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*Full Length Research Paper*

# Reward and Recognition and its impact on teachers' Satisfaction and Motivation at university level

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**Employee's satisfaction is contingent upon various factors such as fair pay, promotions, career growth opportunities, reward, recognition and working conditions. This paper aims to find out those factors of employees' motivation and job satisfaction that are more appropriately attracted in public sector universities' teachers in Khyber Pakhtunkhwa, Pakistan. This study was conducted in three public sector universities situated in the north of Khyber Pakhtunkhwa province, Pakistan. Ninety university teachers were chosen as sample. Data were collected and analyzed by using Pearson's correlation coefficient. It was concluded that within public sector universities, the most preferred factors for teachers' motivation and job satisfaction are identified as recognition, work contents and promotions. The study concluded that certain factors such as teachers' relationship with department head and salary are also moderately related to employee 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 all other resources of the organization. Baron (1983) argues that job satisfaction has positive impact on employees' motivation. Evidence shows that committed and satisfied employees lead to achieve organizational goals and objectives where commitment comes through motivation. Well-motivated faculty members remain actively involved in different activities of an organization. According to Bishay (1996), effective reward and recognition system highly increases employees' motivation and job satisfaction. Ali and

Ahmad (2009) have found that there is a significant relationship between reward and recognition and employees motivation that further lead to job satisfaction. If existing reward and recognition system is altered, there would be a corresponding change in work motivation and their job satisfaction (Ali and Ahmad, 2009).

Literature shows that motivation of employees and their productivity increases by providing them recognition (Deeprise, 1994). This ultimately leads to job satisfaction and improved organizational performance. According to Marks (2006) organizations provide reward and recognition to their employees in the form of monetary and non-monetary benefits for certain desirable behaviors such as motivation and job satisfaction. Factors such as incentives, recognition and rewards are

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most important for university teachers' motivation and job satisfaction. Literature shows that employees in various organizations in different part of the world prefer different factors for employee's satisfaction and motivation (Goetsch and Stanley, 2003). 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.

On the other hand, it is important for the policy makers of public sector universities to know about the priority of their employees for motivation and job satisfaction. Literature shows that success or failure of an organization depends on motivation and job satisfaction of employees (Carnegie, 1975). Organizations need to inquire their employees before designing factors of motivation (incentives) schemes for their satisfaction. This study attempts to evaluate the different factors of employees' motivation and job satisfaction at university level in public sector universities in Khyber Pakhtunkhwa, Pakistan.

## 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. Recognition is the sense which is given to an individual that he or she is a valued person of an organization. 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 from superiors. Positive feedback makes people feel more self-determining and competent which leads to greater intrinsic motivation (Deci and Ryan, 1982). At the university level teaching faculty

expect to have fair pay, career opportunities, promotions, recognition, appreciation and supportive department head. But it is observed that the expectations of employees vary from organization to organization. For universities to address these expectations an understanding of employee's motivation is required (Beer, Spector, Lawrence, Mills, & Walton, 1984).

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. It means that employees have numerous needs and wants which they expect that their organizations will provide. 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. Lindner (1998) found that employee motivation has a healthy consequence upon the process of effective teaching and learning at higher level. It is connected to rewards and recognition practices that universities adopt according to their policies and procedures. Motivation plays an important role in defining the process of quality teaching and learning at higher level. Policy makers and hiring authorities are needed to realize this fact, because motivated employees are more productive and help universities grow as professional organizations.

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 from three universities was randomly selected. The selected three universities were University of Malakand, University of Swat and Shaheed Benazir Bhutto University Sheringal of Khyber Pakhtunkhwa province of Pakistan. The faculty members selected for these studies are permanent and having experience 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. All the questionnaires were received back and thus the return percentage was 100%. The questionnaire was self-administered. As a result, 100% response rate was achieved. 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 4.5 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.

Regarding dimensions of work motivation assessed through the questionnaire, table 4.5 shows that the means for areas like payment, promotions, recognition, working conditions, work contents and department head relationship ranged from a low of 3.83 to a high level of 4.18. Thus the analysis shows that respondents are highly motivated for the mean values of work contents, working conditions, and recognition and department head.

On the other hand, it appears that the mean values for payment and promotion are comparatively low. In this way on the basis of the analysis of the mean values of the various dimensions as mentioned above, it can be safely concluded that teachers at university level are more motivated and satisfied when they find recognition for their contributions within the university along with rich work content, safe and secure environment and a supportive department head' relationship. And the results of this study show that university teachers are comparatively less concerned with payment and promotions.

For the purpose of determining the relationship between various dimensions of job satisfaction and motivation, Pearson's Correlation Coefficient applied and scores were computed. The results of the computation of the various dimensions of motivation and job satisfaction and its sub-dimensions as explained below are presented in table 4.6.

- a. Relationship between motivation and job satisfaction and recognition,
- b. Relationship between motivation and job satisfaction and pay,
- c. Relationship between motivation and job satisfaction and work content
- d. Relationship between motivation and job satisfaction and department heads',
- e. Relationship between motivation and job satisfaction and promotion
- f. Relationship between motivation and job satisfaction and working condition.

The analysis of various dimensions of the relationship between all the variables of job satisfaction and motivation indicates high significant relationship. For example, the relation between motivation and job satisfaction and recognition is ( $r=.72$ ,  $p<.05$ ). Similarly, the analysis interestingly reveals that job satisfaction and pay is significantly correlated with ( $r=.54$ ,  $p<.05$ ). This is due to the reason that salary and rewards improve the economic and social life of the faculty members. All research studies reviewed for this study support that employees' motivation and job satisfaction is strongly related to their pays. The results also show that university teachers are more motivated when they get recognition

**Table 4.5** Descriptive Statistics for the Dimension of Job Motivation and Satisfaction

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

**Table 4.6** 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).  
 \*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4.7** Dimensions Correlations with Job Motivation and Satisfaction

| Variables                   | 1      | 2      | 3      | 4      | 5     |
|-----------------------------|--------|--------|--------|--------|-------|
| <b>1. Work contents</b>     |        |        |        |        |       |
| <b>2. Payment</b>           | .329** |        |        |        |       |
| <b>3. Promotions</b>        | .270** | 0.202  |        |        |       |
| <b>4. Recognition</b>       | .367** | 0.147  | .515** |        |       |
| <b>5. Working Condition</b> | .450** | .508** | .239*  | .219*  |       |
| <b>6. Department head</b>   | 0.171  | -.211* | 0.203  | .334** | 0.104 |

\*\* . Correlation is significant at the 0.01 level (2 tailed)  
 \* . Correlation is significant at the 0.05 level (2-tailed).

**Table 4.8** Relationship between Reward, Recognition and Job Motivation and Satisfaction

|             | Job Motivation and Satisfaction(M.S) | Significance |
|-------------|--------------------------------------|--------------|
| Reward      | .540**                               | .000         |
| Recognition | .728**                               | .000         |

which improves their sense of self-esteem as compared to monetary rewards. And research studies also support the 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 satisfaction of lower level needs such as food, shelter and dress which in an organizational context is related to salary leads to the satisfaction of higher order needs such as self-esteem and self-respect.

The study found that there is a very strong and significant relationship between motivation and job satisfaction and work contents. For example job satisfaction and work contents is significantly correlated such as ( $r=.61$ ,  $p<.05$ ). The high relationship between the variable shows that university teachers get motivated when they are provided with rich work contents. It may be due to the fact that there is a growing realization among the university teachers to give importance to learning and professional development. Research says that learning and professional growth is enhanced when people are exposed to new assignment and responsibilities.

The analysis also found 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 need to work in safe and sound and relax working environment so as to give their full attention to their research and academic activities.

This research study also revealed that there is a strong relationship between job satisfaction and department heads relationship. For example the relationship between job satisfaction and department head such as ( $r=.47$ ,  $<.05$ ) shows that university teachers look for appreciation and support from their department head. The relationship between university teachers and department 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. This also affects directly the promotion and elevation of the department team. Therefore, the respondents have responded positively for this point. Studies on human relation also support this view. For example, expectancy theory says that employee's motivation level increases and they attach more importance to their work when they expect high rewards and favor for certain behaviors or tasks that they are required to perform.

The table 4.6 also indicates that there is significant relationship between job satisfaction and promotion of the university teachers. In this regard the analysis of the responses such as ( $r=.72$ ,  $p<.05$ ) shows that there is a

significant relationship between the two variables. 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 condition.

## **DISCUSSION**

The purpose of this study was to evaluate the different factors of employee's motivation and job satisfaction and investigate that which factors are more preferred by the teachers at university level. The results of this study supported the hypothesis that all the six dimensions of the job satisfaction and motivation such as promotion, pay, work contents, working conditions, recognition, and department head relationship were significantly related to motivation and job satisfaction.

This study also discovered that there is a highly significant correlation between recognition and employee's motivation and job satisfaction. It means that if university teachers are provided with more respect and public praise, their motivation level will correspondingly increase. In the view of Dermer (1975). Maslow theory of motivation also supports this fact that if the lower order needs such as food, shelter, dress of the employees are satisfied that leads to the satisfaction of high order needs such as security, self-esteem and self-actualization.

The study also showed that employees are motivated when they are provided with good working environment which develops their interest and commitment. Freedman (1978) also supports the contention that employees with good working conditions are more satisfied and productive. The study also revealed that the university faculty members preferred to work in a supportive working condition. It is because of the fact that the university teachers needs to work in relax environment so that they can focus on their academic and research activities without any disturbance.

Similarly, the study also explored that university teachers get motivated when they are provided with high promotional opportunities. In the present day it is a common observation that teachers at university level are motivated towards their job when they find opportunities for promotions. Promotion improves the economic and social condition of an employee.

This study also postulates there is significant correlation between pay and job satisfaction. But this relation is moderate. It means that if university teachers are provided with high financial benefits such as handsome pay, their motivation and job satisfaction level will correspondingly increase. According to Porter and

Lawler (1968) Maslow theory of motivation also supports this fact that if the lower order needs such as food, shelter, dress of the employees are satisfied that leads to the satisfaction of high order needs such as security, self-esteem and self-actualization.

The relationship between employees and department head is 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. This also affects directly the promotion and elevation of the department team. Therefore, in this study the respondents have responded positively for this point. Studies on human relation also support this view. For example, expectancy theory says that employee's motivation level increases and they attach more importance to their work when they expect high rewards and favor for certain behaviors or tasks that they are required to perform.

## CONCLUSION

It was concluded that teacher's recognition, working condition and promotions have high significant relationship with teachers' motivation and job satisfaction. This study also explores that some dimensions such as relationship with department head and salary are also moderately related to teachers' motivation and job satisfaction. The study further concludes that praise and recognition increases the motivation of employees which adds to job satisfaction and motivation. Similarly, working condition and promotions also majorly contributes towards teachers' motivation and job satisfaction. Thus it can be concluded that reward and recognition significantly contribute toward university teachers' job motivation and job satisfaction.

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**QUESTIONNAIRE**

Adopted from (Roberts, 2005).

***Impact of Reward and Recognition on Work Motivation and Job Satisfaction of University Teachers***

**BIOGRAPHICAL INFORMATION**

Gender Male  Female

Educational Qualification: Master  M. Phil  PhD

Job Title \_\_\_\_\_

How long have you been employed at this University? (in years) \_\_\_\_\_

***Work Satisfaction and Motivation Questionnaire***

**METHOD FOR ANSWERING QUESTIONS**

With each question, you have a choice of three answers.

Choose one of the following:

- Strongly Agree = 1**
- Agree = 2**
- Neutral = 3**
- Disagree = 4**
- Strongly Disagree = 5**

Mark your answers with a cross (X).

| S.# | Statements   | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
|     | <b>Work Contents</b>                                     |   |   |   |   |   |
| 1   | I am interested in my work                               |   |   |   |   |   |
| 2   | My work consists of a variety of work                    |   |   |   |   |   |
| 3   | I receive training daily which teaches me something new  |   |   |   |   |   |
| 4   | My work is easy  |   |   |   |   |   |
| 5   | The amount of work is easy to handle                     |   |   |   |   |   |
| 6   | I control the amount of work I do myself                 |   |   |   |   |   |
| 7   | I am completely independent of others                    |   |   |   |   |   |
| 8   | I regard the content of my work as responsible           |   |   |   |   |   |
| 9   | I know exactly what my mistakes are                      |   |   |   |   |   |
| 10  | I am allowed to decide on the methods for doing the work |   |   |   |   |   |
| 11  | I am proud to say what kind of work I do                 |   |   |   |   |   |
| 12  | My work is the way to future success                     |   |   |   |   |   |

Cont.

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 13 | I will not be dismissed without good reason   |  |  |  |  |  |
| 14 | I have the opportunity to take part when decisions are made                               |  |  |  |  |  |
| 15 | I feel that my work is of value in my department  |  |  |  |  |  |
| 16 | There is not time for idleness  |  |  |  |  |  |
| 17 | I have a certain degree of authority in my work   |  |  |  |  |  |
|    | <b>Payment</b>  |  |  |  |  |  |
| 18 | My salary is satisfactory in relation to what I do  |  |  |  |  |  |
| 19 | I earn the same as or more than other people in a similar job                             |  |  |  |  |  |
| 20 | The basis of payment, for example overtime payment is reasonable                          |  |  |  |  |  |
| 21 | Salary increases are decided on a fair manner   |  |  |  |  |  |
|    | <b>Promotions</b>   |  |  |  |  |  |
| 22 | I will be promoted within the next two years  |  |  |  |  |  |
| 23 | Everyone has an equal chance to be promoted   |  |  |  |  |  |
| 24 | Staff are promoted in a fair and honest way   |  |  |  |  |  |
|    | <b>Recognition</b>  |  |  |  |  |  |
| 25 | I am praised regularly for my work  |  |  |  |  |  |
| 26 | I receive constructive criticism about my work  |  |  |  |  |  |
| 27 | I get credit for what I do  |  |  |  |  |  |
| 28 | I am told that I am making progress   |  |  |  |  |  |
|    | <b>Working Condition</b>  |  |  |  |  |  |
| 29 | My working hours are reasonable   |  |  |  |  |  |
| 30 | I am never overworked   |  |  |  |  |  |
| 31 | I get the opportunity to mix with my colleagues and to communicate on aspects of our work |  |  |  |  |  |
|    | <b>My Leader/ Head</b>  |  |  |  |  |  |
| 32 | Is satisfied easily   |  |  |  |  |  |
| 33 | Will support me if there are problems   |  |  |  |  |  |
| 34 | Can be convinced and persuaded  |  |  |  |  |  |
| 35 | Is a warm-hearted person  |  |  |  |  |  |