

Education Reward System as Imperative for Teachers' Productivity

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Abstract

Success and failure of any educational system depends largely on the input exerted by its teachers'. Hence, this is where the importance of reward systems as a tool to increase productivity in education comes to play a significant role. However, reward system plays important role in determining how teachers significantly perform their job and it also serve as stimulant which motivates teachers. The purpose of this study therefore is to look into the importance of reward as the best motivating factor for teachers' productivity in the education system. This paper also delve into the meaning of the concept of reward system in education, reward and teachers' productivity and the classification of reward system (intrinsic and extrinsic reward), qualities of a good reward system was also discussed in details in this article. This paper was anchored on the expectancy theory of motivation. Forms of reward system in education and teachers' productivity were also discussed in this paper. It was recommended that the reward system should be reviewed at regular intervals and made important so as to boost and enhance teachers' productivity optimally.

Keywords: Education, Reward System, Teachers' Productivity

Introduction

Education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in the broader sense, is transmission of life by the living, to the living, through living and for living". Therefore, Education starts from birth and runs through lifetime. Education is a means for the development of balanced all- round harmonious development of personality. Without education it is not a balanced life. As a result, having a qualitative education has to be facilitated through a means and an identity. In the formal settings, teacher remains the only important element that helps impact knowledge, skills, societal values, cultural norms into an individual. The teacher is the most significant element in education, teaching and learning practices. In the educational system, a teacher assists a student in achieving cognitive, sensory, and behavioral goals and gains within the allotted time (Gundogdu, Silman, 2007). In essence, teachers are the driving force behind an educational system's achievement of its stated goals. A teacher in the educational process, according to Afe (2002), is the person who instructs to actualize the teaching-learning process. A teacher serves as an educator, an instructor, a guide, a model, and a demonstrator, among other things. Hence, reward serves as a motivating factor that enhances teachers' productivity in the educational settings. Reward is something that is offered in appreciation of someone's service, commitment, or accomplishment of a given task. It is something given for delivering reliable and successful results. Good results and incentives received as a result of an employee's success are referred to as rewards. For example: salary, allowances, job security and so on. Reward system aims to attract people to join organisation in order to keep them coming to work and motivate them to achieve high levels of productivity. Reward has a direct impact on the employee in any given organization. They are influencer on employee behaviour, attitude and productivity. However, reward as to meet the need of the employee in an organization.

The Concept of Reward System

Reward system is an effective tool that can be used by management to challenge positive employee morale to work and work performance, thereby assisting in the achievement of desirable organisational outcomes. Pratheepkanth (2011), Reward system can be viewed as a mechanism for informing workers about the level of importance the organisation places on their work and the degree to which they are respected by the organisation. This is ought to improve employee morale and, as a organisational result, increase efficiency. According to Mehmood (2013), reward system not only help to influence and improve employee productivity, but they also help to change certain workers' negative attitudes and behaviors toward work and organisational processes. Employees' perceptions of fairness in the existing reward system, according to the theory, increase their level of satisfaction with management, which tends to stimulate constructive behavior.

Furthermore, it is claimed that a well-managed reward system will aid in the improvement of other associated employee processes such as legal enforcement, labor cost control, management's perceived interest in employees' well-being, and other employee outcomes such as loyalty” (Kerrin & Oliver, 2002). According to Ibrar and Owais (2015) reward system can be categorized into two: extrinsic (Financial rewards) and intrinsic (Non-financial rewards). Extrinsic Rewards are also tangible benefits that an employee gets. They primarily originate with management. Salary, allowances, fringe benefits, promotions, annual increments, and so on. They are also external attached to the job or task performed by the employee. External rewards can be in terms of incentives, bonuses, promotions, job security and so on. (Nadia. 20110. while Intrinsic Rewards which are non-financial rewards refer to the pleasure one derives from doing one's work. These are self-initiated incentives, such as pride in one's work, a sense of achievement, or becoming a member of a team, as well as recognition, respect, and confidence. Among the various aspects or dimension, this research currently measure intrinsic reward in terms of five elements, namely: sense of accomplishment; recognition and appreciation; job satisfaction; career development opportunity; and trust.

Qualities of Effective Reward System

Employee productivity suffers as a result of ineffective reward systems, and the organisation's productivity suffers as a result. The attributes mentioned below should be considered when improving the reward system's effectiveness.

1. Reward must be based on Results: Reward must be based on performance. Better performers must be compensated more generously than mediocre and poor performers. Employees would be motivated to perform more if they are rewarded based on their performance.

2. Reward system must be transparent and predictive: Employees must understand the reward system, and rewards must be administered in a straightforward manner. A predictive reward system is needed. Employees should be able to estimate and measure their pay in advance. When employees are aware of the form, scale, and nature of the incentive, they become excited and motivated. The employee's need for self-esteem and appreciation is also met by a transparent reward system

3. Cost-Effective: The reward must be able to balance the cost-benefit ratio. The employee's reward should not be greater than the value earned by the company. Overpaying for a reward puts the company in a loss state, putting the company's survival in jeopardy. The idea of rewarding workers with a large sum of money is incorrect.

4. Need-based: The reward system must encourage workers to be optimistic about the work. However, if it is ineffective, it can have a negative impact on workers. However, if it is ineffective, it can have a negative impact on workers and the organisation must correspond to the workers'

needs or requirements. Employees would not be motivated to do well in the future if the reward system does not fulfill their needs. This will only add to the organisation's financial strain. If an employee has a physiological requirement, for example, monetary compensation can be an acceptable reward. Similarly, if an employee lacks self-esteem, showing gratitude and recognition can be an acceptable reward.

5. Unbiased: Reward must be objective and equitable. Employees with similar work results should be compensated equally. A skewed reward system can lead to internal conflict. Daily job output must be measured for this, and the reward system must be implemented based on the results.

6. Competitive: The reward system must be competitive with the offerings of other organisations. Reward must be updated on a regular basis. Control of rewards must be sufficient to maintain a living standard. It must be capable of adapting to changes in lifestyle. Employees can leave one organisation to join another if there is a lack of competition. Competent workers would be attracted and retained by a good reward system.

Reward and Teachers' Productivity

The level of employee productivity is subject to their level of motivation (Bayon, 2013). Educational productivity refers to the effective development of educational outcomes (Rolle, 2004). Employee productivity can be improved by providing appropriate rewards that are proportional to their success (Diener and Biswas, 2002). Teachers' productivity refers to how efficiently and effectively they use educational tools (students, other teachers, school administrators, parents, curriculum, instructional materials, school facilities, and so on) to achieve pre-determined educational objectives. As a result, teachers' productivity is the extent to which set educational objectives are achieved. A perceived reward boost teachers commitment at work. Rewards contribute to individual and organizational behaviour (Segwu, Etudor, Uchendu and Duruamaka, 2015). The right reward is a determinant of the attitude and commitment of teachers towards the achievement of educational goals. Orok (2014) conducted studies in Lagos and Bendel states on the demand and supply of teachers to identify some of their grievances. He came out the findings that, teachers were underpaid compared with other professions and sectors, paid late and also, had a poor working condition of service and that the society looks down on them and the teaching profession.

Objectives of Reward System

Edware (1998) and Agwu (2013) concluded that and Adetunji (2020) asserted from her study on reward system and teachers' productivity in Ogun West Senatorial district that the following are major objectives of reward system: attracting and retaining employees; motivating performance; promotion skills and knowledge development; and improving performance. Others are: employees' satisfaction; and encouragement of employees; controlling of labour cost. Also, Adetunji (2020) asserted from his study on reward system and teachers' productivity in Ogun West Senatorial district that the following are major objectives of reward system: Motivation of good performance; increase in employees' satisfaction; improvement of performance at work; promotion of skills and professional development; and encouragement of employees.

Theory

The Expectancy Theory of Motivation by Victor Vroom (1964)

The Expectancy theory aids in understanding how people are drawn to make choices based on different behavioral options and perceptual differences. Victor Vroom established the basis for expectancy theory that motivation plus effort leads to results, which leads to outcomes, according

to this structure. For individuals to demonstrate motivated behavior their effort must be met. . According to the Expectancy Principle, the greater the amount and variety of rewards available to workers (teachers), the more likely it is that extra effort will be put forth in achieving the set objectives or targets in the hopes of receiving the desired rewards (Cascio,1989). According to the theory, an individual's motivation is determined by their perception of a result. People deliberately select a specific course of action based on expectations, behaviors, and values as a result of their impulses to increase satisfaction and escape pain, according to Vrooms.

The three components of Vroom's Expectancy Theory are as follows:

Expectancy is described as the expectation that putting in more or better effort would result in better results. This can be explained by the belief that "if I work harder, I'll be able to accomplish more." Having the right tools available, having the appropriate skill set for the job at hand, and having the requisite help to get the job done correctly are all factors that increase expectancy.

Instrumentality is the belief that if an individual performs well, he or she will be rewarded with a valuable result. Getting a good view of the relationship between success and results, having confidence and respect for those who make decisions on who gets what reward, and seeing transparency in the process of who gets what reward are all aspects that aid instrumentality. Valence refers to assumptions regarding the desirability of a particular result (Redmond, 2010). Individual variations exist in the degree of significance attached to any given result. A bonus, for example, may not be enough to motivate an employee who is driven by formal praise or elevated rank, such as a promotion. The pressure or value that an individual places on an expected outcome is known as valence.

Forms of Education Reward for Teachers'

Rewarding teachers well is one of the most valuable resource that contribute to teachers productivity in the educational system. A teachers as the case maybe is a major instrument in the achievement of any objectives in the education. However, to achieve optimum productivity certain reward needs to be put in place, which are as follows:

Salaries (or salary): This is the monetary reward given to an employee for their time and effort put in at work (World at Work, 2011). Adeoye and Elegunde (2014) distinguished between two types of pay systems in the workplace: wages and salaries. Wages, it is argued, are used for employees that are not regular or permanently employed by the organisation and typically refer to hourly rate of pay (that is, the more hours worked, the higher the pay), such as (Parents Teachers Association teachers in the school), while salary is used for individuals that are fully or permanently employed and has a fixed pay (either weekly, monthly or annual rate of pay).According to perception, allocating money to efforts on the job increase total morale of employee. Imoh (2013) established that in Nigeria, teachers have not been given adequate priority as stipulated in the National policy of education (2014) revised. However, it is believed that if salary, allowances, bonuses and fringe benefits are considered to be good enough by teachers', more efforts will be exerted at work to increase productivity. Salaries of teachers when compared with other professions are poor and needs to be upgraded (Adetunji, 2020)

Promotion Opportunities: Promotion allows advancement in the organizational hierarchy. It is a well-known fact that each promotion attracts more huge pay, additional responsibilities. Increased in status and increased in autonomy. Promotion motivates teachers to perform well and help them have a sense of control in the organization. The elevation of an employee from one rank or position to the next in the hierarchy system is referred to as a promotion. It is a leading way to higher rank on the job. If promotion are not regular, teachers get embittered and demotivated thereby causing low productivity and psychological unrest. Adetunji (2018) research on reward system, teachers

attitude to work and productivity in Ogun State senatorial district, as it reported that promotion are not regular and delayed for years in Ogun State which contributed to teachers low morale at work and embitteredness. As a matter of fact, teachers that were due for promotion as at 2015 did their promotional interview in 2021 which ought to have been conducted in 2018 and got their promotion letters in 2022 with effective payment date in January. Hence, it was revealed that irregular promotion ruptured teachers' satisfaction on the job.

Fringe Benefits and other Special Allowances: This applies to the extra benefits offered by organisations to motivate employees to perform better (Yousaf, Latif, Aslam & Saddiqui, 2014). Pensions, sick care, health coverage, corporate cars, and annual vacations are among the policies intended to shield workers from financial risk. The pension – a deferred income that employees accumulate over their working lives and that becomes theirs after a set period of time – is a significant financial fringe benefit in many organisations (Yousaf *et al.*, 2014). According to Yousaf *et al.*, (2014), providing fringe benefits produces a positive, empowering work climate and boosts production and revenues. Special allowances like Christmas bonus, thirteenth month salary, holiday allowance increase the morale and teachers' productivity and needs not to be secluded or overruled.

Job Security and Safety: Safety and security are of most important factor that affect teachers productivity. When a teachers resumes work without any fear of attack, kidnapping it is believed that such teacher will perform well at work and be more productive. In 2014, Boko Haram terrorist invaded a school in Borno States in Chibok town and abducted more than 200 female students which were not found up to today on record and tag 'Chibok girls'. Another also reported in Lagos State in 2016 along Ikorodu are where three female students were kidnapped in a private school but were later rescued about a week later. The psychological and emotional effect of all this could also reduce teachers' productivity. However, safety in schools matters ot both the teacher's and the student's Also, this is characterized as the assurance of job continuity for an employee (Lucky, Minai & Rahman 2013). It is concerned with the expectation or chances that an employee will retain his or her work, according to Adebayo and Lucky (2012).

Appreciation and Recognition: This is an essential part of the intrinsic reward system. The process of recognizing a person in front of his or her colleagues for a job well done beyond expectations is referred to as recognition, while appreciation is concerned with expressing gratitude to the employee for his or her actions is referred to as appreciation (Alam, SaeedmSahabuddin & Akter, 2013).

Job Satisfaction: Is seen as a component of intrinsic rewards and is concerned with the employee's inner state resulting from the value attached to his or her effectiveness at work, convenience of the job, the enrichment and evolvment resulting from accomplishing the job task.

Trust/Empowerment: In any community or organisation, trust between living individuals is a critical component of adding value to any relationship. In order to complete tasks successfully, this type of trust is required. Empowerment often occurs as supervisors assign responsibilities to workers. This elevates an employee's status in the workplace, where his decisions and behavior are represented. As a result, this award can support organisations in the belief that two heads are better than one.

Sense of Accomplishment: Is a component of the intrinsic reward system that acts a building block that enable people to develop in their subconscious a sense of being a success - with the achievements or accomplishment of jobs that are deemed challenging or difficult creating the aura of being a special employee (Wambugu & Ombui, 2013). Motivational theorists mostly hold this opinion, arguing that employees will pursue goals that give them a self-esteem – which is both internal and external and by offering rewards that recognises this, they gain a self of achievement that translate to improve performance (Armstrong, 2007; Carraher, Buchana & Puia, 2010;Deci&

Ryan, 2000; Hofer, Busch, Bond, Kartner, Kiessling & Law, 2010; Komarraju & Nadler, 2013; Weiner, 2010;). Furthermore, evidence in the literature suggests that achievement goals influence how an individual performs a task and indicate a desire to demonstrate competence (Brunstein & Maier, 2005; Bryson, Forth & Stokes, 2014).

In addition, it has been reported that employees are motivated by different reasons and this varies from the pursuit of basic needs to satisfying creative desires associated with engaging in challenging work tasks or competitive ventures (Hatice, 2012; Hofer et al., 2010).

Career Development Opportunities: This is a form of controlled program that has historically been used to promote employee growth and development. Previous research shows that companies that involve their workers in professional development activities have a more active workforce, which contributes to non-linear growth and long-term sustainability (Beer, 2008). Career growth, according to Schutt (2007), is a “constellation of psychological, sociological, educational, physical, economic, and chance influences that combine to affect the quality and importance of work during an individual's lifetime.”

Furthermore, motivation theorists believe that the highest need is self-fulfillment or self-actualization, which can be achieved by honing.

Importance of Reward to Teachers' Productivity

A good reward system is an important factor that has the potential of maintaining teachers' a good behaviour and attitude towards the actualization of educational objectives. Therefore, a good reward system are of importance to teachers in the following ways:

- It contributes to a strong positive teaching culture
- It attracts , retain and motivate teachers
- It contributes to teachers wellbeing
- It increases productivity
- It help builds a good reputation and encourages teachers to go extra mile in their efforts
- It helps teachers focus on achievement of objectives
- It helps teachers develop new skills
- It satisfies teachers psychological physiological wellbeing
- It enhances team spirit and cooperation
- It boosts teachers self-esteem and professionalism

Conclusion

Reward systems are mostly instrumental, with a substantial difference between intrinsic and extrinsic reward systems. Hence, It can be concluded that rewards are prominent and could be linked to productivity.

Recommendations

Based on the findings of this study, the following recommendations are made:

- a) Administrators should be trained and sensitized on the value of reward system. They should be made to be aware that monetary rewards also motivate teachers' to perform better and to facilitate achievement of desired high productivity.
- b) Policies should be designed and reviewed at intervals on how to make sure that reward system for teachers is paramount and attractive to ensure productivity and tenure. Salary structure should be reviewed as it commits and retains teachers on the job. Other incentive

packages should also be put in place and based on teacher's qualifications. Salaries and incentives must be suitable, satisfactory and adequate in order to encourage those on the job and to attract more able hands in the profession.

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