

# THE IMPACT OF REWARD AND PUNISHMENT ON TEACHER PERFORMANCE, JOB SATISFACTION, AND LOYALTY: A LITERATURE REVIEW

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## Abstrak

Reward dan punishment merupakan strategi manajemen sumber daya manusia yang banyak digunakan dalam lembaga pendidikan, namun pengaruhnya terhadap kinerja guru, kepuasan kerja, dan loyalitas masih menunjukkan hasil yang beragam dalam berbagai konteks empiris. Penelitian ini bertujuan untuk meninjau dan mensintesis secara sistematis literatur terbaru mengenai dampak reward dan punishment terhadap kinerja guru, kepuasan kerja, dan loyalitas. Penelitian ini menggunakan desain Systematic Literature Review yang dipandu oleh kerangka PRISMA 2020 dengan menganalisis artikel yang diterbitkan dalam sepuluh tahun terakhir dari berbagai database akademik dan repositori jurnal. Dari 186 artikel yang teridentifikasi pada tahap awal, sebanyak 14 artikel memenuhi kriteria inklusi dan dianalisis dalam sintesis kualitatif. Hasil penelitian menunjukkan bahwa reward memiliki pengaruh positif yang lebih konsisten dan berkelanjutan terhadap kinerja guru, kepuasan kerja, dan loyalitas, terutama ketika diterapkan melalui insentif finansial yang adil, pengakuan profesional, peluang pengembangan karier, dan apresiasi institusional. Sebaliknya, punishment menunjukkan pengaruh yang lebih bersifat kondisional; punishment dapat meningkatkan kedisiplinan dan kepatuhan jangka pendek apabila diterapkan secara adil, proporsional, transparan, dan edukatif, tetapi dapat menurunkan motivasi, kepuasan kerja, dan loyalitas apabila diterapkan secara keras atau tidak konsisten. Implikasi penelitian ini menunjukkan bahwa kepala sekolah, kepala madrasah, dan pembuat kebijakan pendidikan perlu memprioritaskan manajemen berbasis reward yang transparan, sementara punishment sebaiknya digunakan secara selektif sebagai mekanisme korektif dan pengembangan untuk menjaga motivasi, martabat profesional, dan komitmen institusional guru.

**Kata kunci :** Kepuasan Kerja; Kinerja Guru; Loyalitas Guru; Punishment; Reward.

## Abstract

Reward and punishment are widely used as human resource management strategies in educational institutions, yet their effects on teacher performance, job satisfaction, and loyalty remain unevenly understood across different empirical contexts. This study aims to systematically review and synthesize recent literature on the impact of reward and punishment on teacher performance, job satisfaction, and loyalty. Using a Systematic Literature Review design guided by the PRISMA 2020 framework, this study analyzed articles published within the last ten years from academic databases and journal repositories. From 186 initially identified records, 14 studies met the inclusion criteria and were included in the qualitative synthesis. The findings indicate that reward has a more consistent and sustainable positive effect on teacher performance, job satisfaction, and loyalty, particularly when implemented through fair financial incentives, professional recognition, career development opportunities, and institutional appreciation. In contrast, punishment shows a more conditional effect; it may improve discipline and short-term compliance when applied fairly, proportionally, transparently, and educatively, but may reduce motivation, satisfaction, and loyalty when implemented harshly or inconsistently. This study implies that school principals, madrasah leaders, and educational policymakers should prioritize transparent reward-based management while using punishment selectively as a corrective and developmental mechanism to sustain teacher motivation, professional dignity, and institutional commitment.

**Keywords:** Job Satisfaction; Punishment; Reward; Teacher Loyalty; Teacher Performance.

## INTRODUCTION

Teacher performance remains a central issue in contemporary educational management because teachers are not only responsible for delivering instruction but also for shaping the quality of learning, classroom culture, student engagement, and institutional effectiveness. Recent studies emphasize that teaching quality, professional development, and instructional effectiveness are closely associated with student learning outcomes and school improvement, making teacher performance a strategic indicator of educational quality.<sup>1</sup> In this regard, school leaders and educational managers are increasingly required to design human resource management practices that do not merely control teachers' work but also encourage professional motivation, satisfaction, commitment, and long-term institutional loyalty.<sup>2</sup>

Within educational human resource management, reward and punishment are two widely used managerial instruments for influencing employee behavior, strengthening discipline, and improving organizational performance. Reward refers to financial and non-financial appreciation given to teachers for their achievement, contribution, professionalism, or commitment, including incentives, allowances, promotion opportunities, professional recognition, training access, and public appreciation.<sup>3</sup> Punishment, in contrast, refers to corrective consequences imposed when teachers violate institutional rules, fail to meet professional standards, or demonstrate low discipline; however, its effectiveness depends strongly on fairness, proportionality, transparency, and its educational orientation.<sup>4</sup> Therefore, reward and punishment should

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<sup>1</sup> Isramatur Rahmi and Saddam Rasanjani, "Enhancing Teacher Quality in Indonesia: The Impact of Teacher Professional Development on Achieving Sustainable Development Goal 4.C," *Social Sciences & Humanities Open* 12 (2025): 102123, <https://doi.org/10.1016/j.ssaho.2025.102123>; Ari Kim, "Impact of Systematic Support in Teacher Education and Professional Development on Training-Teaching Alignment and Instructional Quality," *Journal for STEM Education Research* 9, no. 1 (January 2026): 33–58, <https://doi.org/10.1007/s41979-025-00154-3>; O.M. Ventista and C. Brown, "Teachers' Professional Learning and Its Impact on Students' Learning Outcomes: Findings from a Systematic Review," *Social Sciences & Humanities Open* 8, no. 1 (2023): 100565, <https://doi.org/10.1016/j.ssaho.2023.100565>.

<sup>2</sup> Soha El Achi et al., "The Impact of Transformational Leadership and Work Environment on Teachers' Performance in Crisis-Affected Educational Settings," *Administrative Sciences* 15, no. 7 (July 2025): 256, <https://doi.org/10.3390/admsci15070256>; Hodaya Zerrad and Chen Schechter, "Evolving School Leadership: The Shift from Managing Human Resources to Managing Human Capital," *Management in Education*, October 2025, <https://doi.org/10.1177/08920206251389837>; Mehwish Jawaad et al., "Human Resource Practices and Organizational Commitment: The Mediating Role of Job Satisfaction in Emerging Economy," ed. Manlio Del Giudice, *Cogent Business & Management* 6, no. 1 (January 2019), <https://doi.org/10.1080/23311975.2019.1608668>.

<sup>3</sup> Ibrahim Ghazi Alkandi et al., "The Impact of Incentive and Reward Systems on Employee Performance in the Saudi Primary, Secondary, and Tertiary Industrial Sectors: A Mediating Influence of Employee Job Satisfaction," *Sustainability* 15, no. 4 (February 2023): 3415, <https://doi.org/10.3390/su15043415>; Muhamad Aisa, Frank-Pio Kiyangi, and Esther Namugumya, "Non-Monetary Intangible Rewards and Teacher Performance in Secondary Schools in the Central Region of Uganda," *International Journal of Research and Innovation in Social Science* VIII, no. III (2024): 2513–22, <https://doi.org/10.47772/IJRIS.2024.803182S>; Weihai Tang et al., "The Effects of Teacher Rewards and Their Types on Preschool Children's Selective Trust," *Behavioral Sciences* 15, no. 6 (June 2025): 804, <https://doi.org/10.3390/bs15060804>.

<sup>4</sup> Davut Elmaci and Bilgen Kiral, "Necessity, Dissuasive, and Effects of Teachers' Discipline Punishments from Principals' Perspectives," *Psycho-Educational Research Reviews* 11, no. 2 (August 2022): 38–53, [https://doi.org/10.52963/PERR\\_Biruni\\_V11.N2.03](https://doi.org/10.52963/PERR_Biruni_V11.N2.03); Zheming An, "The Influence of Teacher Discipline on Teaching Effect and Students' Psychology in Universities and the Normative Suggestions for Discipline Behavior," *Frontiers in Psychology* 13 (2022), <https://doi.org/10.3389/fpsyg.2022.910764>; Giulia Mugellini et al., "Public Sector Reforms and Their

not be viewed merely as administrative tools, but as motivational mechanisms embedded in school culture, leadership practice, and performance management systems.<sup>5</sup>

Theoretically, the use of reward and punishment is rooted in reinforcement theory, which argues that behavior can be strengthened through positive reinforcement and reduced or corrected through consequences following undesirable behavior.<sup>6</sup> This perspective is relevant in school management because teachers' professional behavior, such as punctuality, instructional preparation, classroom responsibility, and administrative discipline, can be shaped through consistent institutional reinforcement.<sup>7</sup> In addition, Herzberg's two-factor theory explains that recognition, achievement, responsibility, and professional growth function as motivators that enhance job satisfaction, whereas salary, policy, supervision, and working conditions operate as hygiene factors that may prevent dissatisfaction when properly managed.<sup>8</sup> Self-determination theory also provides an important complementary lens by showing that motivation becomes more sustainable when teachers experience autonomy, competence, and relatedness rather than merely external control.<sup>9</sup>

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Impact on the Blevel of Corruption: A Systematic Review," *Campbell Systematic Reviews* 17, no. 2 (June 2021), <https://doi.org/10.1002/cl2.1173>.

- <sup>5</sup> Madonna Salameh-Ayanian et al., "Leading Through Uncertainty: How Transformational and Transactional Leadership Shape Employee Satisfaction and Performance in Lebanese NGOs," *Administrative Sciences* 15, no. 5 (May 2025): 172, <https://doi.org/10.3390/admsci15050172>; Klemens Mere, "Effects of Reward and Punishment on Employee Performance in East Java Companies," *Annals of Human Resource Management Research* 6, no. 1 (March 2026): 115–28, <https://doi.org/10.35912/ahrmr.v6i1.3680>; Aylin Erdo?an, Cemil Kaya, and Azamat Nazarov, "The Influence of Reward and Punishment Systems on Student Discipline," *International Journal of Educational Narratives* 3, no. 2 (April 2025): 175–83, <https://doi.org/10.70177/ijen.v3i2.2158>.
- <sup>6</sup> Saiful Gaffar, Haryanto Atmowardoyo, and Syarifuddin Dollah, "The Effects of Positive Reinforcement on Students' Writing Achievement in an Indonesian EFL Classroom," *Celebes Journal of Language Studies*, May 2022, 9–22, <https://doi.org/10.51629/cjls.v2i1.78>; Leong Teen Wei and Rashad Yazdanifard, "The Impact of Positive Reinforcement on Employees' Performance in Organizations," *American Journal of Industrial and Business Management* 04, no. 01 (2014): 9–12, <https://doi.org/10.4236/ajibm.2014.41002>.
- <sup>7</sup> Sakina Ibrahimova, "The Influence of Teacher Behavior on Classroom Discipline and Learner Autonomy," *Porta Universorum* 1, no. 3 (May 2025): 118–25, <https://doi.org/10.69760/portuni.010311>; Joanna Leek et al., "Navigating the Power of Time in Classroom Practices: Teachers' and Students' Perspectives," *Educational Review* 78, no. 1 (January 2026): 80–102, <https://doi.org/10.1080/00131911.2024.2438878>; Nadeem Ahmed and Du Plessis Pierre, "The Role of Classroom Management in Enhancing Learners' Academic Performance: Teachers' Experiences," *Studies in Learning and Teaching* 5, no. 1 (April 2024): 202–18, <https://doi.org/10.46627/silet.v5i1.364>.
- <sup>8</sup> Samira Alrawahi et al., "The Application of Herzberg's Two-Factor Theory of Motivation to Job Satisfaction in Clinical Laboratories in Omani Hospitals," *Heliyon* 6, no. 9 (September 2020): e04829, <https://doi.org/10.1016/j.heliyon.2020.e04829>; Md. Abu Issa Gazi et al., "Mediation Effects of Engagement and Job Satisfaction between Herzberg's Theory and Performance: With Moderation Role of Abusive Supervision," *Cogent Business & Management* 12, no. 1 (December 2025), <https://doi.org/10.1080/23311975.2025.2528434>; Byunghyun Lee et al., "Analyzing Determinants of Job Satisfaction Based on Two-Factor Theory," *Sustainability* 14, no. 19 (October 2022): 12557, <https://doi.org/10.3390/su141912557>.
- <sup>9</sup> A. Godfrey, D. Waldeck, and A. Holliman, "Academy Primary Teachers' Perceptions of Wellbeing via Self-Determination Theory," *Teaching Education* 37, no. 1 (January 2026): 36–57, <https://doi.org/10.1080/10476210.2025.2564843>; Johnmarshall Reeve, "A Self-Determination Theory Perspective on Student Engagement," in *Handbook of Research on Student Engagement* (Boston, MA: Springer US, 2012), 149–72, [https://doi.org/10.1007/978-1-4614-2018-7\\_7](https://doi.org/10.1007/978-1-4614-2018-7_7).

Empirical studies increasingly demonstrate that reward systems are positively associated with teacher motivation, job satisfaction, and performance. Hardianto et al., for example, found that reward, transformational leadership, and motivation directly and indirectly influence primary school teachers' job satisfaction, indicating that reward systems work more effectively when combined with supportive leadership.<sup>10</sup> Elrayah & Semlali also reported that sustainable total reward strategies are positively related to performance, satisfaction, and motivation in the educational sector,<sup>11</sup> while Sa'diyah et al. found that reward significantly affected teacher performance in Islamic public schools.<sup>12</sup> Beyond financial incentives, non-financial rewards such as appreciation, professional recognition, collegial respect, and career development opportunities have been shown to strengthen teacher well-being, reduce emotional exhaustion, and support retention intention.<sup>13</sup> These findings suggest that reward is not only an economic stimulus but also a psychological and professional acknowledgment that can strengthen teachers' sense of value within the institution.

However, the empirical evidence regarding punishment is more complex and less consistent. Some studies indicate that punishment may improve teacher discipline and short-term compliance when applied proportionally, procedurally, and transparently.<sup>14</sup> Other evidence suggests that punishment may become counterproductive when it is perceived as unfair, excessive, emotionally driven, or detached from coaching and professional development, because such practices may reduce trust, motivation, job satisfaction, and loyalty.<sup>15</sup> Thus, punishment in educational institutions should be understood not as a dominant strategy for controlling teachers, but as a limited corrective mechanism that must be integrated with fairness, feedback, and developmental supervision.<sup>16</sup>

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<sup>10</sup>Hardianto Hardianto, Hidayat Hidayat, and Muhammad Nurhisyam Ali Setiawan, "Reward and Commitment toward Transformational Leadership and Teachers' Job Satisfaction," *Jurnal Cakrawala Pendidikan* 44, no. 3 (August 2025): 673–84, <https://doi.org/10.21831/cp.v44i3.83084>.

<sup>11</sup>Musaddag Elrayah and Yahdih Semlali, "Sustainable Total Reward Strategies for Talented Employees' Sustainable Performance, Satisfaction, and Motivation: Evidence from the Educational Sector," *Sustainability* 15, no. 2 (January 2023): 1605, <https://doi.org/10.3390/su15021605>.

<sup>12</sup>Halimatus Sa'diyah, Wan Jamaluddin, and Yetri Hasan, "Rewards, Punishments, and Their Implications for Improving The Performance of Educators in Islamic Boarding Schools," *Managere: Indonesian Journal of Educational Management* 4, no. 1 (April 2022): 51–58, <https://doi.org/10.52627/managere.v4i1.87>.

<sup>13</sup>Benjamin Dreer-Göthe, "How Appreciation Predicts Teachers' Job Satisfaction, Emotional Exhaustion, and Quitting Intentions," *Educational Studies* 51, no. 6 (November 2025): 1279–99, <https://doi.org/10.1080/03055698.2025.2511915>; Senem Zaimoğlu and Aysun Dağtaş, "Enhancing Well-Being in Higher Education: The Role of Job Satisfaction and Resilience among ELT Instructors," *Frontiers in Psychology* 16 (July 2025), <https://doi.org/10.3389/fpsyg.2025.1629498>.

<sup>14</sup>Juli Sugianingsih, Nurhadji Nugraha, and Yudi Hartono, "Integrating Regulations and Commitment to Enhance Teacher Discipline and Performance," *Journal La Edusci* 6, no. 5 (December 2025): 1053–71, <https://doi.org/10.37899/journallaedusci.v6i5.2725>; Zaimoğlu and Dağtaş, "Enhancing Well-Being in Higher Education: The Role of Job Satisfaction and Resilience among ELT Instructors."

<sup>15</sup>Mohamed Abdelkhalik Omar Ahmed et al., "The Dark Side of Leadership: How Toxic Leadership Fuels Counterproductive Work Behaviors Through Organizational Cynicism and Injustice," *Sustainability* 17, no. 1 (December 2024): 105, <https://doi.org/10.3390/su17010105>; Lindie H. Liang et al., "Unbalanced, Unfair, Unhappy, or Unable? Theoretical Integration of Multiple Processes Underlying the Leader Mistreatment-Employee CWB Relationship with Meta-Analytic Methods," *Journal of Leadership & Organizational Studies* 29, no. 1 (February 2022): 33–72, <https://doi.org/10.1177/15480518211066074>.

<sup>16</sup>Heping Zuo, Mengjie Zhang, and Weilun Huang, "Lifelong Learning in Vocational Education: A Game-Theoretical Exploration of Innovation, Entrepreneurial Spirit, and Strategic Challenges," *Journal*

Teacher job satisfaction and loyalty are also crucial variables because they determine whether teachers remain motivated, committed, and willing to contribute to institutional sustainability. Job satisfaction is closely related to working conditions, workload, cooperation, recognition, leadership support, and professional development, while loyalty is reflected in teachers' emotional attachment, commitment, retention intention, and willingness to support institutional goals beyond formal obligations<sup>17</sup>. Recent international studies show that job satisfaction and organizational commitment are negatively associated with turnover intention, indicating that satisfied and committed teachers are more likely to remain in their institutions and contribute to educational continuity.<sup>18</sup> Therefore, reward and punishment policies should be evaluated not only by their effect on immediate performance but also by their long-term impact on teacher satisfaction, loyalty, and organizational stability.

Despite the growing number of studies on reward, punishment, teacher motivation, and performance, several limitations remain in the existing literature. *First*, many previous studies tend to examine reward and punishment only in relation to teacher performance, while fewer studies synthesize their simultaneous implications for teacher performance, job satisfaction, and loyalty.<sup>19</sup> *Second*, studies on teacher job satisfaction and retention often focus on working conditions, leadership, or organizational commitment, but do not always position reward and punishment as integrated managerial mechanisms within educational human resource management.<sup>20</sup> *Third*, the literature still requires a more balanced synthesis that explains why reward tends to produce more stable positive effects, whereas punishment produces situational, conditional, and sometimes contradictory outcomes.<sup>21</sup>

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*of Innovation & Knowledge* 10, no. 3 (May 2025): 100694, <https://doi.org/10.1016/j.jik.2025.100694>; An, "The Influence of Teacher Discipline on Teaching Effect and Students' Psychology in Universities and the Normative Suggestions for Discipline Behavior."

<sup>17</sup>Hongping Zhou et al., "Job Satisfaction Mediates the Effect of Self-Efficacy on Work Engagement among Physical Education Teachers in Economically Disadvantaged Areas," ed. Mc Rollyn Daquiado Vallespin, *PLOS ONE* 20, no. 4 (April 2025): e0321055, <https://doi.org/10.1371/journal.pone.0321055>; Rodelyn Z. Espira and Azel M. Valle, "Job Satisfaction and Professional Commitment of Teachers," *International Journal of Multidisciplinary Research and Analysis* 08, no. 05 (May 2025), <https://doi.org/10.47191/ijmra/v8-i05-41>.

<sup>18</sup>Rossana Dolores Toala-Mendoza et al., "Teacher Commitment and Job Satisfaction: Implications for Education Policy in Manabí, Ecuador," *Sage Open* 15, no. 4 (October 2025), <https://doi.org/10.1177/21582440251390863>; Frederikus Marianus Kurniawan Anse et al., "Teacher Turnover Intention: Analyzing the Relationships of Principal Moral Leadership, Job Satisfaction, and the Mediating Role of Commitment," *Cogent Education* 12, no. 1 (December 2025), <https://doi.org/10.1080/2331186X.2025.2593039>.

<sup>19</sup>Toala-Mendoza et al., "Teacher Commitment and Job Satisfaction: Implications for Education Policy in Manabí, Ecuador"; Anse et al., "Teacher Turnover Intention: Analyzing the Relationships of Principal Moral Leadership, Job Satisfaction, and the Mediating Role of Commitment."

<sup>20</sup>Ayhan Kandemir, "The Mediating Function of Organizational Commitment in the Relationship between Teachers' Job Satisfaction and Principals' Empowering Leadership," *Acta Psychologica* 260 (October 2025): 105715, <https://doi.org/10.1016/j.actpsy.2025.105715>; Kenza Ennida and Saif Allah Allouani, "Job Satisfaction and Organizational Commitment of Teacher-Researchers through Organizational Citizenship Behavior: A Literature Review," *Open Journal of Social Sciences* 11, no. 03 (2023): 164–84, <https://doi.org/10.4236/jss.2023.113011>.

<sup>21</sup>Thorben Jansen et al., "Constructive Feedback Can Function as a Reward: Students' Emotional Profiles in Reaction to Feedback Perception Mediate Associations with Task Interest," *Learning and Instruction* 95 (February 2025): 102030, <https://doi.org/10.1016/j.learninstruc.2024.102030>; Maren M. Michaelsen and Tobias Esch, "Understanding Health Behavior Change by Motivation and Reward Mechanisms: A

Based on these gaps, this study aims to analyze and synthesize relevant literature on the impact of reward and punishment on teacher performance, job satisfaction, and loyalty. The uniqueness of this study lies in its integrative focus on three teacher-related outcomes simultaneously, rather than treating performance, satisfaction, and loyalty as separate variables. The urgency of this study is grounded in the need for educational institutions to develop fair, transparent, and sustainable teacher performance management policies that enhance motivation without creating psychological pressure or institutional distrust. The relevance of this study is particularly strong for school principals, madrasah leaders, and educational policymakers who must balance accountability, professional appreciation, and humanistic management. The most interesting aspect of this study is its attempt to clarify the dual nature of reward and punishment: reward may function as a long-term motivational and loyalty-building mechanism, whereas punishment may only be effective when used selectively as an educative and procedurally fair corrective instrument. Therefore, this literature review is expected to provide a stronger conceptual and empirical basis for designing teacher management strategies that are not only performance-oriented but also satisfaction-driven and loyalty-sustaining.

## METHOD

This study employed a Systematic Literature Review (SLR) design using the PRISMA 2020 framework to identify, screen, evaluate, and synthesize relevant studies on the impact of reward and punishment on teacher performance, job satisfaction, and loyalty. The SLR approach was selected because it provides a transparent, replicable, and structured procedure for mapping previous findings, identifying research patterns, and developing an integrative synthesis from empirical and conceptual literature. The literature search was conducted on articles published within the last ten years, from 2016 to 2026, to ensure that the review reflected recent developments in educational human resource management.

The databases and search sources used in this review included Google Scholar, Crossref, DOAJ, ERIC, Semantic Scholar, and indexed journal repositories relevant to education, management, and teacher professional development. The search process used several keyword combinations, including “reward and punishment in education,” “teacher performance,” “teacher job satisfaction,” “teacher loyalty,” “reward system and teacher motivation,” “punishment and teacher discipline,” “educational human resource management,” and “teacher organizational commitment.” Boolean operators were applied to refine the search strings, such as “reward AND punishment AND teacher performance,” “reward system AND job satisfaction AND teacher,” “punishment AND teacher discipline,” and “teacher loyalty AND organizational commitment AND education.”

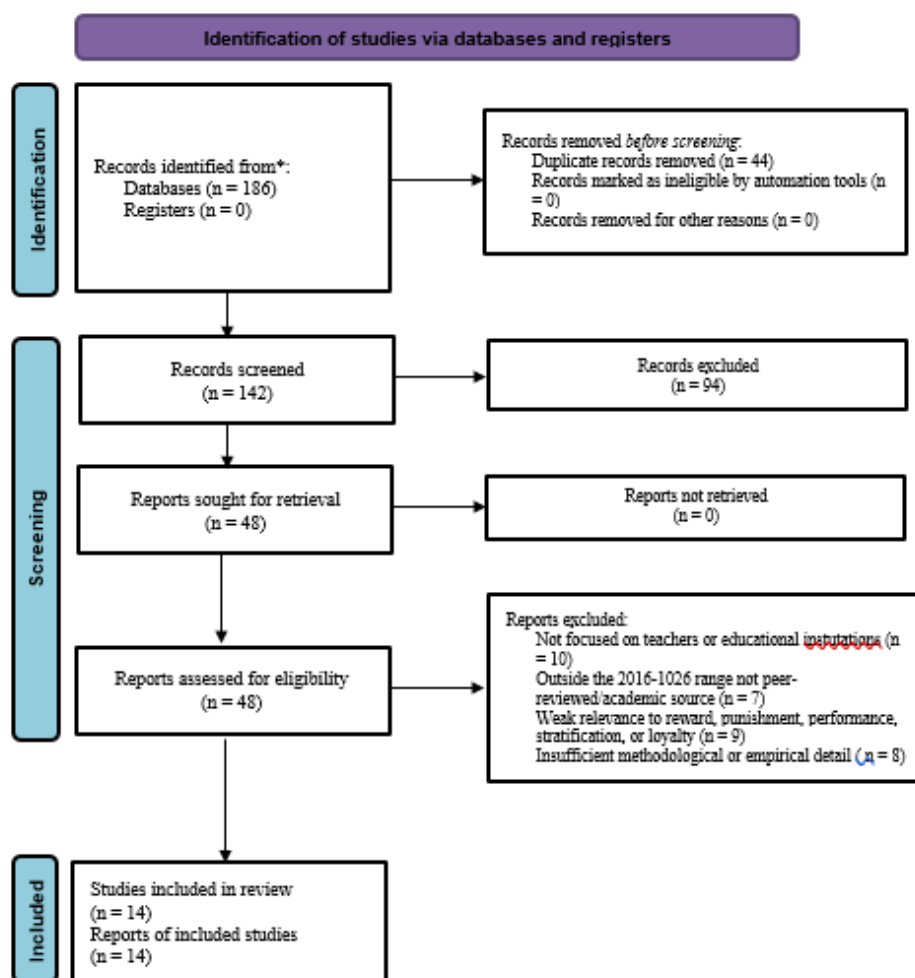
The inclusion criteria were articles that: (1) were published between 2016 and 2026; (2) discussed reward, punishment, teacher performance, job satisfaction, loyalty, motivation, discipline, or organizational commitment in educational settings; (3) were published in peer-reviewed journals, proceedings, or academically credible sources; (4) provided clear methodological, conceptual, or empirical contributions; and (5) were written in English or Indonesian. The exclusion criteria were articles that: (1) were published before 2016; (2) were not related to teachers or educational institutions; (3)

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Review of the Literature,” *Frontiers in Behavioral Neuroscience* 17 (June 2023), <https://doi.org/10.3389/fnbeh.2023.1151918>.

discussed reward and punishment only in non-educational business contexts without conceptual relevance to education; (4) had incomplete bibliographic information; (5) were duplicates; and (6) did not provide sufficient findings for synthesis.

The initial search identified 186 records from databases and additional sources. After duplicate removal, 142 records remained for title and abstract screening. Of these, 94 articles were excluded because they were not directly related to teacher performance, job satisfaction, loyalty, or educational management. A total of 48 full-text articles were assessed for eligibility, and 34 articles were excluded because they did not meet the methodological and contextual criteria, lacked sufficient empirical findings, or focused on reward and punishment outside the education sector. Finally, 14 articles were included in the qualitative synthesis because they were considered the most relevant to the research objectives and provided evidence concerning the relationship between reward, punishment, teacher performance, job satisfaction, and loyalty.



**Figure 1.** PRISMA Flow Diagram

The data analysis technique used in this study was qualitative content analysis supported by thematic synthesis. Each selected article was read carefully to identify its research objectives, theoretical framework, method, sample or context, key findings, and implications. The extracted data were then coded into several analytical themes, namely: reward and teacher performance, reward and job satisfaction, reward and teacher loyalty, punishment and teacher discipline, punishment and psychological consequences, fairness and transparency in reward-punishment systems, and the balance

between managerial control and professional appreciation. Interpretation was conducted by comparing similarities, differences, and contradictions among previous studies, particularly in explaining why reward tends to produce more consistent positive effects, while punishment produces more situational and conditional outcomes.

The synthesis was not limited to summarizing previous findings but also involved critical interpretation by considering the theoretical basis, institutional context, methodological strength, and practical relevance of each study. To ensure data validity and trustworthiness, this study applied source triangulation, inclusion-exclusion consistency checking, peer-reviewed source prioritization, and repeated reading of selected articles. Source triangulation was conducted by comparing findings from national and international studies, empirical and conceptual articles, and different educational contexts.

Inclusion-exclusion consistency was maintained by applying the same eligibility criteria throughout the screening process. The credibility of interpretation was strengthened by cross-checking whether each theme was supported by more than one source rather than relying on isolated findings. In addition, the synthesis considered the limitations of each reviewed study to avoid overgeneralization. Since this study used secondary data, ethical considerations were maintained by accurately citing all sources, avoiding plagiarism, and ensuring that the reviewed studies were represented fairly and proportionally.

## RESULT AND DISCUSSION

### Results

Based The systematic search process identified 186 records from academic databases and journal repositories. After removing 44 duplicate records, 142 records were screened based on titles and abstracts. During this stage, 94 records were excluded because they were not directly related to reward, punishment, teacher performance, job satisfaction, loyalty, or educational human resource management. A total of 48 full-text articles were then assessed for eligibility. From these, 34 articles were excluded because they did not meet the inclusion criteria, lacked sufficient methodological clarity, focused on non-educational organizational contexts, or did not provide findings relevant to the research objectives. Finally, 14 studies were included in the qualitative synthesis. This selection process indicates that although reward and punishment have been widely discussed in organizational studies, only a limited number of studies specifically examine their relationship with teacher performance, job satisfaction, and loyalty in educational institutions.

**Table 1.** Summary of the SLR Search and Selection Process

PRISMA Stage	Number of Articles	Description
<b>Records identified from databases and registers</b>	186	Articles were identified through Google Scholar, Crossref, DOAJ, ERIC, Semantic Scholar, and relevant journal repositories.
<b>Duplicate records removed</b>	44	Duplicate articles found across different databases were removed before screening.
<b>Records screened by title and abstract</b>	142	Articles were screened based on relevance to reward, punishment, teacher performance, job satisfaction, loyalty, and educational management.
<b>Records excluded</b>	94	Articles were excluded because they were not directly related to the research focus or educational settings.
<b>Full-text articles assessed for eligibility</b>	48	Articles were read in full to evaluate methodological clarity, contextual relevance, and empirical contribution.

<b>Full-text articles excluded</b>	34	Articles were excluded due to weak relevance, insufficient findings, or focus on non-educational contexts.
<b>Studies included in qualitative synthesis</b>	14	Final studies were synthesized thematically to answer the research objectives.

*Source: Data processing by researchers*

The search and screening results show that the final studies included in this review were selected not merely because they contained similar keywords, but because they provided substantive relevance to the relationship between managerial reward-punishment practices and teacher-related outcomes. Therefore, the synthesis focused on three main outcomes: teacher performance, job satisfaction, and teacher loyalty.

### ***Reward and Teacher Performance***

The reviewed studies consistently show that reward has a positive contribution to teacher performance. Rewards in financial forms, such as incentives, bonuses, allowances, and performance-based compensation, can increase teachers' extrinsic motivation. Meanwhile, non-financial rewards, such as recognition, certificates of appreciation, professional trust, career development opportunities, and public acknowledgment, strengthen teachers' intrinsic motivation and professional identity. This finding supports the view that teachers who feel appreciated tend to demonstrate higher discipline, better instructional preparation, stronger classroom responsibility, and greater commitment to student learning outcomes.

The relationship between reward and performance can be explained through reinforcement theory, which assumes that positively reinforced behavior tends to be repeated. In the educational context, when teachers receive recognition or institutional appreciation for effective teaching practices, they are more likely to maintain or improve those practices. This pattern is also consistent with Herzberg's motivation theory, which emphasizes that achievement, recognition, responsibility, and professional growth are important motivators in the workplace. However, the synthesis also indicates that rewards are effective only when they are perceived as fair, transparent, and based on measurable contributions. Rewards that are distributed subjectively may create jealousy, reduce collegiality, and weaken the motivational function of the reward system.

### ***Reward, Job Satisfaction, and Teacher Loyalty***

The synthesis also reveals that reward contributes to teacher job satisfaction. Teachers who receive appropriate appreciation tend to feel that their work is recognized, their professional role is valued, and their contribution to the institution is meaningful. Non-financial rewards appear particularly important because they touch psychological dimensions of work, such as self-esteem, professional dignity, social recognition, and opportunities for self-development. This means that reward should not be understood only as material compensation, but also as symbolic and professional acknowledgment.

In relation to loyalty, reward plays a strategic role in strengthening teachers' emotional attachment to the institution. Teachers who perceive that their institution provides fair appreciation, career opportunities, and professional development support tend to show stronger organizational commitment. This loyalty is reflected in teachers' willingness to remain in the institution, contribute beyond formal duties, maintain institutional reputation, and support school improvement programs. Therefore, reward functions not only as a short-term motivational instrument but also as a long-term retention strategy in educational human resource management.

### ***Punishment, Discipline, and Teacher Performance***

Unlike reward, the impact of punishment is more situational and conditional. Several reviewed studies show that punishment can improve discipline and short-term compliance when it is implemented fairly, proportionally, and educationally. In this context, punishment may encourage punctuality, attendance, administrative responsibility, and adherence to institutional regulations. However, punishment does not automatically improve performance quality. Its positive effect usually appears when punishment is accompanied by clear rules, constructive feedback, coaching, and opportunities for professional correction.

The synthesis indicates that punishment becomes problematic when it is applied harshly, emotionally, inconsistently, or without transparent procedures. Such punishment may generate fear, stress, resistance, and mistrust toward school management. In the long term, excessive punishment may reduce teachers' job satisfaction and weaken loyalty. Therefore, punishment should be positioned as a corrective mechanism rather than a dominant managerial strategy. It is more appropriate to use punishment as an educative instrument to correct professional misconduct, not as a tool to suppress teachers' autonomy or professional dignity.

### **Profile of the Included Studies**

The final 14 studies included in this systematic literature review were selected because they provided direct or contextual evidence on reward, punishment, teacher performance, job satisfaction, loyalty, motivation, discipline, organizational commitment, or teacher retention in educational settings. The profile of the selected studies is presented in Table 2.

Table 2. Profile of the Included Studies

<b>Author(s) (Year)</b>	<b>Country/ Context</b>	<b>Research Design</b>	<b>Main Focus</b>	<b>Key Findings Relevant to This Review</b>
Aulia et al. (2024)	Indonesia; Yayasan Zaid Bin Tsabit	Quantitative study	Reward, punishment, and teacher work discipline	Reward and punishment were examined as managerial strategies for improving teacher discipline and performance; the study supports the importance of structured and fair managerial control in schools.
Yudha Permana et al. (2025)	Indonesia; public Islamic school context	Quantitative study using questionnaires and multiple linear regression	Reward, punishment, and teacher performance	Reward had a positive and significant effect on teacher performance, while punishment showed no significant effect, indicating that reward may be more effective than punishment in improving teacher performance.
Primandaru & Agusta (2022)	Indonesia; vocational schools in Yogyakarta	Quantitative study	Reward, punishment, motivation, and teacher performance	Reward, punishment, and motivation were found to have positive and significant effects on teacher performance, showing the importance of motivational and corrective

				systems in vocational school management.
Ihya et al., (2020)	Indonesia; madrasah leadership context	Systematic literature review	Reward and punishment by madrasah principals to improve teacher performance	The study reviewed 10 relevant journals from 2019–2024 and concluded that various reward and punishment models can support teacher performance when applied appropriately.
Nurhidayah (2024)	Indonesia; elementary school	School Action Research	Reward, punishment, and teacher attendance discipline	The implementation of reward and punishment improved teacher punctuality and classroom attendance, with delayed attendance decreasing from 47.83% in the first cycle to 0% in the second cycle.
Haya & Wapa (2024)	Indonesia; elementary school teachers	Quasi-experimental study with posttest-only control group design	Reward-punishment-based conflict resolution, teacher performance, and loyalty	Teachers who experienced reward-punishment-based conflict resolution showed higher performance and loyalty scores than those in conventional conflict resolution groups.
Elrayah & Semlali (2023)	Educational sector; international dataset	Quantitative empirical study	Sustainable total reward, performance, satisfaction, and motivation	Sustainable total reward strategies were associated with employee performance, satisfaction, and motivation in educational settings, supporting reward as a long-term HRM strategy.
Hardianto et al., (2025)	Indonesia; primary school teachers	Quantitative explanatory study using SEM	Reward, transformational leadership, motivation, and job satisfaction	Reward, leadership, and motivation directly and indirectly influenced teacher job satisfaction, suggesting that reward works more effectively when combined with supportive leadership.
Hardianto et al., (2025)	Indonesia; teachers in Riau Province	Quantitative study	Reward, commitment, transformational leadership, and teacher job satisfaction	Reward and commitment were linked to transformational leadership and teacher job satisfaction, highlighting the importance of appreciation and organizational commitment in teacher management.
Forson et al. (2021)	Ghana; basic school teachers	Quantitative study	Employee motivation and teacher job performance	The study examined the relationship between job motivation factors and teacher performance, showing that motivation is central to improving teacher work outcomes.

Toropova et al. (2021)	Sweden; mathematics teachers using TIMSS data	Quantitative study using structural equation modelling	Teacher job satisfaction, working conditions, and teacher characteristics	Teacher job satisfaction was closely related to working conditions and was connected to teacher retention, well-being, and school cohesion.
Toala-Mendoza et al. (2025)	Ecuador; basic education and high school teachers	Quantitative study using SEM	Job satisfaction, organizational commitment, and turnover intention	Job satisfaction and organizational commitment were important for reducing turnover intention, indicating that loyalty and retention depend on positive organizational conditions.
Dreer-Göthe (2025)	Germany; schoolteachers	Quantitative survey study	Appreciation, job satisfaction, emotional exhaustion, and quitting intention	Appreciation positively predicted teacher job satisfaction and negatively predicted emotional exhaustion and quitting intention, supporting the value of non-financial rewards.
Murwaningsih (2024)	Indonesia; vocational high school teachers	Quantitative correlational study	Teacher welfare, job satisfaction, self-development, and teacher performance	Teacher welfare influenced continuous self-development and job satisfaction, while job satisfaction and welfare were examined as important factors related to teacher performance.

*Source: Data processing by researchers*

Based on the profile of the included studies, the reviewed literature can be grouped into four dominant thematic clusters: reward and teacher performance, punishment and teacher discipline, job satisfaction and organizational commitment, and teacher loyalty or retention. Most studies used quantitative designs, while a smaller number employed systematic review, school action research, or quasi-experimental approaches. This distribution indicates that the relationship between reward, punishment, and teacher-related outcomes has been examined from diverse methodological perspectives, although empirical studies focusing simultaneously on performance, satisfaction, and loyalty remain limited.

### ***Integrated Thematic Synthesis***

The findings of this review indicate that reward and punishment have different patterns of influence on teacher performance, job satisfaction, and loyalty. Reward tends to produce a more stable and positive effect, while punishment produces a conditional effect depending on fairness, proportionality, transparency, and organizational culture. The integrated findings are presented in Table 3.

**Table 3.** Integrated Synthesis of Reward and Punishment Effects on Teacher Outcomes

<b>Teacher Outcome</b>	<b>Effect of Reward</b>	<b>Effect of Punishment</b>	<b>Synthesis of Findings</b>
Teacher performance	Rewards improve motivation, instructional responsibility, creativity, discipline, and commitment to teaching	Punishment may improve punctuality, attendance, and compliance with school	Reward has a more consistent effect on performance, while punishment is effective only

	quality.	rules in the short term.	when applied fairly and educationally.
Job satisfaction	Financial and non-financial rewards increase teachers' sense of appreciation, professional value, and psychological well-being.	Harsh or unfair punishment may reduce satisfaction, create stress, and weaken trust in school leadership.	Job satisfaction is strengthened by appreciation-based management and weakened by punitive management that lacks transparency.
Teacher loyalty	Rewards strengthen emotional attachment, organizational commitment, retention intention, and willingness to contribute beyond formal duties.	Excessive punishment may increase turnover intention and reduce institutional attachment.	Loyalty is more likely to grow in institutions that prioritize recognition, fairness, and professional development.
Organizational climate	Fair rewards promote collegiality, positive work culture, and institutional trust.	Inconsistent punishment may create fear, conflict, and negative perceptions of management.	A healthy organizational climate requires reward-punishment systems that are transparent, participatory, and procedurally fair.
Long-term impact	Reward supports sustainable motivation, teacher development, and institutional stability.	Punishment is more suitable as a short-term corrective tool than a long-term motivational strategy.	Reward should become the primary strategy, while punishment should remain selective, educative, and proportionate.

*Source: Data processing by researchers*

Table 2 shows that reward has broader and more sustainable implications than punishment. Reward contributes not only to performance improvement but also to psychological satisfaction, loyalty, and institutional stability. Punishment, on the other hand, has a narrower function. It may correct behavior, but it does not necessarily build motivation, satisfaction, or loyalty unless it is implemented within a fair and supportive school culture.

### Discussion

The findings of this systematic literature review indicate that reward has a more consistent and constructive relationship with teacher performance, job satisfaction, and loyalty than punishment. The reviewed literature shows that rewards, both financial and non-financial, can strengthen teacher motivation, professional responsibility, emotional attachment to the institution, and willingness to contribute beyond formal obligations. This finding strengthens the initial argument of this study that reward contributes positively to teacher performance, satisfaction, and institutional loyalty, whereas punishment produces more situational effects depending on fairness, proportionality, transparency, and the organizational culture in which it is applied. In this sense, reward should not be understood merely as an administrative incentive, but as a strategic human resource mechanism that supports teacher recognition, professional dignity, and sustainable performance.

This finding is consistent with Aulia et al.,<sup>22</sup> who found that reward and punishment were related to teacher discipline at Yayasan Zaid Bin Tsabit, with a focus on how managerial strategies shape teachers' work discipline. Their study supports the idea that reward and punishment can be used as institutional mechanisms to regulate

<sup>22</sup>Dina Aulia, Syahrums Agung, and Agung Wibowo, "Pengaruh Reward Dan Punishment Terhadap Kedisiplinan Kinerja Guru Di Yayasan Zaid Bin Tsabit," *Jurnal Pijar Studi Manajemen Dan Bisnis*, no. 4 (2024): 471–77.

teacher behavior, particularly in relation to punctuality, compliance, and work discipline. However, the present review extends Aulia et al.'s finding by showing that the effect of reward is not limited to discipline, but also reaches broader psychological and organizational outcomes such as job satisfaction and loyalty. Thus, while Aulia et al. emphasize discipline as an immediate outcome, this study shows that reward has a wider role in strengthening long-term teacher commitment and institutional attachment.

The results are also in line with Permana et al., who reported that reward had a positive and significant effect on teacher performance, while punishment did not show the same level of significance.<sup>23</sup> This finding is important because it reinforces the argument that reward is generally more effective than punishment in improving teacher performance. In comparison with that study, the present SLR offers a broader synthesis by explaining why reward tends to be more stable in its effect: reward strengthens both extrinsic and intrinsic motivation, while punishment often produces only short-term compliance. Therefore, the present study supports Permana et al.'s empirical finding but further interprets it through the lenses of job satisfaction, loyalty, organizational climate, and sustainable teacher management.

The finding also corresponds with the work of Elrayah & Semlali, who examined sustainable total reward strategies in the educational sector and found that reward systems were associated with employee performance, satisfaction, and motivation.<sup>24</sup> Their study is particularly relevant because it positions reward as part of sustainable human resource management rather than as a temporary incentive. The present review confirms this position by showing that reward contributes not only to immediate teacher performance but also to satisfaction and loyalty. However, this SLR adds a more specific educational management perspective by distinguishing between financial rewards, such as incentives and allowances, and non-financial rewards, such as recognition, professional trust, career development, and appreciation. This distinction is important because non-financial rewards often have a stronger psychological effect on teachers, especially in relation to self-worth, professional identity, and institutional belonging.

The findings further support Hardianto et al., who showed that reward, transformational leadership, and motivation directly and indirectly influence primary school teachers' job satisfaction.<sup>25</sup> Their study indicates that reward becomes more meaningful when it is embedded in supportive leadership practices. The present review confirms this argument by showing that reward is most effective when it is implemented transparently, fairly, and developmentally. In other words, reward cannot stand alone as a mechanical compensation system; it must be supported by leadership credibility, clear performance indicators, open communication, and professional development opportunities. This comparison suggests that the effectiveness of reward depends not only on what teachers receive, but also on how reward is communicated, justified, and connected to teachers' professional growth.

In relation to job satisfaction, the findings are consistent with Toropova, who found that teacher job satisfaction is closely related to working conditions, teacher

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<sup>23</sup>Reihan Yudha Permana, Irawati Irawati, and Rini Setyaningsih, "The Effect of Rewards and Punishments on Teacher Performance," *Journal of Educational Management Research* 4, no. 6 (November 2025): 3007–16, <https://doi.org/10.61987/jemr.v4i6.1308>.

<sup>24</sup>Elrayah and Semlali, "Sustainable Total Reward Strategies for Talented Employees' Sustainable Performance, Satisfaction, and Motivation: Evidence from the Educational Sector."

<sup>25</sup>Hardianto, Hidayat, and Setiawan, "Reward and Commitment toward Transformational Leadership and Teachers' Job Satisfaction."

characteristics, and school-level factors.<sup>26</sup> Their study emphasizes that teacher satisfaction is not determined by a single factor but by the broader organizational environment in which teachers work. The present review supports this view by showing that reward and punishment should be interpreted within the broader context of school climate, leadership fairness, workload, collegial relationships, and institutional trust. Reward may increase satisfaction when teachers perceive it as fair and meaningful, but punishment may reduce satisfaction when it is experienced as subjective, harsh, or non-transparent. Therefore, the findings of this study strengthen the argument that teacher job satisfaction depends on the quality of institutional management, not merely on individual teacher motivation.

The relationship between reward, satisfaction, and loyalty in this study also aligns with Toala-Mendoza et al., who examined teacher job satisfaction, organizational commitment, and turnover intention among teachers in Ecuador.<sup>27</sup> Their study found that job satisfaction and organizational commitment are important variables for understanding teacher retention. This is relevant to the present review because loyalty is closely connected to teachers' willingness to remain in an institution and contribute to its long-term development. The present study adds that reward may function as a preventive mechanism against turnover intention because teachers who feel valued, recognized, and supported are more likely to develop emotional attachment to their institution. Conversely, excessive or unfair punishment may weaken loyalty by increasing distrust, emotional distance, and intention to leave.

The results also resonate with Dreer-Göthe, who found that appreciation positively predicts teachers' job satisfaction and negatively predicts emotional exhaustion and quitting intentions.<sup>28</sup> This comparison is important because it strengthens the argument that non-financial reward, especially appreciation, is not a superficial symbolic practice but a meaningful psychological resource for teachers. The present review supports this finding by showing that recognition, professional respect, and career development opportunities often have deeper effects than purely material incentives. Therefore, schools and madrasahs need to develop appreciation-based management systems that recognize teacher achievement, innovation, dedication, and contribution to school improvement. Such systems may reduce emotional fatigue and strengthen teachers' affective commitment to the institution.

In contrast, the findings regarding punishment are more complex and should be interpreted carefully. Dreer-Göthe explain that reward and punishment may both motivate or demotivate behavior depending on their mechanism, context, and perceived fairness.<sup>29</sup> This view supports the present study's finding that punishment is not inherently negative, but its effectiveness is highly conditional. Punishment may improve discipline when it is proportional, educative, and based on clear procedures. However, punishment may become counterproductive when it is used excessively, emotionally, or without constructive feedback. In educational institutions, punishment should therefore

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<sup>26</sup>Anna Toropova, Eva Myrberg, and Stefan Johansson, "Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics," *Educational Review* 73, no. 1 (January 2021): 71–97, <https://doi.org/10.1080/00131911.2019.1705247>.

<sup>27</sup>Toala-Mendoza et al., "Teacher Commitment and Job Satisfaction: Implications for Education Policy in Manabí, Ecuador."

<sup>28</sup>Dreer-Göthe, "How Appreciation Predicts Teachers' Job Satisfaction, Emotional Exhaustion, and Quitting Intentions."

<sup>29</sup>Dreer-Göthe.

be positioned as a corrective and developmental instrument rather than as a punitive mechanism that creates fear-based compliance.

The novelty of this study lies in its integrative synthesis of reward and punishment across three teacher-related outcomes: performance, job satisfaction, and loyalty. Previous studies often examined reward and punishment mainly in relation to discipline or performance, while this study places performance within a broader psychological and organizational framework. The main contribution of this review is the argument that reward has a cumulative effect: it improves teacher performance through motivation, strengthens job satisfaction through recognition, and enhances loyalty through emotional attachment and institutional trust. Punishment, on the other hand, has a limited and conditional function: it may correct behavior in the short term, but it does not automatically build satisfaction or loyalty unless it is applied fairly, proportionally, and educatively.

The practical implication of this study is that school principals, madrasah heads, and educational managers should prioritize reward-based management as the main strategy for improving teacher quality. Reward systems should be designed transparently, based on measurable performance indicators, and balanced between financial and non-financial forms. Non-financial rewards may include professional recognition, public appreciation, opportunities for training, career development, mentoring roles, academic trust, and involvement in institutional decision-making. At the same time, punishment should not be eliminated completely, but it must be used selectively as a corrective mechanism with clear rules, proportional consequences, and coaching-based follow-up. This means that educational institutions need to move from a control-oriented management model toward a humanistic, appreciative, and development-oriented model of teacher performance management.

The theoretical implication of this study is that reward and punishment should not be interpreted only through behaviorist reinforcement theory, but also through motivational, psychological, and organizational perspectives. Reward is effective not merely because it reinforces behavior, but because it communicates institutional appreciation and strengthens teachers' sense of competence, belonging, and professional value. Punishment, meanwhile, should be understood through the lens of procedural justice because teachers' responses to punishment depend strongly on whether they perceive the process as fair, objective, and developmental. Thus, this study contributes to educational management literature by integrating behavioral, motivational, and organizational justice perspectives in explaining teacher performance, job satisfaction, and loyalty.

Nevertheless, this study has several limitations. First, the review is based on secondary data, so the conclusions depend on the quality, scope, and methodological strength of the studies included in the synthesis. Second, the final number of articles included in the review was limited to 14 studies, which means that the findings should be interpreted as an integrative qualitative synthesis rather than as a statistically generalizable conclusion. Third, the reviewed studies used different research designs, educational contexts, instruments, and outcome measurements, making direct comparison across studies limited. Fourth, this review did not conduct a meta-analysis, so it cannot estimate the statistical effect size of reward and punishment on teacher performance, job satisfaction, or loyalty. Fifth, some studies were context-specific, particularly in Indonesian educational institutions, so future research should include

broader cross-cultural comparisons involving public and private schools, urban and rural institutions, and different levels of education.

Overall, the discussion confirms that reward is more consistently associated with positive teacher outcomes than punishment. Reward strengthens performance, satisfaction, and loyalty when implemented fairly, transparently, and developmentally. Punishment may still be useful, but only as a limited corrective instrument that supports discipline without damaging teacher dignity, motivation, and institutional trust. Therefore, the most effective strategy for educational institutions is not the dominance of punishment-based control, but the development of a balanced performance management system that prioritizes appreciation, fairness, professional growth, and sustainable teacher commitment.

## CONCLUSION

This systematic literature review concludes that reward and punishment play different roles in shaping teacher performance, job satisfaction, and loyalty. Reward shows a more consistent and sustainable positive effect because it strengthens teachers' motivation, professional recognition, job satisfaction, organizational commitment, and willingness to contribute to institutional development. Financial rewards, such as incentives and allowances, can enhance extrinsic motivation, while non-financial rewards, including appreciation, professional recognition, career development opportunities, and institutional trust, are particularly important in strengthening teachers' intrinsic motivation and emotional attachment to the school.

In contrast, punishment has a more conditional effect; it may improve discipline and short-term compliance when applied fairly, proportionally, transparently, and educatively, but it may reduce motivation, satisfaction, and loyalty when implemented harshly, inconsistently, or without constructive feedback. Therefore, the most effective teacher management strategy is not the dominant use of punishment, but a balanced and humanistic performance management system that prioritizes reward, fairness, professional development, and corrective guidance.

The novelty of this study lies in its integrative synthesis of reward and punishment across three interconnected teacher outcomes (performance, job satisfaction, and loyalty) rather than examining them separately. These findings imply that school principals, madrasah leaders, and educational policymakers should design transparent reward systems and use punishment only as a selective corrective mechanism to maintain discipline without undermining teacher dignity and institutional trust. However, because this review is based on qualitative synthesis rather than meta-analysis, future studies should employ empirical, longitudinal, and cross-contextual designs to measure the long-term effects of reward and punishment on teacher performance, satisfaction, loyalty, and retention across different educational settings.

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