

The Influence of Teachers' Benefits on Their Enthusiasm

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Abstract: *This study investigated the influence of fringe, remuneration, and salary increase on the motivation, job satisfaction, and enthusiasm of teachers. Drawing on survey data, it examined key factors such as the perception of fair pay, performance-based incentives, opportunities for additional income, and the provision of benefits. The findings indicated that teachers generally perceived remuneration and benefits as significant contributors to their motivation and engagement at work. Similarly, salary increases were seen as instrumental in improving financial stability, enhancing motivation, and boosting morale. The results suggested a strong positive relationship between the provision of benefits and the level of teacher enthusiasm. Among the compensation elements examined, salary increases emerged as the most influential factor affecting motivation, while remuneration alone did not exhibit a notable impact. These insights pointed to the crucial role of structured and equitable compensation practices in supporting teacher well-being and commitment. The study highlighted the need for educational institutions to implement transparent reward systems, enhance benefit packages, and offer regular and fair salary adjustments to foster a motivated and satisfied teaching workforce. Such measures were deemed essential not only for improving teacher retention but also for enhancing overall school performance. Future research was encouraged to explore how long-term compensation strategies might influence both teacher effectiveness and student learning outcomes over time.*

Keywords: salary increase, teacher benefits, job satisfaction, remuneration, motivation

1. Introduction

Teachers play a vital role in shaping the future generation. The dedication and passion of teachers are essential to the success of the learners. They do not only teach but also understand each learners' uniqueness in cultural background, learning styles, needs, abilities, and interests. An effective teacher inspires a love of learning. They encourage active participation, foster curiosity and a desire for lifelong learning.

Teachers' dedication, passion, and enthusiasm influence the quality of education learners receive (Khan, 2020). Enthusiastic teachers inspire curiosity and a desire to learn, making the educational process more enjoyable and effective. Their enthusiasm is contagious, creating a positive learning environment that motivates learners to engage actively in the learning process.

Teacher enthusiasm (TE) is a key feature of effective, high-quality teaching and is reflected in teachers' competence and motivation (Lazarides et al., 2021). Enthusiastic teachers are driven by a strong desire to make a positive impact on their learners' lives. They are often highly skilled and knowledgeable in their subject areas. They possess the ability to effectively communicate complex ideas and engage learners in meaningful learning experiences. TE has been found to favor a range of learner outcomes, such as sustainable learning, communication skills, procedural knowledge, and motivation (Ke & Razali, 2024).

Enthusiastic teachers play a pivotal role in shaping the learning environment by bringing energy, passion, and genuine interest into their teaching practices. Their positive attitude and expressive delivery not only make lessons more engaging but also help create a supportive atmosphere where learners feel valued and encouraged to participate. This

infectious enthusiasm often sparks students' curiosity and fuels their intrinsic motivation to explore new topics, ask questions, and take ownership of their learning journey. As a result, learners become more actively involved in the educational process, which can significantly enhance their academic performance and personal growth.

Moreover, enthusiastic educators tend to foster inclusive classroom dynamics by encouraging diverse forms of expression. They create opportunities for students to articulate their thoughts, emotions, and ideas through both verbal and non-verbal means such as discussions, storytelling, role-playing, visual arts, and body language. This multifaceted approach not only supports students with different learning styles but also strengthens their overall communication skills. By promoting a culture of openness and creativity, these teachers empower learners to become more confident, articulate, and effective communicators, which are essential skills for success in both academic and real-world settings (Fallah et al., 2024).

TE is beneficial for teachers since it is related to a range of occupational well-being factors such as self-efficacy, grit, and reduced signs of burnout (Shao, 2023). By fostering a positive mindset and a strong sense of purpose, enthusiastic teachers can reduce the risk of burnout and maintain a healthy work-life balance. Moreover, enthusiastic teachers often exhibit higher levels of self-efficacy, believing in their ability to effectively teach and inspire their learners. This belief in their own capabilities can boost their motivation and resilience, enabling them to overcome challenges and persevere in their profession. Although existing research has primarily focused on the effects of teacher enthusiasm on student outcomes, there is a relatively limited understanding of the factors that can influence and shape TE itself.

In education, the enthusiasm of teachers is crucial for creating a positive learning atmosphere and enhancing learner success. One major factor that affects this enthusiasm is the range of benefits offered to educators. These benefits include not just salary but also opportunities for professional growth, health coverage, and initiatives that promote a healthy work-life balance. This research explored various teacher benefits, including fringe, remuneration, and salary increase. It examined how these benefits contribute to or detract from teachers' enthusiasm and commitment to their profession.

A critical factor affecting teacher morale and motivation is the benefits they received. Imam Makruf et al. (2020) stated that teacher benefits and incentives encourages teachers to work hard and be more enthusiastic. Therefore, in this study the researcher focused on three teachers' benefits which may shape teacher enthusiasm, that is, fringe, remuneration, and salary increase. While existing studies have explored the relationship between teacher compensation and job satisfaction, there is a lack of in-depth research specifically examining the impact of fringe, remuneration, and salary increase on teacher enthusiasm. This study aimed to fill this gap by providing a more nuanced understanding of how these specific benefits influence teacher motivation and commitment.

This study aimed to investigate the relationship between teacher benefits and their teaching enthusiasm. By understanding the relationship between these two variables, educational institutions can gain valuable insights into how to foster a more supportive and rewarding environment for their teaching staff. This, in turn, can lead to improved learner outcomes and overall educational quality.

This study is anchored on Self-Determination Theory (SDT) by Deci and Ryan (2000). SDT suggests that individuals are motivated to grow and achieve based on three basic psychological needs: autonomy, competence, and relatedness. If teachers' benefits, such as professional development opportunities, adequately support these needs, their intrinsic motivation (enthusiasm) could be enhanced. Teachers' benefits like time for planning, resources, and opportunities for personal growth may provide autonomy and competence, increasing enthusiasm. In contrast, benefits that are merely extrinsic, such as salary increase without other opportunities for growth, might not contribute as much to sustained enthusiasm (Ryan & Deci, 2020).

Henceforth, the central thesis of SDT is that intrinsic motivation is enhanced when individuals' psychological needs for autonomy, competence, and relatedness are met. For teachers, enthusiasm in teaching is a form of intrinsic motivation, where teachers are genuinely interested in and engaged with their work because it satisfies their psychological needs. When teachers' benefits are structured in a way that enhances these needs, their intrinsic motivation (enthusiasm) is likely to increase. While benefits like salary or health insurance are extrinsic motivators, they are still relevant in meeting basic needs, especially for autonomy and security. However, to truly enhance enthusiasm, benefits must go beyond just extrinsic rewards and support intrinsic needs, such as providing professional development (competence) or

opportunities for teacher collaboration (relatedness) (Oco, 2022).

By focusing on how benefits meet these needs, the study can explore how different types of benefits (financial vs. developmental vs. relational) influence teachers' intrinsic motivation and overall enthusiasm for their profession. It has been supported by Smith & Brown (2021) who investigates how professional development opportunities, a key benefit for teachers, can enhance teachers' motivation and enthusiasm, especially when these opportunities are designed to meet their need for competence (a key aspect of SDT). It emphasizes the importance of continuous learning and growth in fostering intrinsic motivation.

And that there is a connection between teacher benefits (including health and retirement benefits, professional development opportunities, and supportive school culture) and teacher motivation and performance. The study aligns with SDT by demonstrating how benefits influence teachers' motivation through the satisfaction of basic psychological needs such as competence, autonomy, and relatedness Lee & Brewer (2020).

2. Methodology

This study employed a combination of descriptive, correlational, and causal research designs to examine the relationships between teacher compensation and outcomes such as teacher retention and performance. The descriptive research design was utilized to collect data that provides a snapshot of the current status of teacher compensation, job satisfaction, and retention at a specific point in time. According to Wang and Cheng (2020), descriptive survey design involves gathering information from a sample to understand prevailing conditions, beliefs, or behaviors. This design enabled the researcher to present the general profile of the respondents and describe key variables such as salary level, types of fringe benefits, and perceived job satisfaction.

The correlational design was used to explore the statistical relationships between variables without manipulating them. As noted by Devi et al. (2023), correlational research investigates the degree to which two or more variables are related. In this study, correlational analysis helped determine whether variables such as teacher compensation, benefits, and allowances are associated with teacher retention and performance. While this design does not establish causality, it allows the researcher to identify patterns and associations that may warrant further investigation.

To deepen the analysis, a causal (explanatory) research design was incorporated to examine potential cause-and-effect relationships. This design goes beyond describing and correlating variables; it aims to determine whether changes in one variable (e.g., compensation) directly lead to changes in another variable (e.g., retention or performance). Causal research typically involves comparing groups or analyzing patterns that suggest a directional effect, often while controlling for confounding variables. In this study, causal analysis was applied by comparing data from teachers with varying levels of compensation and identifying whether higher compensation levels lead to improved retention or

performance indicators. A survey method was used as the primary data collection tool. Surveys were distributed to a sample of teachers at a specific point in time to collect quantitative data on compensation, job satisfaction, retention intentions, and performance indicators. As Wang and Cheng (2020) note, surveys provide a useful snapshot of current conditions and perceptions, which is essential in descriptive and correlational research, and can also contribute baseline data for causal analysis when designed appropriately. By

combining these three research designs, the study aims not only to describe and measure relationships among variables but also to explain the underlying dynamics that may influence teacher retention and performance in the context of compensation policies.

3. Results

Table 1: Teachers' Benefits and Their Level of Enthusiasm

Independent Variables	r-value	p-value	Description	Decision	Interpretation
Remuneration	0.397**	0	Low Positive	Reject Ho	Significant
Fringe	0.493**	0	Low Positive	Reject Ho	Significant
Salary Increase	0.536**	0	Moderate Positive	Reject Ho	Significant

Table 1 presents the correlation analysis results between independent variables (Teachers' Benefits: Remuneration, Fringe, and Salary Increase) and a dependent variable (Teachers' enthusiasm: Teachers' Attendance). The key values include: Remuneration ($r = 0.397$, $p = 0.000$). It implies that there is a low positive correlation between remuneration and the dependent variable. Statistical Significance: Since $p = 0.000$ (which is less than 0.05), the relationship is statistically significant. Therefore, H_0 : The null hypothesis is rejected, meaning remuneration has a significant impact on the dependent variable.

Additionally, Table 1 reveals the relationship between various types of teachers' benefits and their level of enthusiasm. The results show that remuneration, fringe, and salary increase have a statistically significant positive correlation with teachers' enthusiasm, suggesting that these factors contribute to teachers' attendance, motivation, engagement, and overall job satisfaction. The correlation analysis between remuneration, fringe, salary increase, and teacher enthusiasm reveals significant positive relationships with teacher enthusiasm, as indicated by the low to moderate r-values for each variable. The salary increase shows the strongest positive correlation ($r = 0.536$) and is statistically significant ($p = 0.000$), highlighting its important role in boosting teacher enthusiasm. This suggests that salary increases are a particularly powerful motivator for teachers, significantly enhancing their engagement and professional commitment (Jiang & Luo, 2019).

Similarly, fringe ($r = 0.493$) and remuneration ($r = 0.397$) also have positive correlations, though weaker than salary increase, indicating their supportive role in increasing teacher motivation. This implies that while salary increase has the most substantial impact on teacher enthusiasm, comprehensive compensation packages, including fringe and remuneration, are crucial for fostering overall job satisfaction and engagement. The statistical significance of all variables suggests that the educational institutions should not only focus on salary increase but also ensure that fringe benefits and overall remuneration are competitive and equitable to maintain high levels of teacher enthusiasm and retention (Kim & Seo, 2021).

In Remuneration and Teacher Enthusiasm, the correlation coefficient for remuneration is 0.397, with a p-value of 0.000, indicating a low positive relationship between teachers'

remuneration and their level of enthusiasm. Since the p-value is less than 0.05, we reject the null hypothesis and conclude that remuneration significantly influences teachers' enthusiasm. While the relationship is moderate, it still shows that higher remuneration leads to greater teacher enthusiasm (Anderson & White, 2020).

Teachers who feel adequately compensated are more likely to be engaged in their work and demonstrate a higher level of enthusiasm for their teaching responsibilities. Additionally, Greenberg (2020) found that fair and competitive remuneration packages help foster teacher motivation, thus enhancing overall job satisfaction and enthusiasm. While in Fringe and Teacher Enthusiasm, the r-value of 0.493 for fringe benefits suggests a moderate positive relationship between the benefits provided to teachers (such as health insurance, sick leave, professional development opportunities) and their enthusiasm. The p-value of 0.000 again indicates statistical significance, leading to the rejection of the null hypothesis. This means that the fringe offered to teachers significantly contribute to their enthusiasm for teaching.

While, Williams and Harris (2021) also found that fringe, particularly health-related benefits, significantly impact teachers' well-being, thereby increasing their enthusiasm and commitment to their roles. This implies and suggests that while remuneration is an important factor in motivating teachers, it is not the sole determinant of their enthusiasm. The findings imply that a fair and competitive salary can enhance teachers' motivation and engagement, leading to better job satisfaction and performance.

Moreover, in Salary Increase and Teacher Enthusiasm, the highest correlation is observed for salary increase, with an r-value of 0.536, indicating a moderate positive relationship between salary increase and teacher enthusiasm. The p-value of 0.000 again shows this result is statistically significant, leading to the rejection of the null hypothesis. The result shows a moderate positive relationship between salary increase and teacher enthusiasm, with a correlation coefficient of 0.536 and a statistically significant p-value of 0.000. This suggests that salary increases are an important factor in boosting teachers' enthusiasm and motivation.

Teachers are more likely to feel engaged and committed when they see their salary increase, which in turn can lead to improved job satisfaction and performance. Therefore,

schools and educational institutions should prioritize salary adjustments as part of their strategy to enhance teacher morale and overall productivity. This suggests that teachers who receive salary increase tends to be more enthusiastic about their work. This finding supports Anderson and White (2020), who argued that salary increase serves as a strong motivational factor for teachers, driving them to engage more fully in their teaching duties.

Lee and Brewer (2020) also found that salary increase improves teachers' morale and motivation, ultimately leading to better performance and higher enthusiasm for their teaching roles. Also, the findings suggest that all factors like remuneration, fringe, and salary increase are significant predictors of teacher enthusiasm, with salary increase showing the strongest positive correlation. This highlights the critical role of financial compensation in motivating teachers, particularly when their efforts are recognized through remuneration increases.

Furthermore, the findings align with the research of Clark and Thompson (2021), who stated that the holistic approach of combining competitive salaries with comprehensive benefits helps foster a positive work environment, which is critical for retaining enthusiastic and committed teachers. Therefore, the positive relationships observed between remuneration, fringe, and salary increase with teachers' enthusiasm underline the importance of a well-rounded compensation package in fostering teacher motivation. While salary increases have the most significant impact, the combination of fringe benefits and fair remuneration also contributes to creating an environment where teachers feel valued and motivated to excel in their roles.

Henceforth, all independent variables (Remuneration, Fringe, and Salary Increase) have a significant positive correlation with the dependent variable. The correlation strength increases from Remuneration (0.397, low), Fringe Benefits (0.493, low but stronger), Salary Increase (0.536, moderate). Since all p-values are 0.000, we conclude that these factors significantly influence the dependent variable. The strongest predictor is Salary Increase, followed by Fringe, and the weakest is Remuneration. In addition, salary increase has the strongest impact, suggesting it is the best predictor of job satisfaction and retention. Fringe also plays a crucial role in employee motivation and commitment. Remuneration (base salary) is still important, but it has a weaker influence than salary growth and benefits.

Furthermore, it implies that the organizations looking to improve the dependent variable (e.g., employee satisfaction, retention, or performance) should prioritize salary increase, as they have the strongest impact. Fringe also plays a crucial role, so offering competitive benefits can enhance outcomes. Remuneration is still important, but it has a weaker correlation compared to the other two factors.

4. Conclusions

Based on the findings, the study draws the following conclusions:

- 1) Teachers are generally satisfied with the benefits provided to them, which effectively address their professional and personal needs.
- 2) Teachers display a strong drive and motivation to fulfill their responsibilities.
- 3) Enhanced benefits contribute positively to increasing teacher enthusiasm.
- 4) Salary increase play a significant role in boosting teachers' motivation and overall enthusiasm.

This study affirms the positive influence of comprehensive teacher benefits especially salary increase on teaching enthusiasm. By identifying the strength of correlations among remuneration, fringe benefits, and motivational outcomes, it becomes clear that financial security and professional support play pivotal roles in shaping teacher engagement. Policymakers should prioritize not just salary adjustments but also holistic benefit structures to retain a motivated and effective teaching workforce.

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