

# Reward and Recognition Priorities of Public Sector Universities' Teachers for their Motivation and Job Satisfaction

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## Abstract

*Employee's motivation and job satisfaction is contingent upon various factors such as fair pay, promotions, job security, career opportunities, employees' relationship and working conditions. This research aims at identifying the factors of reward and recognition that are most preferred by public university teachers for their motivation and job satisfaction in Khyber Pakhtunkhwa, Pakistan. This study was carried out in three public sector universities such as University of Malakand, University of Swat and Shaheed Benazir Bhutto University Sheringal. Data was collected from a sample of Ninety (N=90) university teachers and was analyzed by using pearson's correlation coefficient. It was concluded that within public sector universities in Khyber Pakhtunkhwa, teachers prefer employees' recognition, promotions, good working condition, rich work contents, fair pay and good working relationship respectively for their motivation and job satisfaction.*

**Keywords:** Employees motivation and job satisfaction, Reward and recognition

## Introduction

Among other resources in organizations, human resource is the most important one, because, this resource ultimately develops and utilizes all other resources of the organization. Organizations therefore use different strategies to satisfy and motivate human resources of organizations. Baron (1983) argues that employees' motivation and job satisfaction has positive impact on employees' performance because well-motivated employees remain actively involved in different activities of organizations. Motivation of employees can be enhanced through reward and recognition. The importance of reward and recognition is evident from the fact that if existing reward and recognition system is altered, there would be a corresponding change in employees' motivation and job satisfaction (Ali and Ahmad, 2009). This shows that motivation of

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employees can be improved by providing them an effective system of reward and recognition (Deeprase, 1994). Reward and recognition are provided in the form of monetary and non-monetary benefits (Mark, 2006). Factors of reward and recognition such as fair pay, promotions, career opportunities, job security, employees' relationship and working conditions are important for employees' motivation and job satisfaction. However, employees in various organizations in different part of the world prefer different factors for employee's motivation and job satisfaction (Goetsch and Stanley, 2003). Existing studies show that in western countries employees are motivated and satisfied when they find their job is interesting whereas in India employees can be motivated and satisfied through job security (Beer, Spector, Lawrence, Mills, & Walton, 1984). This shows that factors of reward and recognition for employees' motivation and satisfaction are context based. There is considerable amount of literature on employees' motivation and job satisfaction in western countries such as America, United Kingdom, New Zealand, Germany and France (Lindner, 1998; Lundy & Cowling, 1996). These studies reflect the understanding of reward and recognition in those specific countries. However, there is dearth of literature in public sector universities in Khyber Pakhtunkhwa, Pakistan regarding this issue. This shows a clear gap in the existing literature. It is important for the policy makers of public sector universities to know about the reward and recognition priorities of universities teachers. This is important for keeping university teachers satisfied and motivated. Literature shows that success or failure of an organization depend upon motivation and job satisfaction of employees (Carnegie, 1975). This research study is an attempt to investigate the preferences of university teachers for various factors of reward and recognition that can motivate them in public sector universities in Khyber Pakhtunkhwa. This study will fill the gap in the existing literature and will enhance the understanding of policy makers regarding the topic under investigation.

### **Literature Review**

Motivation is the inner desire to achieve some goal or objectives (Buford, Bedeian, & Lindner, 1995). It is something that leads to job satisfaction (Higgins, 1994). The challenge for each and every organization is to insure that their employees are motivated and satisfied. This goal of motivation of faculty members at the university level can be achieved through an effective program of reward and recognition. Bowen (2000) described that reward is something which is given or received in return for a success or achievement. Reward is used as an appreciation of certain behavior in the shape of monetary or non-monetary incentives after the accomplishment or success (Bowen, 2000). Recognition is the sense which is given to an individual that he or she is a valued person of

an organization (Hellman, 1997). Recognition is monetary and non-monetary reward offered in the public place or communicated in the work place regarding the success or accomplishment of an individual (Hellman, 1997). Reward and recognition can be differentiated by describing that reward is tangible or intangible incentive offered to employees after the accomplishment or success such as pay, career opportunities and working conditions, whereas recognition is the public acknowledgment of an employee's contribution to the organization such as positive feedback, appreciations and encouragement.

According to Vroom's (1964) theory, motivation depends on individuals' expectations about their ability to perform tasks and receive desired rewards. An employee's motivation for better performance depends on the expectation that the efforts will lead to better performance which will bring reward and recognition. In broader sense, this theory supports the argument that there is a strong relationship between reward and recognition and employee's job satisfaction. Danish and Usman (2010) justify that employees are less motivated if organization neglects the aspects of recognition and the employees are highly motivated when there are sufficient growth opportunities, positive feedback and good relationship with colleagues. Lundy & Cowling (1996) argue that human wants have no limits and are insatiable. This shows that employees have numerous needs and wants which they expect from their organizations. Carnegie (1975) argued that success or failure of an organization depends on the people working in it. It is the organization's responsibility to motivate their employees so that they will ensure success. University teachers being an employee also need motivation and job satisfaction. According to Lindner (1998), teachers' motivation has a healthy consequence upon their teaching and research activities. Teachers' motivations and job satisfaction is closely connected to rewards and recognition universities have adopted. At university levels teaching faculty expect to have fair pay, career opportunities, promotions, recognition, appreciation and supportive department head. But it has been observed that expectations of employees regarding reward and recognition is context based and it varies from country to country. Evidence shows that employees in western countries prefer to work in those organizations where job is interesting whereas in India employees prefer job security (Beer, Spector, Lawrence, Mills, & Walton, 1984). This shows that there are considerable changes in the preferences of employees regarding various factors of employees' motivation and job satisfaction in different context. Existing studies such as studies conducted by Lindner (1998), Lundy & Cowling (1996) on reward and recognition have conducted in developed countries such as America and other western countries such as United Kingdom, Germany and France. These studies reflect the understanding of

preferences of reward and recognition in those specific countries. Moreover, existing studies for instance studies conducted by Ali and Ahmed (2009), Danish and Lindner (1998), Lundy and Cowling (1996) and Usman (2010) have focused on one aspect of reward and recognition that is the impact of reward and recognition on employees' motivation. These studies have ignored other important aspects such as the priority ranking of university teachers for different factors of reward and recognition. Therefore, it is important to understand the preference of universities teachers to address their perception regarding the issue under investigation in public sector universities in Khyber Pakhtunkhwa.

The following hypotheses were developed on the basis of the above literature:

#### *Hypotheses*

H1: Pay is significantly correlated with motivation and job satisfaction.

H2: Promotions are significantly correlated with motivation and job satisfaction.

H3: Working Conditions are significantly correlated with motivation and job satisfaction.

H4: Department head relationship is significantly correlated with motivation and job satisfaction.

H5: Recognition is significantly correlated with motivation and job satisfaction.

H6: Work Contents are significantly correlated with motivation and job satisfaction.

#### **Methodology**

##### *Sample*

A sample of 90 faculty members was randomly selected from public sector universities such as University of Malakand, University of Swat and Shaheed Benazir Bhutto University Sheringal, Upper Dir, Khyber Pakhtunkhwa, Paksitan. Data was collected from universities teachers who were permanent and having experience five years or more than five years.

##### *Data Collection Instrument*

A structured questionnaire was adapted and used for data collection. The questionnaire contained two parts such as Biographical Questionnaire and the Work Satisfaction and Motivation Questionnaire (Roberts, 2005). The Biographical Questionnaire contained the personal information of the respondents, gender, job scale, qualifications and tenure. The Work Satisfaction and Motivation Questionnaire consisted of items related to job satisfaction and motivation of teachers at university level (Roberts,

2005).

#### *Procedure and Statistical Methods*

Questionnaires were administered to 90 faculty members that were returned with 100% percentage. A response rate of 100% was achieved due to self administered questionnaire. The data were analyzed through Statistical Package for Social Sciences (SPSS) version 16. The statistical methods consisted of descriptive (mean and standard deviation) and inferential statistics (Pearson Correlation) for the predictors of motivation and satisfaction of employees.

#### **Results**

Table 1 presents the descriptive statistics of the responses of the research sample in the form of arithmetic means and standard deviations for the respondents. The results were computed for the multiple dimensions that were assessed through a questionnaire. Table 4.5 shows mean values of various factors of reward and recognition ranging from relationship with departmental head, payment, working conditions, work contents, promotions and recognition ranging from a low level of 3.83 to a high level of 4.18. The analysis in table 4.5 shows that respondents are highly motivated for the mean values of recognition, promotions, working conditions, work contents, payment and relationship with departmental head. It appears that mean values for payment and relationship with departmental head is moderately related with motivation and employees job satisfaction. It is therefore concluded that teachers at university level are more motivated and satisfied when they find recognition for their contributions within the university along with promotion, rich work content, safe and secure environment and a supportive departmental head.

Table 1: Descriptive Statistics for the Dimension of Job Motivation and Satisfaction

Variables	Mean	Standard Deviation
Work contents	3.41	.828
Payment	3.27	.932
Promotions	3.83	.826
Recognition	4.18	.457
Working Condition	3.40	.978
Department head	3.24	1.002

For the purpose of determining the relationship between various dimensions of reward and recognition and motivation and job satisfaction, Pearson's Correlation Coefficient was also applied and scores were computed. The results of the computation of the various

dimensions of reward and recognition and its relationship with employees' motivation and job satisfaction are explained in table 4.6.

Table 2: Dimensions Correlation with Employees Motivation and Satisfaction

Variables	Pearson Correlation	p-values
Work contents	.615**	0
Payment	.540**	0
Promotions	.704**	0
Recognition	.728**	0
Working Condition	.660**	0
Department head	.427**	0

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

Table 2 shows that there is significant relationship between various dimensions of reward and recognition and employees' motivation. For example, the relation between recognition and motivation and job satisfaction is ( $r=.72$ ,  $p<.05$ ). Similarly, the analysis reveals that reward and recognition and employees motivation and job satisfaction is significantly correlated with promotion ( $r= .704$ ,  $P<.05$ ). The analysis clearly indicates that public sector university teachers prefer recognition and promotion. Recognition improves their sense of self-esteem as compared to monetary rewards. Existing studies also support this contention that employees with strong self-esteem are more satisfied and productive. Maslow's theory of motivation is an example in this connection, as the theory explains that after satisfaction of lower level needs such as salary employees prefer to work in an environment where there is their self-esteem. Within public sector universities promotion are also considered as recognition because it is given to employees as a result of their experience, knowledge, services efficiency and qualification. This gives intrinsic satisfaction to universities teachers. It is a common observation that teachers at university level are motivated towards their job when they find opportunities for promotions. It is because of the fact that promotions indirectly or directly adds to the improvement of their economic and social life.

The analysis also found out that there is strong significant relationship between working conditions and employees motivation and job satisfaction such as ( $r=.66$ ,  $p<.05$ ). The result concluded that the university teachers prefer to work in good working conditions. It is because of the reason that the faculty members are involved in academic and research activates. They need to focus on their research activates which require good working environment.

The analysis shows that there is a significant relationship between motivation and job satisfaction and work contents. For example, job satisfaction and work contents is significantly correlated with  $r$  value

of ( $r=.61$ ,  $p<.05$ ). The high relationship between the work contents and employees motivation shows that university teachers get motivated when they are provided with rich work contents. This helps them improve their personal growth. There is a growing realization among the university teachers to give importance to learning and professional development. Evidence shows that learning and professional growth is one of the fundamental factors for employee's motivation and job satisfaction. Rich work contents expose them to new assignment and responsibilities which is considered important for professional growth and development.

There is also significant positive relationship ( $r=.54$ ,  $p<.05$ ) between salary and employees' motivation and job satisfaction. Salary is fundamental requirement for social and economic requirements. This brings prosperity in life and improve life standard. Therefore, there is moderate positive relationship between salary and employee's motivation and job satisfaction.

Analysis also revealed that there is a strong relationship between job satisfaction and relationship with departmental head. For example the relationship between job satisfaction and relationship with departmental head such as ( $r=.47$ ,  $p<.05$ ) shows that university teachers look for appreciation and support from their departmental head. The relationship between university teachers and departmental head is highly important because it determines the value of work and shared responsibilities in the department. Supportive relationships between the team members and the department head help in the realization of the objectives and goals of the department. Therefore, the respondents have responded positively for good relationship with departmental head.

### Discussion

The purpose of this study is to investigate the relationship between different factors of reward and recognition and employee's motivation and job satisfaction. This study is an attempt to rank the priorities of public sector universities teachers regarding various factors of reward and recognition that can motivate them towards their duties and responsibilities. The results of this study supported the hypothesis that various factors of reward and recognition such as promotion, pay, work contents, working conditions, recognition, and relationship with departmental head are significantly related to motivation and job satisfaction. The study has further ranked the different factors of reward and recognition with respect to the priorities given by university teachers.

This study concluded that there is a highly significant correlation between recognition and employee's motivation and job satisfaction. This shows that if university teachers are provided with more respect and public praise, their level of motivation will correspondingly increase.

This is somewhat similar to existing research where it has been explained that recognition and public praise, good working relation, empowerment and handsome remuneration and incentives motivate employees (Nasseh, 1996).

Besides recognition, promotion is also considered the most preferred factor of reward and recognition. Table 4.6 shows that promotion is the next preferred factor for their motivation of university teachers after recognition. There is little difference in the (r) values of recognition and promotion. This shows that promotion is also recognition because it is given to employees as result of positive contribution on their part. Promotion is like a public praise or encouragement. It is awarded to employees for their intrinsic satisfaction and motivation. It has been observed that teachers are motivated towards their job when they find opportunities for promotions because promotion can improve social condition and economic conditions of employees.

The study also shows that employees are motivated when they are provided with good working environment. This is due to the fact that university teachers want to concentrate on academic and research activities. The job nature of university faculty demands relax and good working environment. This is considered fundamental for research and pedagogical activities. According to Freedman (1978), employees with good working conditions are more satisfied and productive. Therefore, university teachers prefer to work in a supportive working condition. In this way, they can focus on their academic and research activities.

The study also concluded that there is significant correlation between pay and employees motivations and job satisfaction. This shows that university teachers can be motivated by providing them handsome salary. According to Porter and Lawler (1968), employees can be motivated if their salary is enough to fulfill their basic needs such as food, shelter and dress. University teachers have ranked various factors of reward and recognition ranging from high level relationship to lower level such as recognition, promotions, good working conditions, rich work contents, fair pay and relationship with departmental head. This shows that faculty in public sector university are more sensitive towards their self esteem. They want their status as a role model for their students for which they need self respect, promotion, rich work contents where they can expose themselves to new duties and responsibilities and relax and peaceful work environment.

The relationship between employees and departmental head is found out as moderately important because it determines the value of work and shared responsibilities in the department. A supportive relationship between the team members and the department head helps the realization of the objectives and goals of the department. According to Sergiovani (1991), relationships with superiors have far reaching



impact on the motivation of employees. He further asserts that developing good relationship help employees work in team. This is important for achieving organizational goal and objectives.

### **Conclusion**

This study concluded that university faculty preferred to work in an environment where there is employees' recognition, promotions, relax and peaceful working condition and rich work contents. This study also revealed that salary and relationship with departmental head are also moderately related to teachers' motivation and job satisfaction.

This shows that university teachers are motivated if they are provided with verbal and written praise, certificates and tangible gifts. They prefer recognition in front of the staff and community, and recommendation for promotions as a result of their positive contribution. The nature of teachers' job need relax and peaceful environment where they can concentrate their academic and research activities. There is a growing realization that university teachers tend to expose new duties and responsibilities. This is due to the fact that they tend to carry on learning and development. This is important for their teaching profession.

This research revealed that several intrinsic factors (such as pay and working relationship with superior) motivate university teachers to adopt a particular course of action. It is presumed that people and organizations are dependent on each other because people need salaries and friendly environment while organization needs energies and talent. Universities teachers can be motivated if there is recognition, promotions, relax and peaceful working condition and rich work contents. There is need of handsome salaries and good relationship of teachers with departmental head. This will develop a fit between teachers and university and will yield positive results.

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