

Literature Review: Impact of Wages, Loyalty, Motivation, and Job Satisfaction on Teacher Performance

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ABSTRACT

This study aims to examine the influence of wages, loyalty, motivation, and job satisfaction on teacher performance. The background of this study is based on the importance of appropriate compensation to support the quality of teaching and recruit and retain quality teachers. The methodology used is a comprehensive literature study by analyzing 173 citations from 67 references related to these variables in the context of education. The findings of the study indicate that wages, loyalty, motivation, and job satisfaction have a significant positive relationship with teacher performance. Job satisfaction is especially a key factor influenced by fair wages, professional development opportunities, conducive working conditions, and recognition of teacher performance. In conclusion, improving teacher performance requires serious attention to the aspects of compensation, motivation, loyalty, and job satisfaction as an effort to improve the quality of education as a whole.

Keywords: *job satisfaction; loyalty; motivation; teacher performance; wages*

INTRODUCTION

Highly skilled educators constitute a pivotal element affecting the attainment of high-quality education. Teachers, serving as the facilitators of the educational process, bear the responsibility of executing planned educational curricula. Consequently, teachers exert a substantial influence on the progression toward achieving educational objectives. Hence, enhancing school quality is intricately linked to the improvement of teacher performance, necessitating a focus on the factors that influence it.

Indonesia faced with an important issue, which is the pervasive low standard of education across all tiers of primary and secondary schooling. Multiple initiatives have been undertaken to enhance the quality of education on a national scale, encompassing endeavours such as upgrading teacher training and qualifications, procuring educational materials, enhancing school infrastructure, and bolstering school management to uplift the overall educational standard.

As educational professionals, teachers exhibit varying levels of work motivation and job satisfaction, leading to disparities in their performance when it comes to enhancing educational quality. According to (Amtu et al., 2020), motivation is not a monolithic concept but comprises two distinct facets: motivator factors (satisfiers) and hygiene factors.

Motivator factors, including aspects such as job performance, recognition, career advancement, a sense of importance in their work, and the responsibility they carry, contribute to job satisfaction (Wnuk, 2017). On the other hand, hygiene factors encompass external elements like administrative policies, supervision, interpersonal relationships with colleagues, salary, job security, personal life, working conditions, and professional status. Teacher motivation significantly influences teacher performance, as it serves as the primary driving force compelling educators to fulfil their professional responsibilities in alignment with established regulations.

Previous studies have investigated the impact of teacher work motivation on the performance of teachers in Ghana (Forson et al., 2021). This research revealed a positive effect between motivation on teacher performance in Basic School. Additionally, a separate study by (Papilaya et al., 2019) explored the influence of work motivation and compensation on teacher performance at Junior High School Western Seram Indonesia. It was found that motivation and loyalty (Wanakacha et al., 2018; Zahoor, 2018) significantly affects teacher performance. Furthermore, teacher loyalty positively impacts toward teacher performance. The study also revealed that loyalty and job satisfaction jointly influence teacher work loyalty in secondary schools in Kenya. (Andrianto & Komardi, n.d. 2023) have investigated the impact of motivation, job satisfaction, loyalty and work culture on teacher performance, indicating a noteworthy connection between loyalty and teacher performance.

(Baluyos et al., 2019) underscores the significance of job satisfaction in sustaining organizational well-being. When employees find satisfaction in their work, it is anticipated that they will demonstrate increased activity and enthusiasm while fulfilling their job responsibilities. Several studies (Purpora & Blegen, 2015; Wnuk, 2017) affirm that high job satisfaction can yield positive outcomes for both employees and their work, thereby enabling workers to perform optimally.

As outlined earlier, it becomes evident that work motivation, wages, and loyalty have a discernible impact on job satisfaction and teacher performance. The government's aspirations for high-quality education exhibit certain deficiencies and inadequacies. Given the evident disparities between these aspirations and the actual outcomes, there is a pressing need for further research. This study, in particular, exclusively addresses the analysis of the effects of wages, loyalty, motivation, and job satisfaction on teacher performance within basic schools located in Samarinda district.

LITERATURE REVIEW

According to Suryani, performance pertains to the work results provided by individuals both qualitatively and quantitatively, aligning with the responsibilities assigned to them. It signifies an individual's ability to meet predefined standards (Bruns et al., 2018; Jacobus, 2020; Van Waeyenberg et al., 2022). On the other hand, (Barrera-Osorio & Raju, 2017) posits that performance refers to the outcomes achieved by an individual or a group in the execution of a task, with a tendency to yield positive results, attain objectives, and even surpass predetermined benchmarks (Bastian et al., 2017).

Article 1 of RI Law Number 14 of 2005 outlines the primary responsibilities of teachers, encompassing education, instruction, guidance, direction, training, assessment, and evaluation of students. In this context, Andrianto asserts that exemplary teacher performance entails consistent attendance and dedication to teaching, meticulous lesson planning and execution, teaching with enthusiasm and joy, employing suitable teaching media and methods tailored to students' circumstances and subject requirements, and conducting evaluations and post-evaluation follow-ups (Andrianto & Komardi, n.d. 2023).

Hence, this study can deduce that teacher performance encompasses all the actions undertaken by teachers with the objective of fostering the physical, mental, and spiritual growth of their students. These actions include crafting effective lesson plans, conducting dedicated teaching, employing suitable instructional media and methods, offering support and encouragement, and executing evaluations. Meanwhile, the key performance indicators for teachers or employees encompass discipline, responsibility, and a diligent work ethic.

Teachers serve as role models for their students, making their job performance a critical factor in the success of those under their guidance (Belias & Koustelios, 2014a). This study posits that the inability of elementary school students is inherently linked to the low performance of their teachers. In light of this perspective, there is a compelling need to examine teacher's performance of elementary school in Samarinda, east Kalimantan, with a focus on their job satisfaction as a predictor. While previous research has identified various factors influencing high or low levels of job performance (Sirait et al., n.d.). Despite the potential similarities in the conclusions drawn from this study and previous ones, the findings of the investigation could hypothetically enrich the existing knowledge in this area. Specifically, this study offers an initial exploration of the interplay between job satisfaction and performance among elementary school teachers in the unique context of Samarinda, east Kalimantan.

The available literature contains diverse studies investigating the correlation between teachers' job satisfaction and their job performance. In a study (Baluyos et al., 2019) the job satisfaction and performance of 104 headmasters and 313 teachers selected from central board schools, state board schools, and matriculation board schools were examined. The research revealed significant disparities in the satisfaction levels and performance outcomes among teachers. According to the findings, teachers in central board schools exhibit higher levels of satisfaction, leading to superior job performance compared to their counterparts in state and matriculation board schools.

In the investigation conducted by (Andrianto & Komardi, n.d. 2023) the impact of job satisfaction on the performance of public secondary school teachers in Pekanbaru, Indonesia was examined. The study, utilizing a sample of 22 school principals and teachers, identified a notable correlation between the degree of job satisfaction and the job performance of public secondary school teachers. Notably, the study highlighted professional development opportunities and competitive remuneration as two fundamental elements contributing to teachers' job satisfaction. In conclusion, the research affirmed that factors such as salary, professional growth prospects, working conditions, and recognition significantly influence the level of job satisfaction, subsequently motivating teachers to exceed the expected level of effort in their roles.

(Forson et al., 2021) in their research shows that there is a relationship between job satisfaction and a teacher's work performance. The research uses several instruments that focuses on salary, accessibility and job facilities, relationships with partners or students' parents, prospects of job promotion, job training and availability of learning materials taken from 159 respondents in Ghana. The result shows that the impact of a teacher's job satisfaction can be seen from the low level of teacher attendance and sense of ownership.

(Singh & Jain, 2013) conducted a study to investigate the impact of job satisfaction dimensions on job performance within small and medium enterprises in Ibadan, southwestern Nigeria. The research, involving a sample of 105 enterprises, discovered a noteworthy influence of pay on job satisfaction and performance, particularly when employees perceived pay structures as fair, transparent, and aligned with their expectations. The study also found that the quality of the relationship between supervisors and subordinates has a significant positive impact on employee satisfaction and performance. Additionally, the study revealed that on-the-job training and advancement opportunities play a significant role on employee satisfaction and performance. In simpler terms, providing

employees with opportunities for promotion and skill advancement enhances both their job satisfaction and performance.

The process of establishing teacher salaries typically lacks any connection to their effectiveness in the classroom or the revenue they generate. Teacher salaries are typically determined based on a uniform salary schedule, with minimal variation observed between school districts. Within a given district, there is no differentiation made between elementary and high school teachers, or between teachers of different subjects such as physical education and physics. Moreover, this system does not distinguish between highly effective and highly ineffective teachers. (Papilaya et al., 2019). Teachers receive a base salary that increases with each additional year of teaching experience and the acquisition of graduate credits toward an advanced academic degree. This salary structure is essentially a predetermined reference chart, irrespective of a teacher's influence in the classroom or their level of scarcity in the teaching profession.

The rationale behind this salary schedule seems intuitive on the surface. It's reasonable to assume that teachers improve over time with more experience and that better academic preparation translates into better classroom outcomes. However, this intuition doesn't align with the evidence. Numerous studies have revealed no significant correlation between graduate degrees and classroom performance, particularly as measured by student achievement (as seen in works like (Chudgar et al., 2014; Hendricks, 2015)). Moreover, except for the initial years of teaching, there is no consistent pattern of performance improvement with increased experience.

The limited importance of graduate degrees may come as a surprise, but it can be easily explained. Firstly, many teachers pursue these degrees part-time while actively teaching, which is a demanding juggling act. Balancing a full-time job with advanced studies can be challenging, potentially leading to many teachers seeking less academically rigorous programs. Fortunately, education institutions often offer master's degrees that require minimal effort, proving lucrative for these colleges.

Secondly, one popular course of study is educational administration—a degree that may be valuable for transitioning into administrative roles but offers limited benefits for classroom teaching. In essence, these degrees often do not directly correlate with subject matter expertise in the classroom. Likewise, approximately a quarter of all salaries are designated for experience-based bonuses awarded to teachers with three or more years of

tenure. However, it's important to note that this additional experience, on average, does not correlate with improved classroom performance (Hanushek, 2016).

Undoubtedly, teachers with greater experience often take on additional roles within the school community beyond their own classrooms. For instance, in the context of peer learning, more experienced educators can have significant influence on their colleagues. However, (Hasanah & Supardi, 2020a) argue that this influence still ultimately connects back to the classroom effectiveness of the teacher.

A significant consequence of the teacher compensation system is that variations in salaries among teachers have no bearing on their effectiveness in the classroom. A teacher with a high salary may or may not excel in teaching, just as a teacher with a lower salary may possess varying degrees of classroom effectiveness.

Loyalty entails a steadfast commitment to upholding the reputation of the organization where one is employed. This commitment extends beyond the mere fulfilment of job duties and responsibilities outlined in a teacher's job description. True loyalty entails striving for optimal performance, accompanied by unwavering enthusiasm, in order to contribute the very best to the organization they serve (Lee & Seong, 2020). Moreover (Wilczewski et al., 2022) has identified various indicators of loyalty, including job satisfaction, compensation, effective communication, motivation received, the quality of the work environment, opportunities for career development, access to training, and active participation in the workplace. Researchers have explored the concept of loyalty in prior studies, as evidenced by the works of (Ganic et al., 2018; Noordegraaf & De Wit, 2012; Ting & Yeh, 2014).

In the other hands, loyalty embodies a behaviour rooted in trust, characterized by the courage to act without solely weighing the scales of profit and loss (Latip et al., 2020). According to (Özdemir et al., 2024), loyalty is the measure of an individual's willingness to invest effort and strive to their utmost in their workplace. Meanwhile, (Kumar et al., 2011) defines loyalty as the attitude exhibited by employees who remain committed to their organization, irrespective of its forward or backward trajectory. In essence, loyalty signifies the unwavering allegiance displayed by employees towards their company, founded upon a foundation of trust. It transcends mere retention within the organization, encompassing wholehearted dedication to the advancement of the organization, even when it faces periods of progress or setbacks.

Teachers, as employees within a school setting, exhibit loyalty through their conduct and actions in fulfilling their roles and obligations within the educational institution. This loyalty manifests in their active involvement in enhancing the school's overall quality and quantity, taking ownership of assigned tasks, maintaining a positive work demeanor, and adhering to high levels of discipline. In essence, indicators of teacher loyalty encompass traits such as responsibility, discipline, a positive work ethic, and a willingness to provide support.

Motivation serves as a gauge of an individual's endurance in sustaining their efforts. Those driven by motivation persist in their tasks until their goals are realized. Such motivated individuals play a pivotal role in furnishing organizations with innovative ideas crucial in a fiercely competitive landscape (Amtu et al., 2020). (Pasathang et al., 2016) outlines several indicators of motivation, including pride, needs, desires, job satisfaction, and personal hope. Previous researchers have also delved into the study of motivation, as evidenced by the works of (Forson et al., 2021; Papilaya et al., 2019; Wahyudi et al., 2018). In the other hands, Motivation is the process of activating motives in behavior and behavior in order to satisfy needs and achieve specific goals (Javorčíková et al., 2021). Motivation means what moves a person to make certain choices, to engage in actions, to try and persevere in actions (Sumantri & Whardani, 2017). Teachers are highly motivated to work if they are satisfied with their work and have motivation, responsibility, and enthusiasm (Wanakacha et al., 2018). Motivation is the key to creativity in the workplace. Work creativity can be enhanced by a person's high work motivation, knowledge and expertise in performing a positive job or role (Pasathang et al., 2016).

Therefore, teachers are inherently driven to contribute significantly to the attainment of educational objectives (Sukmawaty et al., 2021). It is widely acknowledged that teacher motivation plays a pivotal role in shaping student motivation and teaching effectiveness (DEWI, 2019). In an age marked by a scarcity of teachers, the question arises: what inspires individuals to embark on a teaching career when the demands on educators have surged, amidst numerous alternative career paths (Amtu et al., 2020). Extrinsic motivation among teachers has demonstrated a constructive influence on student learning outcomes (Amtu et al., 2020). Nevertheless, it is the intrinsic motivation that truly imbues their work with significance, fostering a commitment to teaching practices that promote autonomy (Wanakacha et al., 2018). Consequently, teachers must collaborate harmoniously to nurture a pool of adept human resources capable of thriving in future workplaces (Javorčíková et al.,

2021). Self-assessment of one's educational aptitude, combined with an aspiration to shape the destinies of children and adolescents, as well as a passion for the art of teaching, are principal wellsprings of motivation.

Finally, this research literature, have supported within empirical literature. In considering build the framework also leveraging the latest research to answer questions proposed in previous reviews. Table 1 provides supporting prior research on improving teacher performance.

Table 1. Relevant Previous Research

No	Author (year)	Previous Research Results	Similarity in this study	Difference in this study
1	(Kingdon & Teal, 2007)	Does performance related pay for teachers improve student performance? Some evidence from India	Discussing the Wages of teacher	Discussing student performance
2	(Singh & Jain, 2013)	A Study of Employees' Job Satisfaction and Its Impact on Their Performance	Discussion Job satisfaction on performance	Discussion employee performance
3	(Sypniewska, 2014)	Evaluation of Factors Influencing Job Satisfaction	Discussion job satisfaction	Discussion evaluation factors
4	Zahoor, (2018)	Teacher Proactivity Influencing Student Satisfaction and Loyalty Role of Job Crafting and Work Engagement	Discussing loyalty and teacher performance	Discussion student satisfaction and work engagement
5	(Papilaya et al., 2019)	Compensation, Transparency, and Motivation Effects on the Performance of Junior High School Teachers in Western Seram, Indonesia	Discussion compensation and motivation on teacher performance	Discussion transparency
6	(Hasanah & Supardi, 2020a)	Effect of Work Environment and Salary on Private School Teachers in Indonesia	Discussing the salary of teacher	Discuss about Work environment
7	(Latip et al., 2020)	Students' Perception of Lecturers' Competency and the Effect on Institution Loyalty: The Mediating Role of Students' Satisfaction	Discussing educators Performance and loyalty	Discussing Student satisfaction
8	(Lee & Seong, 2020)	A Study on the Effects of Business Service Quality on Satisfaction, Commitment,	Discussing the Job satisfaction, loyalty, and teacher performance	Discussing business service quality and commitment

		Performance, and Loyalty at a Private University		
9	(Forson et al., 2021)	Employee motivation and job performance: a study of basic school teachers in Ghana	Discussing motivation and teacher performance	Discussing all of school
10	(Andrianto & Komardi, 2023)	Leadership, Work Motivation, and Work Discipline on Job Satisfaction and Teacher Performance of Dharma Loka Elementary School Pekanbaru	Discussing motivation, job satisfaction, and teacher performance	Discussing leadership and work discipline
11	(Cholid et al., 2025)	Exploring the Mediating Effect of Job Satisfaction of Teacher Salary and Loyalty on Teacher Performance in Muhammadiyah Schools in Samarinda	Discussing salary, Loyalty, Job Satisfaction and Performance teacher	Discussing only Literature Review and all schools

METHODS

In the construction of this scientific article, the investigator employs qualitative methodologies in conjunction with extensive literature reviews conducted within the library. Through a comprehensive exploration of relevant theories and a thorough examination of prior research articles, particularly within the realm of Marketing Management, valuable insights are gathered. Furthermore, data acquisition is facilitated through the utilization of the Google Scholar platform, with Mendeley serving as the primary reference management tool for bibliographic purposes.

Following a comprehensive initial search, a total of 3,874 citations were amassed. Subsequently, two authors meticulously examined and deliberated upon the abstracts associated with each citation. Additionally, a targeted search was conducted for studies making reference to terms such as "contract teacher" or "para teacher," indicative of alternative teacher performance practices. Ultimately, this process culminated in a curated database comprising 173 quotations.

Next, the quotations were distributed to three authors for in-depth study. Each of these quotes underwent thorough review and was coded by at least two of the three authors. During this in-depth review, some repetitions or redundancies in the form of citing different versions from the same paper, and significant overlapping of quotations were identified. As a result, the final number of references for this review narrowed down to 67. In particular,

this research retains ideas that are directly related to forms of teacher performance and addresses one of the thematic areas.

In qualitative research, it is imperative to align the literature review seamlessly with the underlying methodological principles. This entails an inductive approach, ensuring that the review does not predefine the inquiries pursued by the researcher. One of the core rationales behind engaging in qualitative research is its exploratory nature, as highlighted (L. Haven & Van Grootel, 2019)

RESULTS

Teacher compensation is pivotal in upholding teaching quality and ensuring the recruitment and retention of a sufficient cadre of proficient educators in our schools. The interplay of compensation and job conditions plays a significant role in shaping the dynamics of teacher supply and demand (Barrera-Osorio & Raju, 2017; Setiaji, 2002). Furthermore, (Lazear, 2018) argued that salaries and working conditions serve as influential factors in the attraction, development, and retention of skilled and effective teachers. In competitive labour markets, the compensation offered to various teacher categories mirrors the prevailing supply and demand. An organized career structure, inclusive of promotions and experience-based salary increments, can serve as an attractive incentive for high calibre teachers, ultimately enhancing job satisfaction and, potentially, performance (Pham et al., 2021). So, this study contributes to the existing body of knowledge by concentrating on the examination of how teacher salaries impact teacher performance.

While there are research studies indicating a "weak or no relationship" between teacher-related factors and student achievement, such as the findings by (Guarino et al., 2014) which suggested that teacher factors have minimal impact on student performance, and (Zahoor, 2018) report on teacher proactive showing has substantial effect on student achievement, along with (Aini & Rasyad, 2020) research highlighting the independence of achievement from school resources, and (Hanushek, 2016) argument that wages do not significantly influence students' scores. It is important to recognize that forming a conclusive judgment on the significance of teacher qualities and characteristics in educational research based solely on these aspects would be premature.

Student performance should not be the sole criterion for evaluating teacher effectiveness, as teaching involves much more than just test scores. As (Tehseen & Ul Hadi, 2015) rightly asserts, "It is clear that much research is still needed on teachers." Therefore,

it is evident that a substantial amount of further research is required to uncover the truth regarding the effectiveness of teachers and their associated characteristics.

The teachers style employed by an organizational leader significantly impacts the level of employee loyalty to the organization they represent. Welly, as cited in research conducted by (Forson et al., 2021) emphasizes the essential role of teachers who comprehend the significance of motivating employees to ensure organizational success. Employee loyalty is multifaceted, influenced by various factors. These encompass rational factors, encompassing elements explicable through logic, such as compensation, bonuses, career prospects, and provided facilities; emotional factors tied to sentiments and self-expression, encompassing the work environment, leadership style, work culture, and recognition at work; and personality factors linked to work motivation, including drive, enthusiasm, and physical and psychological well-being. Research conducted by (Cholid et al., 2025; Özdemir et al., 2024; Ting & Yeh, 2014; Zahoor, 2018) demonstrates the reciprocal relationship between loyalty and teacher performance.

Leadership style reflects the social dynamics within an organization, encompassing interactions between individuals and the power dynamics between those who lead and those who are led. Another pivotal factor influencing teacher work loyalty in an institution is an individual's intrinsic work motivation. Work motivation represents a psychological process that instigates and guides behaviour toward achieving specific goals or productive conduct in the workplace. It serves as a gauge of an individual's endurance in sustaining their efforts, as motivated individuals are inclined to persist in their tasks until they attain their objectives. Such motivated individuals play a crucial role in injecting fresh initiatives into organizations, which is paramount in a competitive landscape. Research conducted by (Amtu et al., 2020; Javorčíková et al., 2021; Wahyudi et al., 2018) underscores the profound influence of motivation on teacher performance.

According to (Luthans et al., 2007) job satisfaction can be described as a positive or contented emotional state that results from an individual's assessment of their job or work experience. This sense of satisfaction originates from within the person, as exemplified by teachers. Teachers with high job satisfaction tend to harbour positive emotions toward their work, whereas those with low job satisfaction often experience negative emotions associated with their job. The level of a teacher's job satisfaction can significantly impact their level of achievement in their work. In a similar vein, (Baluyos et al., 2019) posited that job satisfaction represents employees' attitudes towards various aspects of their work, including

the work environment, interactions with colleagues, compensation, and factors related to their physical and psychological well-being.

Meanwhile (Wnuk, 2017) defined job satisfaction as an individual's overall outlook on their work. A high degree of job satisfaction reflects a positive attitude towards the job, and this relationship holds true in the opposite direction as well. Job satisfaction is influenced by a multitude of factors within the work environment, including elements like compensation, career advancement opportunities, supervision, colleagues, workplace conditions, company policies and procedures, team membership, working conditions, and employee benefits, as noted by (Sypniewska, 2014).

(Tehseen & Ul Hadi, 2015) emphasized that job satisfaction is an individual's outlook on their work, rooted in their perception of the job. Similarly, (Hofmans et al., 2013) defined job satisfaction as an individual's perspective, which can either be positive or negative, regarding their work. In the context of teachers, job satisfaction represents a sense of contentment linked to their expectations and the support provided by the school, as articulated by (Singh & Jain, 2013) A teacher's job satisfaction is reflected in their performance and teaching effectiveness, as contentment with the conditions impacting them often leads to more effective work and teaching.

According to (Sypniewska, 2014) job satisfaction is characterized by an individual's emotional reactions to their work environment and conditions. These emotional responses can manifest as either a sense of contentment (positive) or dissatisfaction (negative). When an individual experiences emotional satisfaction, it indicates that they have achieved job satisfaction, and conversely, emotional dissatisfaction suggests that the employee is not content with their job. (Sumantri & Whardani, 2017) further explained that job satisfaction entails having a positive attitude toward effectively adapting to the conditions and employment circumstances, encompassing factors such as wages, social aspects, as well as physical and psychological well-being.

The concept presented is corroborated by Kreitner and Kinicki (2003) who characterize job satisfaction as an emotional or effective response to various facets of one's job. Job satisfaction represents an individual's overall perspective on their work. (Azeem, 2010) identified five key factors influencing job satisfaction, which include the nature of the work itself, compensation, supervision, opportunities for advancement, and relationships with colleagues.

In a study conducted by (Chen et al., 2016) it was revealed that factors such as effective mentoring, opportunities for advancement, quality supervision, leadership qualities, and positive relationships within the work team contribute to overall job satisfaction. Likewise, as noted by (Hasanah & Supardi, 2020a) these aspects of job satisfaction are closely linked to employees' emotional commitment to their work. Job satisfaction is contingent upon a combination of individual traits and the specific job context, emphasizing that it is a highly personalized experience. Therefore, it is essential to recognize that job satisfaction varies among individuals, reflecting their distinct value systems and circumstances.

Conceptual Framework

Based on the problem formulation, theoretical elaboration from prior research and discussion of the influences among variables, the conceptual framework is as follows:

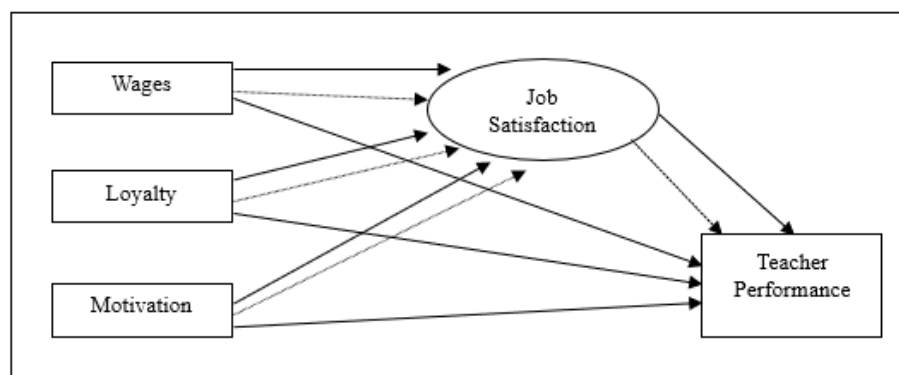


Figure 1. Conceptual Framework

Based on the conceptual framework above, then: Wages, Loyalty, Motivation and job satisfaction are influenced Teacher Performance directly. Another part, Wages, Loyalty, and Motivation that mediated by job satisfaction are indirectly influence the Teacher Performance. There are other factors that influence teacher performance.

- 1) Wage: (Setiaji, 2002), (Tehseen & Ul Hadi, 2015), (Hendricks, 2015), (Hanushek, 2016), (Barrera-Osorio & Raju, 2017), (Lazear, 2018), (Hasanah & Supardi, 2020b), (Pham et al., 2021), (Cholid et al., 2025)
- 2) Loyalty: (Noordegraaf & De Wit, 2012), (Ting & Yeh, 2014), (Ganic et al., 2018), (Zahoor, 2018), (Latip et al., 2020), (Wilczewski et al., 2022), (Özdemir et al., 2024), (Cholid et al., 2025)

- 3) Motivation: (Pasathang et al., 2016), (Dewi et al., 2016), (Sumantri & Whardani, 2017), (Wanakacha et al., 2018), (Wahyudi et al., 2018), (Papilaya et al., 2019), (Amtu et al., 2020), (Javorčíková et al., 2021), (Forson et al., 2021)
- 4) Job Satisfaction: (Singh & Jain, 2013), (Hofmans et al., 2013), (Belias & Koustelios, 2014b), (Sypniewska, 2014), (Belias, 2014), (Chen et al., 2016), (Wnuk, 2017), (Baluyos et al., 2019), (Sirait et al., n.d.)
- 5) Teacher Performance: (Hyslop-Margison & Sears, 2010), (Steinberg & Garrett, 2015), (Barrera-Osorio & Raju, 2017), (Bastian et al., 2017), (Jacob et al., 2018), (Bruns et al., 2018), (Van Waeyenberg et al., 2022).

DISCUSSION

The primary objective of this study was to explore the complex challenges faced by developing countries in adopting alternative methods for evaluating teacher performance. This inquiry sought to illuminate the inherent tensions between achieving economic efficiency in education systems and investing in long-term improvements to teacher quality. The study contributes meaningfully to the discourse on education reform by arguing that economic sustainability and teacher quality are not inherently contradictory goals. Rather, when addressed through thoughtful and context-sensitive policy design, they can function synergistically to enhance overall system effectiveness.

Findings suggest that despite growing policy attention to teacher-related issues, many developing countries are likely to continue relying on alternative staffing models in the short to medium term. This ongoing reliance highlights the urgent need for improved performance support mechanisms for teachers operating within these frameworks. The existing literature offers critical insights into factors such as compensation, motivation, job satisfaction, and professional loyalty all of which appear to play a central role in influencing teacher outcomes and deserve further empirical exploration.

These findings are broadly consistent with previous research that emphasizes the importance of comprehensive teacher support systems. However, this study adds nuance by suggesting that alternative staffing, often perceived as a cost-saving strategy, can be aligned with performance-enhancing measures rather than functioning in opposition to them. This perspective calls for more innovative, integrative policy approaches capable of balancing short-term constraints with long-term educational objectives.

Some results were somewhat unexpected, particularly the continued widespread use of alternative staffing arrangements despite an increasing awareness of their limitations. This persistence may be attributable to structural economic barriers, limited institutional capacity,

or entrenched administrative practices. Future research should investigate these systemic factors more thoroughly to inform more effective and context-specific policy interventions.

From a managerial and policy standpoint, the findings underscore the importance of investing in support systems such as professional development programs, equitable compensation, and performance recognition schemes that can enhance teacher performance even within alternative employment models. Without such supports, these models risk undermining the very objectives they aim to achieve.

This study is not without limitations. It is primarily conceptual in nature and relies extensively on secondary literature, which may limit the generalizability of its conclusions. Furthermore, variations in national economic conditions, governance capacity, and cultural attitudes toward education may influence the applicability of these findings across different contexts. Future research should focus on empirically evaluating specific interventions such as performance-based incentives, peer mentoring, or hybrid staffing models and their impact on teacher effectiveness in diverse settings. Longitudinal and cross-national studies would be particularly valuable in identifying which strategies are most effective, under what conditions, and for which categories of educators.

CONCLUSION

This review reveals a dilemma within developing countries concerning the utilization of alternative teacher performance assessment methods. It underscores the inherent conflict between sustaining an economically efficient and sustainable education system and prioritizing teacher quality as a fundamental, long-term objective. Ultimately, this study aspires to demonstrate that these objectives need not be mutually exclusive but rather mutually supportive in the long term.

Although many developing nations have reaffirmed their dedication to addressing teacher policy concerns and enhancing teacher performance, in the near to medium future, it is probable that these countries will still depend on alternative staffing approaches to some extent. Consequently, there is a pressing requirement for enhancing support for teacher performance. Existing literature offers valuable insights into successful approaches related to compensation, loyalty, motivation, and job satisfaction, which merit further exploration.

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