

**RELATIONSHIP BETWEEN REWARDS AND INCENTIVES AS A
HEAD TEACHERS' MOTIVATIONAL TECHNIQUE AND
TEACHERS' ACADEMIC PERFORMANCE AT
SECONDARY SCHOOL LEVEL IN
DISTRICT TOBA TEK SINGH**

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ABSTRACT

Rewards and Incentives play a vital role for the achievement of educational aims and goals. The aim of this study was to find out the rewards and incentives as a head teachers' motivational technique and the teachers' academic performance at Secondary School level in district Toba Tek Singh. The target population for this study was teachers and students of Boys public secondary schools in the District Toba Tek Singh. By using multistage random sampling method, the sample size of the study there were 120 secondary school teachers and 300 students of 9th class. Descriptive survey design was used for this study. Two questionnaires were prepared, one questionnaire for the teachers and other for the students. Data was collected personally through these questionnaires. To analyze data Mean, Standard Deviation and Pearson Correlation were applied. The study revealed that there is a significant relationship between Rewards and Incentives as a head teachers' motivational technique and teachers' academic performance in their teaching methodology and styles, use of teaching material and ICT and provision of class room discipline and management.

Keywords: Reward, Incentive, Motivational technique, academic performance

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INTRODUCTION

Motivation is very important for the teachers because this is helpful for the achievement of targets in a proficient way. Motivation of the teachers is very vital because it's made improvement in knowledge and skills of teachers that influence the achievement of the students directly. The schools where teachers are less motivated then they will be less competent that will influence the students and system of education directly (Mustafa and Othman, 2010).

Malhotra et al. (2007) defined that mostly institutions or organizations consider rewards as a source of motivation among employees. Rewards play a vital role in building and maintaining the commitment among employees that ensures a high standard of performance and workforce stability. According to Raju and Parthasarathy (2000) Incentive or arrears can instigate the teacher. This can be money or something else. The money can be an effective for those who are working at lower level. Non-monetary advantages become more important than financial for those who get higher level in ranks. A competent salary with other incentives could be very good financial firings. Non-financial incentives can be promotion, recognition, appreciation, etc. These incentives can enhance their interest, trust, courage and self-respect.

According to the Marler (2000) when workers work as a team, the head should act as a coach. They should be rewarded for a good job done. These rewards and incentives will improve their morale. The reward and incentive system will better their morale and will also make them more satisfied as a whole. Hammer (2000) prefers that an individual will be motivated for doing something if he has the mental ability and skills to attain it. He further says that trainee employees perform better as compared to others.

According to Van Wart (2008) motivation is a very successful strategy in the form of rewards and incentives. This involves increase in pay, promotion and

increased discretion etc. According to his point of view reward does not necessarily have to be financial one. Van Wart (2008) further described that recognition is very important as a motivational strategy. It is an intangible incentives that show gratitude and offer praise. But it has not been used by the managers or heads properly in most of the institutions up till now. Furthermore, he stated that recognition has an optimistic meaning and it acknowledges good action and behaviour. Musila (2010) founded that mostly teachers felt motivated when they get recognition from their head.

Torrington *et al.* (2011) described that award plays key role in making relation powerful among head of the institution and teacher which is finally the important source of galvanization. Rewards produce sense of contest among the teachers to speed up or increase their struggle for seeking objectives formulated by school. Mostly teachers do job to assist and stabilize their families with their earning. So how and how much salary they are given matters a lot.

Re'em (2011) stated that, trainings are most important for the organization to motivate the workers because it prevents the workers from failing. Trainings are also helpful to polish their skills. However, head of the organization should provide the chance of training to the workers to do their work with competence and mastery.

As per study of Mahazril et al. (2012) it is said that there is a lack of appreciation in educational institution. So it is duty of head of the institutions that they should appreciate their teachers from time to time. They may be appreciated in the form of payment or other benefits that will be helpful for the motivation of the teachers.

Koch and Nafziger (2012) specified that promotions are enviable for most of the teachers, only because they work harder to compensate for their “incompetence.” As a result, promotion in a regular interval of time has a

positive approach behind and they are generally given to satisfy the psychological requirements of teachers in the institutions.

Aguinis *et al.* (2013) described that monetary rewards play an important role for motivation of teachers. The performance of the teachers can be enhanced through monetary rewards.

Beretti *et al.* (2013) stated that monetary incentives used to develop a positive environment and maintain an interest of teachers regarding their work. It encourages the teachers to perform better. Monetary incentives motivate teachers and increase their commitment for work in their institutions and create satisfaction among them. As per Yamamoto (2013) when teachers consider that they can get the rewards on good performance and they have a job security then they will be satisfied and their performance will be at high level.

The head teacher is the administrator of a school. So he wants to put in place the suitable motivational techniques or practices such as recognition of staff, appreciation, in time recommendations for promotion, trainings, workshops and others, sometimes monetary incentives, shared leadership strategies, staff development, proper training of newly recruited & old teachers and supportive teachers assessment. These motivational techniques or practices enable the head teacher to attain the purposeful performance from teachers (Akyeampong, 2007).

Purpose of the Study

The purpose of the study was to examine the head teachers' motivational techniques as rewards and incentives to motivate teachers as perceived by their teachers. To analyze the views of students about their teachers' academic performance at public secondary school level and to find out the relationship between head teachers' motivational technique as rewards and incentives on the teachers' performance at public secondary level.

Objectives of the Study

1. To examine the head teachers' motivational technique as rewards and incentives to motivate teachers as perceived by their teachers at public secondary school level.
2. To analyze the views of students about their teachers' academic performance at public secondary school level.
3. To find out the Relationship between head teachers' motivational technique as rewards and incentives on their teachers' academic performance at public secondary school level.

Research questions

1. What kind of motivational techniques are used by the head teachers' as rewards and incentives to motivate teachers as perceived by their teachers at public secondary school level?
2. What are the students' views about the academic performance of teachers about teaching methodology and style, use of teaching material and ICT and provision of class room discipline at public secondary school level?
3. Is there significant relationship between head teachers' motivational technique as rewards and incentives on their teachers' academic performance at public secondary school level.

RESEARCH METHODOLOGY

Population of the Study

The population for this study was the teachers and students of 85 boys' public secondary schools in district Toba Tek Singh.

Sample of the Study

Using multistage random sampling method the sample size of the study was 120 secondary school teachers and 300 students of 9th class out of 30 boys public secondary schools.

Data Collection Instruments

The questionnaires were personally administered by the researcher on sampled teachers and students for collection of data.

Data Analysis Techniques

The data was analyzed through Statistical Package for Social Sciences (SPSS) version 23. To analyze data Mean, Standard Deviation and Pearson Correlation was applied.

RESULTS

Table 1: Rewards and Incentives

S#	Statements	M	SD
1	Extra benefits on good performance are offered to me.	1.94	0.97
2	My head gives satisfactory encouragement on good results.	2.11	1.08
3	My head made in time recommendations for my promotion.	2.47	1.08
4	My head recognized my efforts and achievements.	2.52	1.00
5	Certificates on good performance are awarded to me.	2.59	1.11
6	I am provided opportunities for participation in training and workshops.	2.65	1.09
7	My head submitted my medical reimbursement claims timely for sanction.	3.40	0.94
Overall		2.53	0.47

Table 1 shows that respondents are “Agree” about the statements “My head submitted my medical reimbursement claims timely for sanction”. However, they

are “Disagree” with the rest of all statements “Extra benefits on good performance are offered to me”, “My head made in time recommendations for my promotion”, “My head recognized my efforts and achievements” “Certificates on good performance are awarded to me”, “I am provided opportunities for participation in training and workshops”, with M=1.94, 2.11,2.47, 2.52, 2.59, 2.65 and SD= 0.97,1.08, 1.08, 1.00, 1.11, 1.09 respectively. Therefore, respondents are overall “Disagree” with the “Rewards and Incentives” with M= 2.53 and SD=0.47.

Table 2: Teachers’ performance in teaching methodology and style

S.N	Statements	M	SD
8	Question and answers techniques are used during teaching.	3.02	1.18
9	Teachers use multiple ways for the solution of problems.	3.13	1.02
10	Teachers use the strategies that make the subject more meaningful.	3.21	1.05
11	Teachers teach as a facilitator.	3.80	1.13
12	Teachers are confident in teaching.	3.92	1.05
13	Verbal and nonverbal communication is used for teaching.	3.97	0.96
Overall		3.51	0.44

Table 2 shows that respondents are “Undecided” about the statements “Question and answers techniques are used during teaching”, “Teachers use multiple ways for the solution of problems”, “ Teachers use the strategies that make the subject more meaningful” with M=3.02, 3.13, 3.21 and SD=1.18, 1.02 1.05 respectively. However, they are “Agree” with the statements “Teachers teach as a facilitator”, “Teachers are confident in teaching”, “Verbal and nonverbal communication is used for teaching” with M= 3.80, 3.92, 3.97, and SD= 1.13, 1.05, 0.96 respectively. Therefore, respondents are overall “Undecided” with the “Teachers’ performance in teaching style and methodology” with M=3.51 and SD=0.44.

Table 3: Use of Teaching Materials and ICT

S.N	Statements	M	SD
14	Pictures are present for clarification of concepts.	2.09	0.89
15	Videos are present in class to clarify the ideas.	2.14	0.85
16	Models, charts and maps are used during teaching.	2.19	0.99
17	Projector is used for teaching.	2.25	0.98
18	Computer is used in teaching.	2.28	0.98
19	Mobile Phone is used to make teaching more effective.	2.42	1.16
Overall		2.23	0.46

Table 3 shows that respondents are “disagree” with all the statements “Pictures are present for clarification of concepts”, “Videos are present in class to clarify the ideas”, “Models, charts and maps are used during teaching”, “Projector is used for teaching” ,” Computer is used in teaching” , “Mobile Phone is used to make teaching more effective” with M=2.09, 2.14, 2.19, 2.25, 2.28, 2.42 and SD= 0.89, 0.85,0.99, 0.98, 0.98, 1.16 respectively. Therefore, respondents are overall “disagree” with the “Use of Teaching Material and ICT” with M= 2.23 and SD=0.46.

Table 4: Classroom Discipline/Management

S.N	Statements	M	SD
20	Suitable classroom environment is provided.	2.71	1.07
21	Classroom discipline is good.	2.77	1.16
22	Teachers are good managers.	2.96	1.18
23	Proper sitting arrangements are available in class.	3.66	1.07
24	Teachers manage the class in good way.	4.04	0.93
25	Teachers clarify the rules for classroom discipline.	4.08	0.88
Overall		3.37	0.56

Table 4 shows that respondents are “Agree” about the statement “Proper sitting arrangements are available in class”, “Teachers manage the class in good way”, “Teachers clarify the rules for classroom discipline” with M=3.66, 4.04, 4.08 and SD=1.07, 0.93, 0.88 respectively. However, they are “Disagree” with the

statements “Suitable classroom environment is provided”, “Classroom discipline is good”, “Teachers are good managers”, with M= 2.71, 2.77, 2.96 and SD= 1.07, 1.16, 1.18, respectively. Therefore, respondents are overall “Undecided” with the “Class Room Discipline/Management” with M=3.37 and SD=0.56.

Table 5: Relationship between rewards and incentives as a motivational technique and teachers’ academic performance.

Motivational technique	Teachers performance	R	P
Rewards and Incentives	Teachers performance in teaching methodology and styles	.241	.000
	Teachers performance in Teaching material and ICT	.178	.005
	Teachers performance in provision of learning environment.	.164	.021

Table 5 shows there is a significant relationship between rewards and incentives as a motivational technique and teachers’ performance in “Teachers performance in teaching methodology and styles”, “Teachers performance in class room and discipline”, “Teachers performance in provision of learning environment” with r= .241, .178, .164 and p= .000, .005, .021, at 0.05 level of significance.

DISCUSSION

Motivation is very important to enhance the academic performance of the teachers and also for quality of education. Motivation is very necessary to achieve the institutional aims and goals. Motivation comes through motivational techniques. It may be in many forms i.e. rewards, incentives, appreciation or penalties. The head teachers’ can motivate the teachers by providing them extra benefits other than their salary, by providing them satisfactory encouragement for their good results, by making recommendations for their in-time promotion, by awarding certificates on good performance and also providing them opportunities

for participating in trainings and workshops. Rewards and incentives as a motivational technique increase the teacher's academic performance in their teaching methodology and styles, use of teaching material and ICT and provision of class room discipline and management.

CONCLUSIONS

The study revealed that Rewards and Incentives were not offered to the teachers at public secondary school i.e. opportunities for participation in training and workshops, recognition of efforts and achievements of teachers, Certificates on good performance, Extra benefits on good performance, satisfactory encouragement on good results were not offered to the teachers. The study also revealed that there is a significant relationship between Rewards and Incentives as a head teachers' motivational technique and teachers academic performance in their teaching methodology and styles, use of teaching material and ICT and provision of class room discipline and management.

RECOMMENDATIONS

The study revealed that there is a significant relationship between Rewards and Incentives as a head teachers' motivational technique and teacher's academic performance in their teaching methodology and styles, use of teaching material and ICT and provision of class room discipline and management. The study also showed that rewards and Incentives were not offered to the teachers that are very important for the motivation of teachers. Therefore, provision of rewards and Incentives i.e. opportunities for participation in training and workshops, recognition of efforts and achievements of teachers, Certificates on good performance, Extra benefits on good performance, satisfactory encouragement on good results are very necessary for motivation of teachers and improve their performance. So the rewards and incentives must be offered to the teachers at public secondary schools for their motivation and to achieve the academic aims and goals.

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