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## TEACHERS PERCEPTIONS ABOUT REWARD SYSTEMS IN CLASSROOM

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### ABSTRACT

A Reward system is used to influence the people in any organization. In education, teachers are used rewards to influence students learning outcomes. Therefore, the present study was conducted to find out the teacher's perceptions about rewards in the classroom. All the teachers of the public primary school of district Toba Tek Singh were considered for the population of the study. A questionnaire was used as a research tool for collecting the opinion of respondents, including a five-point rating scale. A total of 200 teachers (100 male and 100 female) were selected as a sample from 100 public primary schools in Toba Tek Singh. Data were analyzed using SPSS (Statistical Package of Social Sciences) through t-test, mean and standard deviation. It was concluded that most of the teachers agreed that reward encourages the students to move forward. It was also proved that the rewards system was significantly better towards learner's achievement. It was also confirmed that most teachers improved their performance regarding their rewards system; therefore, it had a positive impact on achieving the targeted objectives.

*Keywords: Perceptions; Teachers; Reward system; Classroom.*

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### INTRODUCTION

Teachers sometimes use reward systems to enhance student motivation towards academic achievements and appropriate behavior (Akin-Little & Little, 2004). The exchange of positive behavior and academic achievement for tangible reinforcement such as candy, toys, free time, and homework passes is an ongoing controversy among educators (Cameron et al., 2005; Davis et al., 2006; Bowman, 2007; Hoffmann et al., 2009). Despite the unknown impact rewards may have on a student's intrinsic motivation, educators continue to use them in the classroom (Hoffmann et al., 2009). Teachers use various techniques in order to accompany learning.

A reward is an important tool that is being used by teachers by teachers to enhance learning and positive outcomes (Queralt et al., 2009). Here inner motivation symbolizes the individual's personal interest and satisfaction; opposite it external forces express 'Mar or Payar' that support the curiosity. A good and positive impact on their academic performance was seen (Bandura, 1997). MacNally (1990) mentioned the role of extrinsic motivation on student achievement. The individuals will be energized by extrinsic motivation. So this study emphasized. Instructive thinking concluded that reward and remuneration are motivational practices.

Hava (2019) conducted a research study and confirmed the function of checking the process of motivational thinking. After the finding of such type of research and the function of thinking plays a significant role in the learning environment. In education, teachers are used rewards to influence students learning outcomes. Therefore, the present study was conducted to find out the teacher's perceptions about rewards in the classroom.

**METHODOLOGY**

This study is descriptive in nature. All the teachers of the public primary school of district Toba Tek Singh were considered for the study population. The teachers of Tehsil Toba Tek Singh were selected for the targeted population. The 618 (354 male and 334 female) public primary school in District Toba Tek Singh. Out of 218 public primary schools (102 male and 116 female) in Tehsil Toba Tek Singh, 100 public primary schools were chosen through the Convenience sampling technique.

A sample of 200 teachers (100 males and 100 females) was chosen for the collection of data. After selecting the sample, A questionnaire was used as a tool of research for the collection of opinion of respondents, including a five-point rating scale. The questionnaires were distributed among selected teachers in printed form, personally by the student researcher.

**RESULTS AND DISCUSSIONS**

The findings are described with the presentation of results, interpretation, and discussions of major findings. Through the use of descriptive statistics, this section presents the results obtained from administering the instrument used for data collection in this study. The data obtained were analyzed in terms of the stated research problem.

Table 1. Distribution of respondents regarding gender.

Gender	Frequency	Percentage	Valid Percent
Male	100	50.0	50.0
Females	100	50.0	50.0
Total	200	100.0	100.0

Table 1 shows that participants are taken in equal proportion. As Mahadi & Jafari (2012) also conducted the research on incentives, they mentioned its forms and its influence on schooling. They observed 150 participants with equal proportion of male and female through questionnaire.

Table 2. Age distribution of respondents.

Age (Years)	Frequency	Percent
20-40	110	52.2
41-59	90	48.8
Total	200	100.0

Table 2 showed that most teachers (110) belong to the age category 20-40 years and the rest of (90) belong to the 41-59 years age category.

Table 3. Distinction in gender of teacher opinions about effectiveness of reward systems in determining students' success goals.

Category	N	M	SD.	t	P
Males	100	3.6476	0.73355	1.05	.293
Females	100	3.5425	0.80885		

According to Table 3, t-test was applied to explore the difference in the responses between male and female teachers' perceptions about the use of a reward system for learning purposes. It revealed that there exists a non-statistically clear distinction in the gender of teacher opinions about the use of a reward system for learning purposes. The overall mean achievement score of male and female teachers did not differ significantly as  $p > 0.05$ . Both groups of teachers were found to have the same perceptions about the use of a reward system for learning purposes. So the null hypothesis that there is no clear distinction in the gender of teacher opinions about the use of reward system for learning purposes is accepted.

Table 4. Distinction in gender of teacher opinions about the use of extrinsic rewards ultimately leads to decreased intrinsic motivation.

Category	N	M	SD	t	P
Males	100	3.6190	0.70719	0.610	0.542
Females	100	3.5621	0.74392		

According to table 4, a t-test was applied to explore the difference in the responses between male and female teachers' perceptions about the use of extrinsic rewards, ultimately leading to decreased intrinsic motivation. It revealed that there exists a non-statistically clear distinction in the gender of teacher opinions about the use of extrinsic rewards ultimately leads to decreased intrinsic motivation. The overall mean achievement score of male and female teachers did not differ significantly as  $p > 0.05$ . Both groups of teachers were found to have the same perceptions about the use of extrinsic rewards ultimately leads to decreased intrinsic motivation. So the null hypothesis that there is no clear distinction in the gender of teacher opinions about the use of extrinsic rewards ultimately leads to decreased intrinsic motivation is accepted. It was also discussed by Keijzer & Puri (2010) argued about a member of staff impulse associated with worker competency. The aim of the research was to explore the influence of outward and inward inspiration. Seventy-six employees were observed by asking questions. After finding such type of research, we come to know that the inward and outward incentives leave an impressive effect on the workers.

Table 5. Distinction in gender of teacher opinions about the use of written and verbal praises for students in class.

Gender	N	M	SD	t	P
Males	100	3.6984	0.67348	2.487	.014*
Females	100	3.4724	0.73388		

\* $P < 0.05$

According to table 5, a t-test was applied to explore the difference in the responses between male and female teachers' perceptions about the use of written and verbal praises for students in class. It revealed that there exists a statistically clear distinction in the gender of teacher opinions about the use of written and verbal praises for students in class. The overall mean achievement score of male and female teachers differed significantly as  $p < 0.05$ . Both groups of teachers were found to have different perceptions about the use of written and verbal praises for students in class. So the null hypothesis that there is no clear distinction in the gender of teacher opinions about the use of written and verbal praises for students in the class was rejected. Male teachers used written and verbal praises for students in class when compared with female teachers. As Hava (2019) confirmed, the function is to check the function of motivational thinking. After the finding of such type of researches as well as the function of thinking plays a significant role in the learning environment. This was also discussed by Wu (2003) in china concluded the effects of schoolroom

background. Sixty-two young children were his population. Skill was observed between the pupils. He adopted the experimental design to get out the consequences. The outcome of his research educational setting and approaches plays a vital role in seeking.

## **CONCLUSIONS**

The study concluded that the reward system is used to influence the people in any organization. In education, teachers are used rewards to influence students learning outcomes. The results revealed a non-statistically clear distinction in the gender of teacher opinions about the use of reward systems for learning purposes, and the use of extrinsic rewards ultimately leads to decreased intrinsic motivation. There is a statistically clear distinction in the gender of teacher opinions about the use of written and verbal praises for students in class. Male teachers used written and verbal praises for students in class when compared with female teachers.

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