




## THE INFLUENCE OF REWARD SYSTEM ON JOB PERFORMANCE OF INSTRUCTORS PHYSICAL EDUCATION

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KEYWORDS	ABSTRACT
Reward System, Financial Rewards, Non-Financial Rewards, Employee Performance, Instructors' Physical Education	All organizations have reward schemes and awards to draw in and keep top performers. The main goal of rewards is to inspire workers and raise their level of engagement at work, which improves the workers' productivity as a whole. The aim of this study is to examine that how an organization's reward system affects worker performance. In this study, which used a quantitative methodology, 169 sets of questionnaires were given to the subjects who were chosen randomly. After that, the data were examined using SPSS software, and various analyses including correlation and regression analyses as well as the T-tests were performed. The findings demonstrate that every element significantly affects how well employees perform. This study will serve as a foundation for future investigations into the variables influencing teachers' effectiveness. The results provide important information in reaching desired conclusion & making suitable decision. The employers will benefit from this study by having a better method for rewarding the achievements that will improve the performances. The organization can use the study's findings to enhance its rewards program and make sure it will help raise the employees' performance.
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### INTRODUCTION

The reward systems play a crucial role in motivating employees and shaping their behavior within the workplace. The well-organized reward system helps in motivating and strengthening personnel thereby acknowledging their achievements (Elrayah & Semlali, 2023). One of the various tactics employed by HR managers to draw in and keep qualified employees while helping them to perform better overall in as organization is the reward system (Yusoff, Nejadi, Kee, & Amran, 2020). Giving

employees rewards has a direct impact on motivating them to perform better overall. The employee behavior toward their work will be impacted by organization's compensation system if it meets their needs and helps them achieve their personal objectives (Berberoglu, 2018). So, reward is something that organization provides to staff members in appreciation of their efforts and overall performance, and it is something that the employees want. Sinambela, Darmawan and Mendrika, (2022), suggests that rewards are certain things that recognize someone's work, as reward is as effective component for maximizing employee productivity (Ali & Anwar, 2021). A program designed to recognize and reward high performers and inspire underperformers to improve can serve as a type of reward in organizational setting.

An organizational reward system may be a program that has developed to recognize and reward high performers and provide incentives for the underperformers to improve (Desselle, Zgarrick, & Ramachandran, 2022). Griffin, Ricky, and Gregory (2014) state that the purpose of the rewards is to "attract, retain, and inspire competent personnel." The incentive system is typically predicated on what the organization management expects of its employees and, consequently, on the benefits that they may be prepared to bestow upon the employees who either meet or surpass those expectations (Hussain, Khaliq, Nisar, Kamboh & Ali, 2019). Rewards therefore have the power to influence how workers behave both toward the company and at work. Employers can utilize this strategy to mold positive employee behavior. A company must properly configure its rewards program to determine each employee's total success within the lowest levels and to recognize them whether or not their performance is apparent or unseen. This is because employees want their effort to be acknowledged, and providing appropriate rewards and bonuses is potent way to achieve organizational objectives and ensure that the organization's relationship with diligent staff members thus continues (Hameed, Ramzan & Zubair, 2014).

According to Shaikh and Randhawa (2022), awards must have a lasting effect on employees since they will continue to show how much the employees appreciate them inside the company. Mamun and Khan (2020) assert that there are other ways to recognize employees outside of financial pay. Among these are the compliments that staff members anticipate receiving from their supervisors, the opportunity to insist upon crucial assignments or projects, and even leadership time (Mamun & Khan, 2020). When workers believe that management will recognize and appreciate their efforts, they will give their all. The worker performance is influenced by a wide range of factors, such as job security, employee-organization relationships, tools and equipment, morale, organization culture, technical training, clear goals and expectations and procedures for personnel awards, among others incentives can incentivize instructors to perform better in their roles (Kalsoom, Akhter, Mujahid, Saeed & Kausar, 2017). The majority of rewards are either intrinsic or extrinsic; extrinsic benefits are material and unrelated to the task or assignment that employee completed. Incentives, bonuses, promotions, income/ pay, job security, and other things are examples of external rewards as desired towards desired outcomes.

Consequently, feeling happy and content after completing a work successfully, taking pride in the completed project and the actual performance of the endeavor are examples of intrinsic pleasures (Emmanuel, & Nwuzor, (2021). Robescu and Iancu (2016) assert that there are two basic types of

rewards: monetary and non-financial, both of which are widely used to improve employees' overall performance behaviors (Elisa, Nabella & Sari, 2022). The financial rewards refer to compensation based on employee's whole performance, which might include gifts, commissions, promotions, pay increases, paid time off, performance bonuses, and more (Mamun & Khan, 2020). Non-monetary incentives include things like flexible work schedules, training, social recognition, gratitude, and acknowledgement. The instructors may be motivated to excel in teaching, coaching, and mentoring students if they know that their efforts will be thus acknowledged and rewarded. The effective and effective organizational performance is contingent upon employees realizing a mutually beneficial outcome for both the employer and themselves in achieving established goal or objective (Khan, Tarif, & Zubair, 2016). Thus, an organization will continuously establish the system of rewards to determine whether to pay for the overall performance or work satisfaction based on an employee's performance to all degrees.

### Research Objectives

1. To find out the association between rewards and job performance of instructors' physical education in particular context.
2. To find out the influence of rewards on job performance of instructors' physical education in the particular context.
3. To examine the mean group differences in perceived reward system and job performance across the gender.

### LITERATURE REVIEW

The human resources are essential to an organization's long-term success as recognition in the form of incentives, letters of gratitude, promotions, and equitable treatment policies encourages workers in an organization to carry out their responsibilities honestly in order to positively impact strategic objectives (Das, & Dash, 2024). One of the essential organizational strategies that rallies employee performance and organizational outcomes is rewarding. The success of the organization is hampered when managers fail to recognize their staff members, which has detrimental impact on performance (Kalsoom, Akhter, Haseeb Mujahid, Saeed, & Kausar, 2017). It is an indication that corporation has good reward system in place if every employee receives incentives, prizes, or letters of appreciation. The employee rewards that come from their exceptional work are known as extrinsic rewards in the organization. A monetary prize, promotions, bonuses, and pay increases are examples of the reward (Nosike & Nosike, 2022). An organization's incentive program is vital to raising performance and satisfaction levels. A small number of studies assert that the primary goal of the incentive system is to boost the employees' extrinsic motivation by meeting their demands through various forms of the compensation (Taba, 2018).

The expectation hypothesis, which Vroom created in 1964 and contends that pay for performance has an impact on employees' satisfaction levels, is linked to the perception. Additionally, the idea underlying this approach is that employee compensation needs to be linked to their performance by establishing specific goals and rewarding them when those goals are met (Kumari, Barkat Ali, Khan, & Abbas, 2021). The employee attitudes toward their work and organization as a whole are greatly impacted by organization reward scheme (Das & Dash, 2024). Because low job satisfaction

results in poor performance and a low level of commitment to the business, job happiness is a crucial characteristic. Thus, in order to raise employee happiness, the organization's leader should set up a strong reward program (Kalogiannidis, 2021). The act of carrying out a task in a designated amount of time, finishing something, accomplishing a goal more especially, carrying out a responsibility to meet certain objective is referred to as performance (Fogaça, Rego, Melo, Armond, & Coelho, 2018). A person's behavior at work is a reflection of their beliefs and their level of knowledge or ability to complete a task (Nosike & Nosike, 2022). These beliefs are connected to the person's knowledge, abilities, and mindset. A person finds it challenging to complete task without necessary knowledge, abilities, and attitude as leading towards the improved coordination and effectiveness in delivering the educational programs.

An individual's knowledge, ability, and work ethic all influence how well they do (Ramawickrama, Opatha, & PushpaKumari, 2017). The level of a person's job performance is determined by how well they carry out their duties in a particular setting. The quantity and type of work are two important factors in defining performance (Davidescu et al., 2020). The teaching-learning process is partial by interplay of knowledge, skills, attitude and environment, claims Nigar (2017). While individual's environment refers to both the internal and external physical aspects of their working environment, knowledge, skills, and attitude are linked to their cognitive part (Das, & Dash, 2024). Hence, an individual's internal and environmental factors affect how well they perform at work. Scholars have projected that employee performance depends on type of reward offered by organization (Manzoor, Wei, & Asif, 2021). By providing chances for professional development, feedback, and constructive criticism, reward systems can encourage instructors to continuously enhance skills and expertise, ultimately leading to higher job performance and better outcomes for students (Nosike & Nosike, 2022). The employee performance is a mark of an employee's financial or other consequences that are directly related to organization performance as managers have significant performance impact (Biswas & Suar, 2016).

The employers discovered that because the employees' behavior is constantly changing, it might be difficult to understand how to attract, retain, and motivate them to work for the organization for an extended period of time. Worker performance is defined as the extent to which an organizational member contributes to achievement of the organization's goals in context of performance within the organization (Nosike & Nosike, 2022). Employee performance is important to a business because it is one of the key factors that has helped the employer succeed. The majority of businesses are able to gauge an employee's total performance based on their productivity, punctuality, quality, and quantity of output (Rambulangi, Tampi, & Tulusan, 2024). By aligning rewards with performance, fostering motivation and job satisfaction, promoting collaboration, and encouraging the continuous improvement, organizations can create environment conducive to excellence in physical education instruction (Das, & Dash, 2024). In this lining, what employees do will impact the organization's reputation? The foundation of an organization's effectiveness is its ability to effectively supervise, develop, and empower its workforce. As a result, outcomes achieved with the worker's assistance can be assessed using indicators that depict the worker's overall performance trend over the time (Singh & Misra, 2021).

### Research Hypothesis

- H01: There is no significant association between rewards and job performance of the instructors' physical education.
- H02: There is no significant effect of rewards on job performance of instructors' physical education in particular context.
- H03: There is no significant difference in the stance of male and female IPEs regarding reward system and performance.

### RESEARCH METHODOLOGY

Two related functions of an organization's reward system are employee retention and motivation are vital for the organizational survival and ultimate development. To conduct research, descriptive research design was the methodology employed in the investigation. The fundamental issue is that workers lack motivation, are not dedicated to their jobs, and their employers do not offer training and development opportunities for them. After examining this issue, it becomes clear that the poor performance at work and underutilization of resources are root causes of the problem. Additionally, employees who experience work overload without receiving compensation for overtime become demotivated. This study paper's primary goal is to look into how reward systems affect the work performance of the physical education instructors employed by government in KP, Pakistan higher secondary schools. Another goal is to assess the gender disparities in IPEs' attitudes of institutions offered incentive programs and work performance. Utilizing IPE surveys, the data were gathered. A Likert-type scale, with 1 denoting strongly disagree and 5 denoting strongly agree was used toward structure the questions.

The software SPSS version 22.0 was then used to analyze data, calculating the correlation between variables, performing regression analysis, and performing a T test. The study was carried out in KP government higher secondary schools. In the various Higher Secondary Schools, there are 296 IPEs employed (187 men and 109 women) [Educational Management Information System [EMIS], 2019). Using stratified sampling strategy, 168 IPEs were sampled. Two strata were created out of sample's total population: male and female. Expert opinions and results from pilot research were used to validate questionnaire. Twelve Gomal University and University of Science & Technology Bannu professionals with experience in social science research were given the questionnaire. For content validity, Index of Item-Objective Congruence (IOC) was used. Using Cronbach alpha, instrument reliability was assessed. With ethical considerations in mind, the researcher used a variety of data collection techniques. In addition to sending questionnaire to IPE postal addresses, researcher made in-person classroom visits. The questionnaire has a 100% response rate. After organizing, data was entered into SPSS data matrix sheet. For data analysis, correlation analysis, linear regression, & the T-test were employed.

### RESULT OF STUDY

The present study aimed to examine the linkages between reward system and performance as many studies indicate that well-designed reward systems positively impact the motivation of physical education instructors. The results of current study as outcomes of statistical procedures have been presented in this section.

Table 1 Association between Reward System & Job Performance

		[1]	[2]
Job Performance [1]	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	168	168
Reward System [2]	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	168	168

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

The first hypothesis was to examine the association between independent variable (reward system) and dependent variable (job performance) by using the correlation procedure. The Pearson Product Movement association is used to show the association between RS and JP in Table 1. The table, which is self-explanatory, demonstrates that the reward system and job performance have significant and positive relationship ( $r=.589^{**}$ ,  $P=.000<.05$ ) as evident from the results of correlation procedure to examine the hypothesis.

Table 2 Regression Output Model

Model Summary					
Model	R	R Square	Adjusted R2	SEE	Durbin-Watson
1	.589a	.083	-.278	1.46101	2.168

a. Predictors: Reward System  
 b. Dependent Variable: Job Performance

Table 2A Regression Model (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.205	1	1.205	1.080	.000b
	Residual	5.280	166	2.213		
	Total	5.485	167			

Table 2B Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.615	21.183		-1.785	.000
	Reward System	.181	8.047	.589	1.883	.000

Dependent Variable: Job Performance

The linear regression between the predictors (RS) and dependent variable (JP) is displayed in Table above. According to model summary, an 8% difference in reward system results in small changes in work performance ( $R^2=.08$ ). The outcome further shows F-value (1.08), and at  $P=.000<.05$ , it is significant. The positive B shows that for every unit improvement in the reward system, there will be .181-unit changes in job performance. The Durban Watson test score of 2.16 indicates that there is no autocorrelation between the independent variable (RS) and the dependent variable (JP) as

evident from results in order to chase the influence of predicting variable on the criterion variable to reach desired conclusion.

**Table 3 Mean Difference in Reward System**

		Group Statistics				
		Gender	N	Mean	SD	SEM
Reward System	Male		105	3.0222	.75116	.07331
	Female		63	3.8889	.79424	.10007

**Table 3A Independent Samples Test**

		LT VA		t-test for Equality of Means						
		F	SIG.	T	DF	SIG.	MD	SED	95% CI	
								Lower	Upper	
Reward System	EVA	.639	.425	-.545	166	.586	-.06667	.12232	-.30817	.17483
	EVA			-.537	124.950	.592	-.06667	.12404	-.31217	.17883

The table presents a statistically significant variation in the Mean score of male instructors' physical education (M = 3.02, SD =.75) compared to female instructors' physical education (M = 3.88 and SD =.79) with respect to their perceived reward system. The male and female perceived reward systems differ significantly, as indicated by P-value of less than.05 (Alpha level of significance) as evident from the results

**Table 4 Group Statistics**

		Gender	N	Mean	Std. Deviation	Std. Error Mean
Job	Male		105	4.2313	.50880	.04965
Performance	Female		63	3.4424	.39772	.05011

**Table 4A Independent Samples Test**

		LT VA		t-test for Equality of Means						
		F	Sig.	T	df	Sig.	MD	SED	95% CI	
								Lower	Upper	
Job	EVA	4.221	.041	-2.817	166	.005	-.21115	.07496	-.35915	-.06314
Performance	EVA			-2.993	154.649	.003	-.21115	.07054	-.35050	-.07180

According to Table, there is a statistically significant difference between male instructors' physical education (M=4.23, SD=.508) and female instructors' physical education (M=3.44 and SD=.397) mean scores for the perceived job performance. There is a substantial difference between the job performance of men and women, as indicated by the P score of less than.05 (the alpha threshold of significance) from results.

**DISCUSSION**

This study reveals crucial reality in process of illuminating the relationship between compensation systems and work performance among instructors of physical education in primary and secondary education system of Khyber Pakhtunkhwa, Pakistan. The negative beta value indicates worrisome

lack of comprehensive incentive systems that is consistent with the research by [Baig, Rehman, Naz and Jamil \(2022\)](#) and [Ibrar and Khan \(2015\)](#) that shows the deficiency in rewards can result in the reduction in job satisfaction. This is in line with the idea that workers, who are the foundation of any company, should feel valued for work they do ([Elisa, Nabella, & Sari, 2022](#)). Thankfully, the study finds that effective reward programs and work performance are positively correlated. This result supports prior research by emphasizing function of rewards as a powerful instrument for employee motivation ([Ibrar & Khan, 2015](#)). It aligns with perspective of [Bala and Gawuna, \(2021\)](#), who stress the significance of a just compensation structure that includes recognition programs, chances for growth, and bonuses in addition to salaries so as to promote job satisfaction and productive worker behavior. Additional validation of the outcomes of this study is obtained from research carried out in various circumstances.

Examining the complex web of rewards in hotel sector, [Koo et al. \(2020\)](#) emphasize the importance of monetary (bonuses, promotions), emotional (recognition, empowerment) rewards in influencing employee loyalty, performance, and turnover intentions. The instructors who are incentivized to improve their performance through rewards may invest more effort in lesson planning, instructional delivery, student engagement, and professional development activities, ultimately leading toward higher-quality teaching practices. The favorable impact of rewards on job satisfaction among ride-sharing service providers is supported by [Kumala et al. \(2020\)](#), hence enhancing generalizability of this relationship. Although the study agrees with [Atta's \(2012\)](#) findings that there is a perceived difference in job performance between male and female IPEs, it is important to consider possibility that unconscious prejudice or other outside influences may have an impact on this view. Thus, to go beyond generalizations and offer more detailed perspective of this complicated subject, more study is required. The idea that IPEs can contribute more successfully when they have a clear grasp of job expectations is supported by positive link that is found between role clarity and job performance. This research adds to the body of knowledge and emphasizes the significance of well-defined jobs in the education sector.

### CONCLUSION

The purpose of the study was to look at how reward system affected the elementary and secondary instructors of the physical education in KP, Pakistan, in terms of their job performance. Based on the information gathered throughout this investigation several conclusions can be drawn. The data and statistics in this conclusion demonstrate the reason behind the decline in secondary school teacher performance. The majority of school principals don't seem to care about their teachers' professional development. Teachers become less motivated as a result. The study's findings revealed a favorable association between job performance and rewards. According to the study's findings, teachers are content with extrinsic benefits offered by their employers, such as income, bonuses, and allowances, but they rarely receive intrinsic benefits from them. The outcome further suggests that performance of male and female IPEs differs significantly. According to the study findings, male IPEs outperform female IPE in terms of communication abilities, assessment techniques and subject matter expertise. According to study's findings, firm pays its employees well in comparison to other organizations in terms of extrinsic rewards, that helps IPEs function well. The findings of study suggest that teachers do not receive consistent recognition from their supervisors. It lowers the instructors' performance



level. Study came to conclusion that HODs needed to commend IPEs for their excellent work and highlight contributions they made to organization. Employee performance and job satisfaction will both increase as a result.

### Recommendations

1. The institute's head should instill a sense of accountability in instructors since this will propel organization forward. The institute's director ought to boost internal and external motivation. It will be a fantastic resource for excellent work.
2. To raise performance level of instructor, higher-ups should show interest in their professional development. They must to ask teachers about possibility of rewarding them for improving their performance and take into account their fresh ideas.
3. The research study does not cover all potential rewarding strategies; instead, it focuses on a small number of extrinsic and intrinsic incentives, therefore more investigation may also be required to produce innovative information about the issues.
4. The additional research on impact of reward systems upon employee performance may yield clever idea for developing, analyzing, and establishing a strong research model that could offer a better understanding about the issues under study.

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