

## **Teachers' Perception regarding Effect of Reward System on Teachers' Performance at Elementary Level**

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### **Abstract**

The study investigated teachers' perception regarding the effect of reward system on teachers' performance at elementary level. This study was based on the Expectancy motivation theory. This theory is important in understanding that employees' performance. A descriptive research design was adopted in this study. Self rated questionnaire was used to examine the effect of reward system on teachers' performance. Data was collected through self rating Likert type scale. Total 200 teachers were selected as a sample from 20 elementary schools (i.e. 10 private schools and 10 public schools) in Lahore. The results of this study showed that reward system make a significant impact on performance of teachers at elementary level. The study made a significant contribution in revealing the relationships between reward system and teacher's performance at elementary level.

**Keywords:** Reward system, teachers' motivation, performance, elementary level, expectancy motivation theory

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## **Introduction**

Teachers are the most important part of whole education system. Effective teaching and learning activity is impossible to take place if teachers themselves are not motivated. This study investigates the effectiveness of reward system on the performance of teachers at elementary level. Rewards are essential in order to motivate teachers and to make their performance effective. The theoretical foundation of this study was based on expectancy theory of motivation. It is stated that employees' performance is an outcome of their expectation (Vroom, 1964).

The reward that employees most noticeably receive from their organization is pay, allowances and promotions etc. These rewards are used to encourage the employees to perform their tasks at full potential. Therefore, an Organization has to be informed about what motivates people to perform in order to develop their employees' excellence (Lynch, 2000). It is not stress-free however to recognize all the things that inspire people in life or at job. Zingheim & Schuster (2000) define reward as an incentive that encourages an employee and motivates them to play an active role at their workplace. This definition shows a direct relation between reward and effective performance.

Keeping in view the above description of reward system it is essential to understand affect of rewards on teachers' performance. The exploration of topic would make a significant contribution to reveal the relationships between reward system and teachers' performance in the education sector.

### **Following objectives were established for the Study:**

- To determine teachers' perceptions regarding the effect of reward system on their performance at elementary level.
- To determine the relationship between rewards system and teachers' performance.

## **Literature Review**

Rewards are the powerful modes for encouraging employees' for good performance. Armstrong (2006) said that pay, recognition, promotion and quality of working life, and the influence of the group with whom employees are being identified is related to perception and attitude relevant to all the above mention variables. Research shows a strong relationship between people beliefs, perceptions, feelings and their behaviors towards policies and procedures of an organizational management Employees as human being and the active part of a society have certain needs at different levels and these needs must be fulfilled so they feel motivated to work hard.

Researchers widely discuss that system of rewards, appreciation and professional growth as a most important critical task of administration. Every individual wants professional growth and personal gains in terms of money and social recognition so researchers consider it low cost but very important to establish rewards system in an organization to create an effective work environment for employees. Recognition is named as the most important reward by many researchers. As Ramkrishna (2002) points out that recognition can lead an outstanding performance and can be helpful to gain workers loyalty towards their organization. He also claims that most successful organization focuses on recognition as the most powerful motivator. He further urges that lack of recognition can lead to a major failure in an organization.

Planned system of rewards and wise distribution is very significant in this regard. Administrators must be able to know the results and gains of reward system. The purpose of every reward and incentive must be clear. Rewards should be given promptly and in timely manners. Employees must be given the chance to select the reward for them. Most importantly worth and value must be attached with rewards.

Onyeachu, (1996) rightly explains different performance indicators in educational settings, for example he says that teachers' performance can be measured in terms of mastery in content, delivery of material, lesson planning and certain personal and professional traits.

A number of researches were conducted to investigate teachers' performance in the fields of learning outcomes, students' opinion regarding teachers' effectiveness, teachers' role in school effectiveness and teachers' performance in several subjects like Math or English.

Adediwura & Tayo, 2007; Adu & Olatundun, 2007; Lockhead & d Komenan, 1988; Schacter & Thum, 2004; Starr, 2002). Research evidence strengthens the opinion that teachers' effective performance is the most powerful factor for students' academic achievement. Therefore it can be said that high academic achievers can be considered the product of high performance of the teachers.

Ofoegbu (2004) conducted study in Uganda and concluded that students' poor academic performance is the result of poor teacher performance. Teachers' poor performance was attached with negative attitude towards teaching, poor teaching habits, aimless teaching tasks and this was actually the result of teachers' lack of motivation. Another study conducted in Uganda (Oredein, 2000) also says that poor working conditions, resource in availability, weak infrastructure and learning materials also lead to demonization and as a result towards poor performance.

This type of conditions will be automatically an indicator to poor performance which will be negative impact on overall quality of education. Teachers' attitude towards their own professional development and their performance as a teacher will be influenced by these negative factors. Starr, (2002) expresses in his research that previous instructional quality was also found to influence students' examination score either positively or negatively. Quality Education can't only be determined by students' marks and grades. Because education is the multidimensional development of the whole personality and grades are only one aspect.

Another study conducted by Joshua et al (2006) in Nigerian perspective also aligned with the above mentioned study and it asserts that teachers must not be only evaluated in terms of grades and marks. It also indicates that teachers with low motivation do not work for students' multidimensional personality development.

It is noted that recognition and rewards for good performance fulfill dual purpose. It not only motivates high performance workers but also attracts other employees who are not duly recognized and rewarded. This means that reward is directly connected to employees' inspiration. In this respect, when there is a variation in the rewarding offer, the job inspiration of employees' will modified too. So it can be said that when the rewards will be upgraded, the employees' motivation will also be improved. Certainly, to reward employees' performance is an effective way of encouraging him or her, as reward causes pleasure for the employees and it directly affects the employees' performance.

Furthermore, Naveda Shakir (2013) made a research on the impact of reward on the performance of teachers at secondary level and she concludes that most of the principals of the schools are not captivating interest in the professional growth of the teachers. This thing decreases the motivation level of the teachers. Teachers are satisfied with the extrinsic rewards provided from the organization like: pay, bonuses, allowances, but commonly they do not get intrinsic reward from the organization.

## **Methodology**

The purpose of this study was to assess the effect of reward system on teachers' performance. The data was collected through self rating liker type scale to determine the effect of reward system on the performance of teachers at elementary level. The study was descriptive in nature.

### **Population**

Teachers teaching at elementary schools situated in Lahore city were the population of the present study.

### **Target population**

Twenty elementary schools from two selected towns were the target population of the study.

### **Sampling and sampling technique**

Convenient sampling technique was used to select the sample. 200 respondents were selected from the above mentioned schools.

### **Research Tool**

Questionnaire was developed by the researchers themselves. The first section of questionnaire was regarding the general information of respondents as the questions were asked about gender, age, qualification, experience, and type of school. Section two explored information regarding motivation and rewards system.

### **Reliability**

To test the reliability of survey questionnaire Cronbach's alpha was calculated. The accepted value of reliability coefficient is at least 0.70 or above (Gay, 1992).

From Table 1, it can be inferred that Cronbach's alpha value is 0.94 which refers to high reliability.

**Table 1**

*Cronbach's alpha values*

Construct elements	Items	Cronbach's alpha values
Overall questionnaire	35	.942

### **Data Analysis Techniques**

Data was analyzed by using SPSS. Frequencies, Independent sample *t*-test, one way ANOVA and Pearson *r* was applied to get desired results.

## Results

In this section of the article results of the statistical analysis are presented and discussed

**Table 2**  
*Demographic information of respondents*

	Demographics	Frequency	Percentage
Gender	Male	74	37
	Female	126	63
Qualification	Matric	2	1
	Inter	4	2
	Bachelors	54	27
	Masters	118	59
	Above	22	11
Experience	0	5	2.5
	1-10 years	146	73
	10-20 years	20	10
	20-30 years	19	9.5
	30-40 years	10	5
Age	20-30	119	59
	30-40	37	18.5
	40-50	27	13.5
	50-60	17	8.5
School Type	Public	99	49.5
	Private	101	50.5

Based on the response, it can be deduced that out of the respondents, 37.0 percent were Male teachers and 63.0 percent were Female teachers. The table also reveals that out of 200 respondents 1.0 percent were having matriculation degree, 2.0 percents' qualification was Intermediate, 27.0 percent were Bachelors, 59.0 percent were Masters and 11.0 percent were MS or else. The analysis revealed that from selected sample 49.5 percent schools were Public and 50.5 percent schools were Private. The analysis shows that majority of the respondents were between age 20 to 30 years. It can be deduced from the table that out of 200 respondents 59.0 percent respondents were between age 20 to 30 years, 18.5 percent respondents were between 30 to 40 years, 13.5 percent respondents were between 40 to 50 years, 8.5 percent respondents were between 50 to 60 years.

In the terms of experience the analysis indicates that majority of the respondents had spent more than 1 to 10 years in their current working schools.

**Table 3***Gender (Male/Female)*

	<i>N</i>	Mean	Std. Deviation	<i>t</i>	<i>Sig.</i>	<i>df</i>
Male	74	83.16	25.230	1.539	.072	198
Female	126	77.97	21.667	1.479		135.128

Table 3 shows that independent sample *t*-test was applied to compare mean score on the scale. The table depicts the mean score (83.16, 77.97) and *t* value (.0754\*). So, it can be concluded that male and female respondents were not significantly different ( $p < 0.05$ ).

**Table 4***School Type (Private/Public)*

	<i>N</i>	Mean	Std. Deviation	<i>t</i>	<i>Sig.</i>	<i>df</i>
Public	99	78.28	22.858	-.973	.905	198
Private	101	81.47	23.388	-.973		197.998

The table presents that there was no significant difference in the opinion on the basis of school type ( $p = 0.05$ ).

### One Way ANOVA

A one-way analysis of variance was conducted to explore the impact of qualification, experience and age on teachers' opinion regarding effect of reward system on teachers' performance.

**Table 5***Qualification*

		Sum of Squares	<i>df</i>	<i>f</i>	<i>Sig.</i>
Qualification	Between Groups	6753.412	4	3.304	.012
	Within Groups	99654.168	195		
Total		106407.580	199		

Table indicates that *F* value (3.304) for all respondents was not significant at  $p < 0.01$ . It is apparent from the table above that respondents with different academic groups were not significantly different as indicated by questionnaire.

**Table 6**  
*Experience*

		Sum of Squares	<i>df</i>	<i>f</i>	<i>Sig.</i>
Experience	Between Groups	2990.811	4	1.410	.232
	Within Groups	103416.769	195		
Total		106407.580	199		

The table above shows the significance level of this ANOVA test is 1.410 ( $p = .232$ ), which is greater than 0.01 so it can be deduced that there is no statistically significant difference in the opinion of respondents having different level of experience.

**Table 7**  
*Age*

		Sum of Squares	<i>df</i>	<i>F</i>	<i>Sig.</i>
Age	Between Groups	517.439	3	.319	.811
	Within Groups	105890.141	196		
Total		106407.580	199		

Table shows the fact that *f* value (.319) for all respondents on scale was not significant at  $p < 0.01$  means that respondents from different age groups were not significantly different.

## Correlation

The table 8 below shows the correlation of performance and extrinsic reward.

*Correlation of Performance and Extrinsic reward*

Variable	Mean	Std. Deviation	N	<i>Sig.</i>	<i>r</i>
Performance	20.61	7.165	200	.000	.611***
Extrinsic	10.16	3.307	200		

\*\*. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation analysis was computed to assess the relationship between the teachers' performance and rewards. There was a positive correlation between the two variables,  $r = 0.611$ ,  $n = 200$ ,  $p = 0.000$ . Overall, there was a strong positive correlation between extrinsic rewards and teachers' performance.



## Discussion and Conclusion

The results of this study verified the effect of Reward System on teachers' performance and confirmed the positive relationship between these two variables. The results of this study showed that correlation between independent variable (reward system) and dependent variable (teachers' performance) was strong, so it can be inferred that there was a significant positive and direct association between Reward System and Teachers' Performance. Hence rewards are very important in motivating teachers and improving their performances. The results of the study are in line with Houston (2013) who says that Monetary rewards based on teachers' performance improves teacher attendance and retention and students' test scores.

Vroom (1964) additionally believed that increased effort can cause increased performance. The expected outcome depends upon whether the person has the correct resources to get the duty done. That support could come from the boss, or simply being given the correct information and support at the right time and place. Rewards are positive consequences that are received as a result of a teacher's performance. These rewards are associated with school goals. So, the reward system of a school should be fair in order to develop an effective environment.

Tomlinson (2000) argues that performance-based pay is about motivating people, and developing performance-oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Odden, 2000a). These rewards can include, for example, satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, 2000; Odden 2000b). As Odden and Kelley (2002; Kelley, 1999) argue school-based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating student achievement.

When it comes to run an effective school, one must consider that happy employees are the best employees. Therefore, the rewards should be given to teachers. Importantly, the schools' reward system increases the level of competition among teachers in their schools. It can boost their performance level to achieve teaching-learning goals.

In another study it is argued that teachers are not motivated by money (Firestone Pennell, 1993), financial reward must have some influence on career choices for at least some teachers (Richardson, 1999). Some point out that past research suggests money has an influence on teachers' motivation (Refer to Annex 3), and others argue money is one motivator among many (Odden & Kelley, 2002).

Hence, it is argued a performance-based policy which involves a monetary component would attract teaching talent by providing rewards that motivate a large range of people. A further benefit may occur through a rise in the socio-economic status of teachers, which should also attract and motivate talent (Solomon & Podgursky, 2001).

However, for this to be feasible, more revenue would be required for teacher salaries.

Rewards are very important to motivate teachers and improve their performance. Consequently, the tools for attracting workers, attaining good standards should be available in schools. Intrinsic motivation is the form that arises within the individual's own feelings for example a feeling of being honored. So, Teachers' effort to create learning environment should be rewarded in school. Organizations worldwide have implemented a variety of performance pay models in an effort to tap into this potentially powerful motivational tool. An organizations' reward system should also commensurate with the effort that each individual staff offers It can also be concluded that performance-based rewards affect the performance of teachers in different ways and it was realized that performance based rewards motivates teachers and increases their performance, improve teachers' productivity and efficiency.

### **Recommendations**

The following recommendations can be made on the basis of major findings:

1. This study was delimited to Lahore district. Further research which includes other areas of province or country would enhance generalizations to be made regarding attitudes and perceptions about performance and motivation.
2. Rewards system must be regularized in the light of research studies conducted in this field.
3. Extrinsic and intrinsic motivation should be used wisely, on the right time and in the right manner.

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