impact of standardized salaries on teacher motivation and job satisfaction, the study can help to develop strategies to improve teacher retention in Cameroon.
- The study's findings can contribute to improving the quality of education in Cameroon by identifying the factors that influence teacher motivation and job satisfaction.

Methodological Significance

- The study can contribute to the development of new research methods and instruments for studying teacher motivation and job satisfaction in the context of standardized salaries.
- The study can provide a framework for future research on teacher motivation and job satisfaction, particularly in the Cameroonian context.

Policy Significance

- The study's findings can inform education policy decisions on teacher compensation, working conditions, and motivation.
- The study can highlight the need to promote equity and fairness in teacher compensation and working conditions, which can ultimately improve teacher motivation and job satisfaction.

Social Significance

- The study can contribute to improving teacher well-being by identifying the factors that influence teacher motivation and job satisfaction.
- The study's findings can contribute to enhancing community development by identifying the factors that influence teacher motivation and job satisfaction, which can ultimately impact the quality of education.

Economic Significance

- By identifying the impact of standardized salaries on teacher motivation and job satisfaction, the study can help to develop strategies to reduce teacher turnover costs.
- The study's findings can contribute to improving educational outcomes by identifying the factors that influence teacher motivation and job satisfaction, which can ultimately impact student learning outcomes.

II. LITERATURE REVIEW

Renad , Nouf, Ghaida, Zaid, (2025) studied the role of organizational work environment, salary, and motivation in faculty members' satisfaction with government universities in Saudi Arabia. With the use of Structural Equation Modeling through Smart PLS4 they found that the constructs investigated substantially influenced public university teachers' satisfaction. Among the variables investigated, salary significantly influenced teachers' satisfaction with public universities of Saudi Arabia. The finding that salary significantly influences teacher satisfaction is consistent with existing literature on the importance of compensation in job satisfaction. This highlights the need for universities to prioritize competitive salaries to attract and retain top talent. The study's finding that work environment and motivation had no significant impact on faculty members' satisfaction in universities in South Korea is surprising, given the existing literature on the importance of these factors in job satisfaction. However, it's possible that the study's sample or methodology may have contributed to this result. The study used structural equation modeling through Smart PLS, which is a useful tool for exploring complex relationships. However, the study's reliance on a single methodology may limit the depth and breadth of its findings. Overall, the study contributes to our understanding of the factors influencing faculty members' satisfaction in government universities in Saudi Arabia. However, further research is needed to confirm and extend these findings, particularly in other contexts and using diverse methodologies.

Thanakit (2025) investigated the impact of wage structure on employee satisfaction, motivation, and retention in Thailand's textile manufacturing industry. Results revealed strong positive correlations between wage structure and all three outcomes: employee satisfaction ($r = 0.878, p < 0.001$), employee motivation ($r = 0.599, p < 0.001$), and employee retention ($r = 0.579, p < 0.001$). Regression analysis demonstrated that wage structure explained 77.0% of the variance in employee satisfaction, 35.8% in motivation, and 33.5% in retention. Findings suggest that the wage structure is a critical determinant of employee satisfaction while also moderately influencing motivation and retention. The study's findings on the impact of wage structure on employee satisfaction, motivation, and retention are quite compelling. Here are some potential criticisms and observations: The finding that wage structure explains 77% of the variance in employee satisfaction suggests a strong relationship between the two variables. This highlights the importance of fair and competitive compensation practices in driving employee satisfaction. While the study found a significant relationship between wage structure and motivation and retention, the explanatory power was lower compared to employee satisfaction. This suggests that other factors may play a more significant role in influencing motivation and retention. The study's reliance on self-reported data may introduce common method bias, which could inflate the relationships between the variables. Future studies could benefit from incorporating more objective measures or multiple data sources.

While the study mentions that wage structure "moderately influences" motivation and retention, it is unclear what specific moderating variables might be at play. Future research could explore potential moderators, such as individual differences or organizational culture, which might affect the relationships between wage structure and employee outcomes. The study's findings have important implications for organizations seeking to improve employee satisfaction, motivation, and retention. By prioritizing fair and competitive compensation practices, organizations can potentially drive positive outcomes for employees and the organization as a whole. Kim (2014) explored worker attitudes on salary peak system and job performance, satisfaction and loyalty. The result opposed early expectation of salary peak system and showed how old worker's job motivation, satisfaction and loyalty or intention to leave is affected as initial concerns regarding this system. Omole, Ajani, Odunjo & Olaide (2019) investigated work motivation and salary as predictor of job satisfaction among secondary school teachers in Ado Ekiti. The study recognizes that extrinsic motivation is a key ingredient in sustaining the satisfaction of teachers, and that salary cannot stand alone as a form of extrinsic motivation which has also been emphasized in literature.

The studies by Kim (2014) and Omole, Ayande, Odunjo, and Olade (2019) explore the relationships between salary, motivation, job satisfaction, and loyalty among teachers. The finding that older workers' job motivation, satisfaction, and loyalty are affected by the salary peak system is interesting. However, it's unclear what specific aspects of the salary peak system are driving these effects. Future research could

explore the nuances of salary systems and their impact on employee outcomes. The recognition that extensive motivation is a key ingredient in sustaining teacher satisfaction is consistent with existing literature. The finding that salary cannot stand alone as a form of motivation highlights the importance of considering other motivators, such as autonomy, recognition, and opportunities for growth. Both studies appear to rely on self-reported data, which may introduce biases. Future studies could benefit from incorporating more objective measures or multiple data sources. The studies' findings may be influenced by contextual factors specific to the populations studied. Future research could explore the generalizability of these findings to other contexts and populations. The studies' findings have important implications for educators and policymakers seeking to improve teacher satisfaction and motivation. By prioritizing extensive motivation strategies and considering the nuances of salary systems, educators and policymakers can potentially drive positive outcomes for teachers and students.

González, Selva, Sunyer (2021) examined the effects of several total compensation factors on job satisfaction. This cross-sectional and confirmatory research has collected data from a sample of 246 employees, including lower-level workers, technicians, and middle managers in manufacturing and service industries in Spain, mainly medium- and large-sized companies in the private sector. Data analysis includes reliability and validity tests of psychometric scales and hypotheses testing using multi-group Structural Equations Modelling (SEM). The study results show that supervisor support, career development, and work-life balance are strongly and positively related to job satisfaction. However, pay satisfaction is positively associated with job satisfaction only for the group of employees who are 40 years of age or younger. This means that managers must conceptualize these factors as part of total compensation and promote work flexibility, career development, and supervisor support policies. Umar, A.(2014) found out that wage significantly effect on work motivation. The higher wages received by workers, then the workers' work motivation in the manufacturing industry is likely to increase. This shows that the first hypothesis proposed in this study proved to / received.

Habibi and Lia (2017) in their research buttressed that motivation influences on job satisfaction, compensation has no effect on job satisfaction, organizational culture has no effect on job satisfaction, job motivation does not affect the performance of employees, compensation does not affect the performance of employees, organizational culture has influence on employee performance and job satisfaction has influence on the performance of employees. Rosalia, Sri, Heksarini, A. (2020) set out to determine the effect of compensation, motivation, job satisfaction, variables on employee performance, and the effect of job satisfaction variables on the performance of employees. They found compensation has a significant negative effect on job satisfaction; Motivation has a significant positive effect on job satisfaction, Compensation has no significant positive effect on employee performance, and Motivation Not significant positive effect on employee performance, Job satisfaction has a significant positive effect on employee performance. To a certain extent these findings are contradictory to those of Burhanudin, Agus, & Mury Ardhiyanto (2024) who found that compensation had a significant effect on employee performance.

School Management and Pay equity and pay equality in secondary education

In order to be competitive and succeed in the education production function, the teaching profession has to attract and retain the best talent. It is obvious that a person's sex is not an indicator of either talent or competence, and this constitutes a key component of diversity strategies that reflect the society in which we are. Valuing employees by ensuring pay equity is an important component in enhancing and optimising teacher productivity. The imbalance in pay can be traced back to three fundamental factors which are teacher location, nature of work and workload distribution. The definition of pay equity encompasses both equal work and work of equal value (Chicha, 2006). According to ILO (2014), pay equity is a very important element in education workforce. By creating a workplace that promotes pay equity, you can attract diverse and talented candidates, increase retention and improve worker commitment. It is also imperative to remain compliant with state and local pay equity laws to avoid equal-pay litigation brought about by employees (Oelz, Olney and Tomei 2013). However, it should be noted that not all pay discrepancies are illegal or unwarranted. If the wage is based on experience, performance, or seniority, pay differences are valid. Pay

equity would likely promote pay transparency in the school system especially when it comes to payments of teachers' fringe benefits and allowances.

Strategies to render the teaching profession fair and make working conditions fair to secondary school teachers.

- **The implementation of differentiated salary scales**

Implement salary scales that take into account the varying working conditions, school locations, and subject areas (Hanushek, 2011; Odden & Picus, 2014). Differentiated salary scales refer to a compensation system where teachers are paid differently based on various factors such as their working conditions, school location, subject area, or level of experience. According to this approach, teachers face different challenges and opportunities in different settings and provide a more nuanced way of compensating them. Teachers working in schools in conflict areas may face unique challenges, such as limited resources, high student absenteeism because of insecurity and forced migrations, and more complex student needs. Differentiated salary scales could provide higher salaries or bonuses for teachers working in these schools to reflect supplementary challenges they face. Teachers working in rural areas may face isolation, limited access to resources, and other challenges that can make it harder to attract and retain them. The use of differentiated salary scales could provide higher salaries or benefits to compensate them for these challenges. Teachers working with students with special needs may require specialized training, resources, and support. Differentiated salary scales could provide higher salaries or bonuses for teachers with specialized training or experience in special education in order to render it more productive.

- **Performance-based bonuses**

Performance-based bonuses are a type of incentive structure that rewards teachers for achieving specific performance targets or demonstrating exceptional teaching practices. Here's a more detailed look at how performance-based bonuses can be used to motivate and reward teachers. Based on this Podgursky & Springer, (2007) and Goldhaber, (2015) stressed that bonuses or incentives be offered to teachers who meet specific performance targets or demonstrate exceptional teaching practices performance-based bonuses are financial incentives paid to teachers based on their performance, which can be measured in various ways. Teachers may receive bonuses based on their students' performance on standardized tests, exams, or other assessments. Teachers may receive bonuses based on their performance in evaluations, which can assess their teaching practices, lesson plans, and other aspects of their work. Teachers may receive bonuses based on the performance of their school, such as improvements in student achievement or completion rates.

- **Equity-focused professional development opportunities**

The Provision of opportunities for professional growth and development to teachers with, such as training, mentorship, or leadership programs (Darling-Hammond et al., 2009; Yoon et al., 2007); could be important in ensuring fairness at teaching context. Providing professional development opportunities to all teachers, regardless of their background, experience, or school location, can help promote equal access to growth and development opportunities. Professional development opportunities can help reduce disparities in teacher knowledge, skills, and practices, which can in turn help reduce disparities in student outcomes. Professional development opportunities can help teachers develop a growth mindset, which can help them be more open to feedback, more effective, and more likely to take on new challenges. Professional development opportunities can foster teachers to think creatively and develop innovative solutions to challenges, which can help improve student outcomes and promote fairness. Professional development opportunities that focus on equity, diversity, and inclusion can help teachers develop the knowledge and skills they need to promote fairness and equity in their classrooms. Professional development opportunities that focus on culturally responsive teaching can help teachers develop the knowledge and skills they need to support students from different backgrounds. Professional development opportunities that focus on trauma-informed teaching can help teachers develop the knowledge and skills they need to support students who have experienced trauma especially in crisis moments.

III. THEORETICAL FRAMEWORK

The relationship between equity theory, teacher performance, and standardized salaries is crucial in understanding motivation and job satisfaction among teachers. In Cameroon secondary schools, the impact of standardized salaries on teacher performance is a topic of interest. This literature review explores the existing research on equity theory and teacher performance, focusing on the Cameroonian context. Huseman, et al., (1987), summarizes equity theory in the following assumptions: Individuals develop their perception of fairness by calculating a ratio of their inputs and outcomes and then comparing this to the ratio of others. If the comparative ratios are perceived by the individual to be unequal, then inequity exists. As the difference in inequity increases, the tension and distress felt by an individual will increase. The greater tension an individual feels due to perceived inequity, the harder they will work to decrease their tension and increase perceived levels of equity. This citation depicts a succinct description of one of the major stressors that exist in the educational workplace which in turn affects worker productivity; thus producing adverse effects on student outcomes. In equity theory, motivation is affected by the individual perception of being treated fairly in comparison to others. Equity is defined as justice, inequity-injustice. Inequity exists for an individual when he or she perceives an imbalance in the ratio between outcomes (reward for work) and inputs (efforts at work) as other workers outputs and incomes (Miner, 1980).

IV. METHODS

The research approach adopted was a mixed method approach. Within this context the quantitative method was focused on collection and analysis of numeric data while the qualitative approach dwelled on non-numeric data. The main research instruments used were the questionnaire and interview guide. The rationale for using mixed method design provided us grounds to understand the problem under investigation from various foci. The sampling technique used was the snowball sampling, purposive sampling and the simple random sampling techniques. Within the context of the quantitative approach, 254 secondary school students were selected from 6 schools in the centre region of Cameroon, 15 teachers were selected for interviews in the qualitative context. Qualitative data was analyzed using thematic analysis while numeric data was analysed using the spearman rank correlation.

V. RESULT AND DISCUSSION

Background of Respondents

Items	Modalities	Frequency	Percentage
Gender	Male	109	40.67
	Female	159	59.32
Professional qualification	DIPES/DIPET I	99	36.94
	DIPES/DIPET II	169	63.05
Academic qualifications	Advanced /BACC	99	36.94
	Bachelors	92	34.32
	Others	77	28.73
Teaching Experience	1-5years	102	38.05
	6-10years	71	26.49
	11 years and above	95	35.44

The table above presents data on respondents' background. More than 50 percent of the respondents were females and more than 60 of them were holders of DEPEs II. Majority of the respondents were holders of Advanced level. Most of those who participated in the study had working experience between 1 and 5 years.

Descriptive Statistics

	N	Min.	Max.	Mean	Std. Dev.
The standardized salary system is fair for teachers in different working conditions.	268	1.00	4.00	3.3880	.57803
The salary structure takes into account the differences in working conditions across schools and you are satisfied.	268	1.00	4.00	3.9240	1.17856
Teaching periods are equitably shared among teachers.	268	1.00	4.00	3.4220	.64866

Your salary matches the challenges and difficulties of your teaching profession.	267	1.00	4.00	3.6260	.90982
Satisfied are you with your current salary allocations.	267	1.00	4.00	1.7700	.59482
Your current working conditions in school are favorable?	268	1.00	4.00	2.7720	1.17762
The salary structure for teachers is consistent across different schools and districts.	268	1.00	4.00	1.7220	.71676
The organization and management of the classroom environment is inclusive.	268	1.00	4.00	1.8880	.44255
Valid N (listwise)	267				

The table above presents respondents statistics on Teachers' perception of fairness of standardized salaries across different working conditions. In the first item, most of the respondents disagreed (Mean=3.3880) that the standardized salary system is fair for teachers in different working conditions. They equally disagreed (Mean=3.9240) that the standardized salary structure takes into account the differences in working conditions across schools. This is further confirmed in the next item where respondents disagreed that teaching periods are equitably shared among teachers. These are indicators of inequity which affects worker input at all levels. In the fifth item respondents disagreed (mean =3.6260) that their salary matches the challenges and difficulties of your teaching profession. This means that teachers across different context face problems of extrinsic motivation. From the few items analyzed it is evident that respondents perceive standardized salaries across different working conditions as being unfairness. This therefore entails that educational management still has to put in more effort to enhance fairness in all aspects.

Interviews

• Perceptions of Equity

Question: What does equity mean to you in the context of secondary school teaching environments?

Respondent: "Job equity to me means that my efforts are valued and I receive an equitable pay". "Equity for me is a situation that permits me to work and enjoy my salary with stressors".

"Equity at job place means that all of colleagues share the workload equitably". "Equity is payment as based on the quality and amount of work done".

Question: Can you describe a situation where you felt that equity was achieved or not achieved in your school?

Respondents: " In this school there is no equitable workload distribution among colleagues"

"School administration keeps covering up their friends giving them latitude to be absent from school at will"

"I know colleagues whose salaries still go through but they are not in the country" "... as teachers we do not receive the right amount of money for your allowances. Our bosses cheat us too much and consistently"

Question: How do you think equity affects teacher morale and job satisfaction?

Respondents: "Inequity in the job situation reduces teachers engagements and commitments""teachers are not motivated in equity scenarios and sometimes regret why they chose teaching as a profession"

• Strategies for Establishing Equity

Question: What strategies do you think school management can use to establish equity in secondary school teaching environments?

Respondents:

"School management can develop and implement policies and procedures that promote equity, fairness, and justice in all aspects of school life"

"School management can foster a positive and inclusive school culture that values diversity, promotes respect, and encourages collaboration and teamwork among teachers, students, and staff"

"School management can provide opportunities for professional development that help teachers develop the skills and knowledge they need to promote equity and address the diverse needs of their students"

"School management can encourage teacher feedback and participation in decision-making processes to ensure that teachers feel valued, respected, and included"

"School management can promote transparency and accountability by ensuring that decisions are made in a fair and transparent manner, and that teachers are held accountable for their actions"

“School management can address bias and stereotypes by promoting diversity and inclusion, and by providing teachers with the tools and resources they need to recognize and challenge their own biases”

“School management can support teacher well-being by providing resources and support to help teachers manage their workload, reduce stress, and promote their physical and mental health”

“School management can foster parent-teacher relationships by encouraging communication, collaboration, and mutual respect between teachers and parents”

1. Findings

The findings suggest that the standardized salary system is leading to perceptions of unfairness and de-motivation among teachers in Cameroon. The equity theory, which posits that individuals evaluate their job satisfaction based on the perceived fairness of the ratio of their inputs to outputs, can help explain this issue. In this case, teachers may feel that their inputs are not being fairly recognized or rewarded, leading to feelings of de-motivation and dissatisfaction.

2. Discussion of findings

The findings of this study focus on the challenges linked with implementing a standardized salary system in the Cameroonian education sector. According to the equity theory, individuals evaluate their job satisfaction based on the perceived fairness of the ratio of their inputs to outputs (Adams, 1963). In this context, teachers may feel that their inputs (time, effort, experience, sacrifices, and energies) are not being fairly recognized, valued, or rewarded, leading to feelings of de-motivation and dissatisfaction. The equity theory posits that individuals strive for fairness and justice in their exchange relationships (Adams, 1963). When individuals perceive that their inputs are not being fairly rewarded, they would experience feelings of inequity, which would lead to decrease motivation and dissatisfaction (Walster et al., 1973). In the context of the standardized salary system, teachers may feel that their inputs are not being fairly valued, leading to perceptions of unfairness. The findings of this study have significant implications for policymakers and educators in Cameroon.

To address the issues of lack of motivation and dissatisfaction among teachers, policymakers may have to reconsider the standardized salary system and explore alternative approaches that recognize and reward teachers' inputs and contributions more fairly. This could include performance-based incentives, professional development opportunities, or other forms of recognition and reward. The findings of this study are consistent with previous research on the equity theory and job satisfaction. Studies have shown that perceived fairness and justice are critical determinants of job satisfaction and motivation (Cropanzano et al., 2001; Folger & Cropanzano, 1998). When individuals perceive that their inputs are not being fairly recognized or rewarded, they may experience feelings of de-motivation and dissatisfaction, which can ultimately lead to turnover and decreased performance (Griffeth et al., 2000). Conclusively, the findings of this study highlight the need for policymakers and educators in Cameroon to re-examine the standardized salary system and explore alternative approaches that recognize and reward teachers' inputs and contributions more fairly. By promoting fairness and justice in the workplace, educators and policymakers can help to improve teacher motivation and job satisfaction, which can ultimately lead to better outcomes for students and the education system as a whole.

VI. CONCLUSION AND RECOMMENDATIONS

Conclusion

The standardized salary system in Cameroon's education in spite its advantages in the education sector has created perceptions of unfairness and de-motivation among teachers. These perceptions have contributed to lack of teacher commitment in pedagogic processes. The equity theory provides a useful framework, highlighting the importance of fairness and recognition in determining job satisfaction. The findings suggest that teachers feel that their inputs (time, effort, experience, etc.) are not being fairly recognized or rewarded, leading to teacher inertia and attrition. This implies that educational stakeholders need to urgently address the issues without which educational quality will continue to be in jeopardy.

Recommendations

Based on the findings, the following conclusions were made to stake holders in the education sector

- Educational management should develop a salary structure that takes into account the varying inputs and outputs of teachers, including teaching hours, location, and experience.
- Educational administrators should provide opportunities for teachers to develop their skills and knowledge, which can help to increase job satisfaction and motivation.
- School principals should Foster a sense of community among teachers, particularly in rural areas, to help build support networks and reduce feelings of isolation.
- The government should provide risk allowances to teacher working in conflict zones.
- Management should recognize and reward excellent teaching practices, which can help to motivate teachers and improve job satisfaction.
- By addressing the issues of fairness and equity in the salary system, policy makers can help to improve teacher motivation and job satisfaction, which can ultimately lead to better outcomes for students and the education system as a whole.

Implications for policy makers:

Policy makers should review the current salary structure and consider revising it to take into account the varying inputs and outputs of teachers. This could include adjusting salaries based on factors such as teaching hours, location, and experience. Policy makers could consider introducing performance-based incentives to recognize and reward teachers for their contributions to student learning and school improvement. Policy makers could provide additional support for teachers in rural areas, such as housing allowances or other benefits, to help offset the higher costs of living in these areas. Teachers in conflict areas need to be treated differently. Policy makers should prioritize creating a positive work environment that recognizes and values the contributions of all teachers, regardless of their location or teaching load. Policy makers should regularly monitor and evaluate the impact of any changes to the salary structure or incentives on teacher motivation and job satisfaction.

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