

A STUDY ON REWARDS AND RECOGNITION SYSTEM AND THEIR IMPACTS ON TEACHERS WORKING LEVEL IN INTERNATIONAL SCHOOL IN TAMILNADU

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ABSTRACT

Rewards and recognition system have a strong positive influence on teachers and their work. Teachers report that it increases their job satisfaction and, to some degree, their job security, and it significantly increases their development as teachers. Academic performance is very important in the schools as it is the core matter and backbone of the school activities. Good Academic performance enables a school to achieve its goals and objectives. School performance entails the achievement of the set goals and objectives with reference to the guiding principles. The long-term success of an organization mainly depends on its human resource. At the same time, employees expect that their efforts will be recognized and appreciated thus rewarded in a meaningful way e.g. fair treatment, enriched job responsibilities, management support, appropriate working conditions, intrinsic and extrinsic rewards etc. This study is conducted on an international school and it covers the influence of reward systems on employees output. The objectives are to establish the extent to which the system of rewards, recognition, promotion and appreciation influence the employee output. The study will benefit primary schools by providing in-depth information on the influence of reward systems on employees output.

Keyword - Teachers, Rewards, Recognition, and School

1. INTRODUCTION

Globally, rewards and recognition programs create motivating environments especially where jobs provide intrinsic- rewards. The notion of rewarding employees for “a job well done” has existed since the 19th century when piece-work systems were first implemented. In today’s, world is that people influence important aspects of organizational performance in a multitude of ways. On the same note, the teachers also have a greater influence on the learning of the pupils. Internationally academic performance is by a great extend measured in terms of student labor force integration. In this case the number of pupils from a particular school or academic institution being incorporated in the work force of the nation determines the performance of the academic institution. The international institutions for instance in India have adopted varying systems of teacher reward for instance the performance based reward systems have been adopted in some institutions.

The long-term success of an organization mainly depends on its human resource. They perform according to assigned responsibilities in order to achieve organizational goals and objectives. Their supervisors expect that the

employees would meet the management expectations on time by conforming to the organizational policies, rules, and regulations. At the same time, employees expect that their efforts will be recognized and appreciated thus rewarded in a meaningful way e.g. fair treatment, enriched job responsibilities, management support, appropriate working conditions, intrinsic and extrinsic rewards etc.

Rewards management is one of the basic tools which supervisors use to motivate their employees. In fact, employees at different level in an organization are motivated by different types of rewards. For instance, a small cash prize may significantly motivate a non-managerial staff however, it may not be a significant motivating factor for a senior manager in the same organization. Therefore, the role of supervisors in motivating their sub-ordinates should not be condoned. In order to observe a diligent work performance, it should be one of the major responsibilities of supervisors to explore which specific reward is going to motivate specific individuals. In essence, motivation drives an energy among employees to perform better while being within the financial and social constraints. The effectiveness of a reward system positively motivates employees to bring their maximum effective output at the right point in time when it is required.

When this individual practice is deeply routed in the culture of the organization, managers could expect to achieve a competitive organizational performance. An appropriate reward system reinforces competitive performance of all employees which may include remuneration/salary/wages, supporting working conditions, SMART job responsibilities, on-time recognition of efforts, fringe benefits, etc. Likewise in a business organization, the notion of motivation is equally important in the education sector too, particularly at the primary and secondary level of education in a developing country such as India.

Previous studies show that school teachers are increasingly losing their commitment with their chosen profession because, they are not motivated enough with the value they receive in response to their services in terms of both financial and non-financial benefits. As a result, school teachers do not engage themselves in better learning and development of young pupils rendering them either confused or less-productive citizens in future. Normally, because of a very low degree of motivation, schools teachers tend to maintain a minimum level of performance which may not turn out to be a competitive performance. In addition, they start to realize that they are poorly managed with non-competitive compensation benefits. If this aspect of education is not addressed effectively, a number of other students will suffer thus a strong and valuable foundation of the society will be highly questioned.

Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factors have to do with the teacher issues as they majorly influence the academic performance and among them is the teacher reward issue. This can be done by setting a clear vision for the schools and communicate this vision to pupils, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution, which can be achieved by teacher participation.

Teacher participation in the various school activities can only be achieved if teachers are motivated and this critically relies on the teacher reward systems. The teacher reward system is also standardized whereby there are standard pays for a certain group of teachers regardless of the performance or work done. Therefore, the objective of this study is to investigate the impact of different constituents of rewards system on teachers' motivation in the context of a developing nation such as India. More specifically, school administrators and owners may be in a better position to understand different variables of rewards system which determine teacher's motivation. They may take these predictors while crafting their school policies and competitive strategies in the era of hyper-competition.

1.1 NEED OF THE STUDY

The need for this study was to investigate the influence on reward system on employee output for primary school teachers. Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge. It has been evident in some schools that when students perform well, the concerned teachers in candidate classes are given some rewards which may not be the case with other teachers who teach in other classes yet they also play a role in preparing these candidates in lower classes for the final exams.

1.2 SCOPE OF THE STUDY

- The results from this study will be helpful in policy development stage for Education in the country
- This research will be particularly useful to the teacher's service commission; the commission will use the knowledge to initiate appropriate performance based rewards systems that will be helpful in motivating the teachers.
- The study will contribute towards the production of knowledge in the field of Education management.
- It will also help other scholars to advance the scope of study and research since what has been researched on will not be handled by other researchers but will concentrate on researching other fields that need to be explored
- With well motivated teachers, the student will be able to go through their primary school curriculum successfully score the optimum grade at the end of the eight year course. The students will also benefit from their teachers participation in class work among themselves.
- It will help other primary schools to identify the effects of teacher reward systems on the academic performance of the schools and thus help in strategy setting for academic performance improvement.
- By providing information on the effects of the teacher reward systems on academic performance the schools will be in a better position to improve their academic performance.
- The study will provide the relevant information to the stake holders in the field of academics as far as the effects of teacher reward systems on academic performance is concerned .
- This will by a greater extend improve the decision making process as far as the schools areas concerned with academic performance are concerned.

2. LITERATURE REVIEW

Teacher Reward Systems is defined by Decenzo (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. While academic performance according to Stephen,(2009) refers to the success that is measured by academic scores of the learners during examination, or how well a student meets standards set out by local government and the institution itself. Performance of teachers has been accepted as a multi dimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu,1996). The influence of teachers teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura , 2012).Blase and Jo Roberts (2004) posit that teaching is a significant predictor of students 'academic achievement. Therefore effective teachers should produce students of higher academic performance. Poor academic performance of students in Uganda has been linked to poor teachers' performance in terms of accomplishing the teaching task ,negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools . Most individually-based systems have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge (Clarke, 2008).More recently, some analysts have proposed that intrinsic rewards, such as seeing students improve in performance, and increased feelings of well-being are better motivators of teachers. Other rewards include increased holiday time and professional development courses (Darling-Hammond and McLaughlin, 2005). " Many of the earlier systems tended to focus on individual performance, in particular merit pay (Richardson,1999), with recent debates more likely to consider group-based reward systems, or knowledge and skill based rewards (Kelley, 2002).

3. RESEARCH METHODOLOGY

The researcher acquired a permit from the institution to conduct the research. The permit was used to get permission from the head teachers of various primary schools to administer the questionnaires to respondents. The researcher distributed the questionnaires and collected them immediately after the exercise to ensure efficiency in collection of the data. 100 samples teachers from Tamil Nadu international school were selected and the data was collected from those samples using the questionnaire.

3.1 CONSTRUCTION OF TOOLS

- Simple percentage method
- Chi-square test
- ANOVAs table

3.1.1 SIMPLE PERCENTAGE ANALYSIS:

Simple Percentage Analysis refers to a special kind of ratio .percentage analysis is used to Find percentage value for all the different questions used. Percentage are used in making comparisons between two or more series of data. since the percentage reduce everything to common base and there by arrow meaningful comparisons to be made.

Here given only a sample of few tables with the data collected from the sample population

Table -1: GENDER OF THE RESPONDENTS

S.No	Gender	No. of Respondents	Percentage
1	Male	21	21
2	Female	79	79
Total		100	100

(Source: Primary Data)

Table -2: EXPERIENCE OF THE RESPONDENTS

S.No	Work Experience (in years)	No. of Respondents	Percentage
1	Fresher	13	13
2	1 to 5	48	48
3	6 to 10	25	25
4	11 to 15	12	12
5	16 and above	2	2
Total		100	100

(Source: Primary Data)

Table -3: EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

S.No	Educational Qualification	No. of Respondents	Percentage
1	Diploma	3	3
2	Only Degree	24	24

3	Degree with B.Ed	13	13
4	Only Masters	10	10
5	Masters with B.Ed	27	27
6	Ph.D	18	18
7	Others	5	5
Total		100	100

(Source: Primary Data)

Table -4: HANDLING CLASSES OF THE RESPONDENTS

S.No	Handling Classes	No. of Respondents	Percentage
1	KG	9	9
2	1 st to 5 th	22	22
3	6 th to 8 th	22	22
4	9 th to 10 th	18	18
5	11 th to 12 th	25	25
6	More than one category	4	4
Total		100	100

(Source: Primary Data)

Table -5: PRESENCE OF REWARDS AND RECOGNITION SYSTEM FOR THE TEACHERS

S.No	Response	No. of Respondents	Percentage
1	Yes	100	100
2	No	0	0
Total		100	100

(Source: Primary Data)

Table -6: FULFILLMENT ON REWARDS AND RECOGNITION SYSTEM

S.No	Rating	No. of Respondents	Percentage
1	Bad	0	0
2	Average	0	0
3	Fair	3	3

4	Good	33	33
5	Excellent	64	64
Total		100	100

(Source: Primary Data)

Table -7: FULFILLMENT ON REWARDS AND RECOGNITION SYSTEM

S.No	Rating	No. of Respondents	Percentage
1	Bad	0	0
2	Average	0	0
3	Fair	3	3
4	Good	32	32
5	Excellent	65	65
Total		100	100

(Source: Primary Data)

3.1.2 CHI SQUARE TEST

Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. For example, if, according to Mendel's laws, you expected 10 of 20 offspring from a cross to be male and the actual observed number was 8 males, then you might want to know about the 'goodness to fit' between the observed and expected. Were the deviations(differences between observed and expected) the result of chance, or were they due to other factors. How much deviation can occur before you, the investigator, must conclude that something other than chance is at work,, causing the observed to differ from the expected. The chi-square test is always testing what scientists call the null hypothesis, when states that there is no significant difference between the expected and observed result.

Chi square test results for few data is given below

Table -8: CHI SQUARE TEST FOR GENDER AND EXPERIENCE**Gender * experience Crosstabulation**

			experience					Total
			fresher	1-5	6-10	11-15	16 and above	
Gender	Male	Count	0	7	7	6	1	21
		Expected Count	2.7	10.1	5.3	2.5	.4	21.0
	Female	Count	13	41	18	6	1	79
		Expected Count	10.3	37.9	19.8	9.5	1.6	79.0
Total		Count	13	48	25	12	2	100
		Expected Count	13.0	48.0	25.0	12.0	2.0	100.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	12.482 ^a	4	.014
Likelihood Ratio	13.856	4	.008
Linear-by-Linear Association	12.003	1	.001
N of Valid Cases	100		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .42.

Table -9: CHI SQUARE TEST FOR GENDER AND HANDLING CLASSES**Gender * handlingclass Crosstabulation**

		handlingclass						more than one category	Total
		KG	1-5	6-8	9-10	11-12			
Gender	Male	Count	0	3	5	3	8	2	21
		Expected Count	1.9	4.6	4.6	3.8	5.3	.8	21.0
	Female	Count	9	19	17	15	17	2	79
		Expected Count	7.1	17.4	17.4	14.2	19.8	3.2	79.0
Total	Count		9	22	22	18	25	4	100
	Expected Count		9.0	22.0	22.0	18.0	25.0	4.0	100.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	7.206 ^a	5	.206
Likelihood Ratio	8.575	5	.127
Linear-by-Linear Association	5.631	1	.018
N of Valid Cases	100		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .84.

3.1.3 ANOVA TEST

In statics, analysis of variance(ANOVA) is a collection of statistical models, and their associated procedures, in which the observed variance in a particular variable is partitioned into components attributable to different sources of variables. In its simplest form, ANOVA provides a statistical test of whether or no the means of several groups are all equal, and therefore generalizes t-test tp more than two groups. Doing multiple two sample t-

test would result in an increased chance of committing a type I error. For this reason, ANOVAs are useful in comparing two, three or more means.

Aim: To find out the relationship between the experience of the employees and satisfaction level on the method adopted by the teacher.

Table -10: ANOVA FOR GOOD PERFORMANCE REWARDS

Multiple Comparisons

Dependent Variable: goodperformancerewards

Tukey HSD

(I) experience	(J) experience	Mean Difference		Sig.	95% Confidence Interval	
		(I-J)	Std. Error		Lower Bound	Upper Bound
fresher	1-5	-.01923	.20347	1.000	-.5851	.5466
	6-10	-.12923	.22253	.978	-.7481	.4896
	11-15	-.10256	.26052	.995	-.8270	.6219
	16 and above	-.26923	.49431	.982	-1.6438	1.1054
1-5	fresher	.01923	.20347	1.000	-.5466	.5851
	6-10	-.11000	.16051	.959	-.5564	.3364
	11-15	-.08333	.21004	.995	-.6674	.5008
	16 and above	-.25000	.46966	.984	-1.5561	1.0561
6-10	fresher	.12923	.22253	.978	-.4896	.7481
	1-5	.11000	.16051	.959	-.3364	.5564
	11-15	.02667	.22855	1.000	-.6089	.6622
	16 and above	-.14000	.47823	.998	-1.4699	1.1899
11-15	fresher	.10256	.26052	.995	-.6219	.8270
	1-5	.08333	.21004	.995	-.5008	.6674
	6-10	-.02667	.22855	1.000	-.6622	.6089
	16 and above	-.16667	.49704	.997	-1.5489	1.2155
16 and above	fresher	.26923	.49431	.982	-1.1054	1.6438
	1-5	.25000	.46966	.984	-1.0561	1.5561
	6-10	.14000	.47823	.998	-1.1899	1.4699
	11-15	.16667	.49704	.997	-1.2155	1.5489

4. FINDINGS AND SUGGESTIONS

With the results obtained from Simple Percentage Analysis, Chi Square Test and Anova Test , there came up with the findings and suggestions.

4.1 FINDINGS

The parents based rewards being the most common forms of rewards in the school could be interpreted to mean that the parents in the schools are very concerned about the welfare of their pupils and consequently they are

more than willing to collaborate with the school to ensure that their students pass. Consequently the parents are not only involved in paying fees but are also very active in ensuring that the teachers who teach their children are motivated to ensure that they perform in class.

The reason why teachers could have been more interested in new responsibilities in the school could have been that the responsibilities was a way of acquiring power and influence in the school and hence when being promoted the new responsibilities given to the teachers was the most important factor. The new responsibilities could have also have come with other benefits including the position and the special facilities to conduct the tasks necessary.

These findings can be interpreted to mean that verbal recognition play an important role in boosting the self esteem of a worker in a given environment and consequently it is a very effective way of recognizing the employees. Verbal recognition despite not having the monetary rewards is an intrinsic motivator that goes a long way in ensuring that the employees remain productive in the workplace.

These results can be interpreted to mean that employees also value external motivators besides the motivation that is giving to them by the organization or the institution. In this case, tokens from the parents represent a way of appreciation by the parent for the effort that is put in place by the teacher. External motivators are ways that ensure that the self esteem of the employees is also fostered due to the external recognition that is offered to them.

These findings can be interpreted to mean that organizations and institutions are interested output of the employees in the working environment. For example, the teachers in the schools can only be deemed to be effective if the overall performance of their students surpasses the expectations of the different stakeholders at the school.

4.2 SUGGESSTIONS

The study recommends the following:

- i. Other forms of rewards including promotion and recognition however despite having being established not to have a direct impact on employee output could be re-evaluated to ensure they are more inclusive so that they can have an impaction the employee output.
- ii. External rewards should be introduced and encouraged in the organizations setting to act as extrinsic sources of motivation which can influence employee output due to the reinforcing nature of the extrinsic motivation
- iii. Organizations should strive to have a documented procedure of rewarding employees so that employees can work expectantly knowing that if they work hard enough they will be rewarded for their efforts
- iv. The government and employment bodies should strive to come up with a legal framework that will govern the reward systems in the various structures. This is in enhancing employee output.
- v. Teachers can be encouraged wither by giving verbal recognition or gifts as a reward at the end of the each term especially primary teachers which makes teachers to work and develop the students from their childhood.
- vi. Teachers can be encouraged also for government paper evaluation process, which will make them to get some experience.

5. CONCLUSIONS

Employee output can be influenced by a number of factors in an organization or in an institution. The most significant factors that influence employee output include the pay and the appreciation of the employees. Pay is important and is mainly important for employees especially when it comes from external sources such as parents in a school setting. The teachers fill more recognized. This therefore implies that pay rewards for employees could emanate either from the organization or from the customer or beneficiary. Appreciation to is also very important to mean that employees also value external motivators besides the motivation that is giving to them by the organization or the institution. In this case, tokens from the parents represent a way of appreciation by the parent for the effort that is put in place by the teacher. External motivators are ways that ensure that the self esteem of the employees is also fostered due to the external recognition that is offered to them. Promotion and Recognition despite being forms of rewards however do not influence output but rather just the satisfaction with the job which may or may not influence employee output in the long run.

6. QUESTIONNAIRE USED FOR THE RESEARCH**A STUDY ON REWARDS AND RECOGNITION SYSTEM AND THEIR IMPACTS ON TEACHERS
WORKING LEVEL IN SCHOOL****SURVEY QUESTIONS**

NAME (in BLOCK letters):

1) What is your gender?

- ☐ Male
☐ Female

2) What is your age bracket?

- ☐ 18-30 years ☐ 41-50 years
☐ 31-40 years ☐ 50 years and Above

3) What is your working experience?

- ☐ Fresher ☐ 1-5 years
☐ 6-10 years ☐ 11-15 years
☐ 16 years and above

4) What is your education level?

- ☐ Diploma ☐ Only Degree
☐ Degree with B.Ed ☐ Only Masters
☐ Masters with B.Ed ☐ Masters with M.Ed or M.Phil
☐ Ph.D ☐ Others

5) Which Classes you are handling for?

- ☐ KG ☐ 1st – 5th
☐ 6th to 8th ☐ 9th-10th
☐ 11th -12th ☐ More than one category

6) Which subject you are handling?

7) Is there any kind of rewards and recognition system for teachers in this school?

- ☐ Yes ☐ No

S.NO	QUESTIONS	EXCELLENT(5)	GOOD(4)	FAIR(3)	AVERAGE(2)	BAD(1)
8	Teacher allowance based reward for good performance					
9	Recommendations by school for salary					

	increments					
10	New responsibilities e.g teacher put in charge of sports in the school					
11	New position in the school e.g teacher to deputy head Teacher					
12	One on One verbal recognition between head teacher and teacher					
13	Verbal recognition in public. E.g in parades or in meetings					
14	Recommendations by head teacher for emulation					
15	Gifts issued to teachers by school committee					
16	Certificates awarded to teachers by head teachers					
17	Tokens by parent to teachers e.g appreciation					
18	Rewards based on students marks					
19	Rewards and recognition on each term on the academic year					
20	Rewards and recognition on end of the academic year					
21	Co-curricular activities for teachers					
22	Encouragement for being a part of paper evaluation of government exams					

23	Training for up gradation of teachers					
24	Fulfillment on rewards and recognition system					
25	Overall rating for rewards and recognition system in the school					

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