

What do students and teachers think about providing incentives presented by school leadership?

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ABSTRACT

The work of a teacher is aristocratic. The daily task of the teacher is improving the quality education and to polish students to be a model student, competent, smart, noble, and active. It's not easy for teachers to make their students a better version of themselves; it requires a lot of effort and potential. The monthly income of a teacher is not so large that's why he/she will need additional money to fulfill his/her needs and make his life prosperous. Incentives are the additional money that will be given to the teachers based on their performance as a reward. Not all teachers have the same incentives, everyone gets their reward according to their performance. A managerial system is needed in setting the number of rewards that will be given to the teachers so that the receipt of incentives will be more unbiased by applying this method.

Key Words: Incentives, school leadership, rewards, performance

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INTRODUCTION

Incentives for swatting can be defined as an encouragement or supplement reward that serves as a motivational device for deliberate learning. There are some incentives to improve education identified in three categories of incentives: rewards (financial rewards for teachers), competition (educational choice) and threats (introduction of external standards and accountability for performance). A series of incentives have been administered in different schools of Pakistan to improve students' educational outcome by improving teacher quality (Fryer, 2013). The focus on incentive schemes is motivated by the fact that teachers matter; the incentive team usually targets the teachers/schools and link their evaluations to student's outcomes. These appraise are then linked to monetary incentives such as financial grants- an example is "Race to the Top" (Fryer, 2003).

Keeping in view the needs and reasoning present study is conducted to assess/aims to find "opinion of teachers and students about providing incentives to teachers and students". This study will help to show how incentives can persuade the teachers by pleasing good accomplishment, motivating them to expend more effort in their work, or to show up in the class. This study will show how incentives play a key role in productive performance of students as they create a feeling of pride and achievement. This study will be helpful to show how teachers behavior effects the upbringing of pupil's mind in a positive way. The purpose of the current research is: to assess the effect of incentives on different students and to find performance measurement in students and teachers while providing incentives.

LITERATURE REVIEW

The term incentive is used in education to outline both the incentive device and the attitude which is produced by it. From the perspective of functioning school, incentives are synthetic device introduced into the methods and techniques of teaching for bracing and directing the activity of the learner. The stimulus that gives rise to a motive is called incentive. Incentives are variable rewards granted according to the level of performance of the result. Incentives are payments for achievement or payment by results. In other words, an incentive plan must include in its acumen

the characteristics of time-based and output-based systems of wage payment. What do you mean by the term **Incentive**? It means something that incites or encourages someone to do something.

Everyone does not escape from daily work aimed at providing family support. There is much work done by someone to survive. One such job is the teaching profession. Teachers are the students who function in a school. Their job is to educate the students to sharpen them for the state and nation. The role of teacher is not far as a substitute for parents at home when parents (father & mother) cannot pay attention towards their children and cannot teach them on daily basis. The teaching profession requires a lot of patience to deal with their students with kindness, that's why teachers are called the unsung heroes of society.

Apart from the profession everyone is working for their basic needs but unfortunately these needs are hardly managed by the teachers because of their alarming salary. Teacher needs additional money from others. The amount of incentive is different for each teacher as it is based on their performance as a bonus. The main purpose of giving incentive to teacher is to give a kick and to improve and develop teacher's performance to be better.

Providing incentives to teachers is not an easy task for school because each has different performance and role. As teachers teach different subjects, the level of teaching difficulty also varies.

Mainly there are 3 main types of teacher's incentives:

1. Monetary incentives.
2. Social incentives.
3. Vision-based incentives.

Monetary incentives are cash or financial indemnity provided by an organization to an employee (teachers), in addition to their salary. The purpose of this incentive is to reward teachers for their excellent job performance by giving them money.

According to Murphy, teachers are given a monetary bonus of an amount considered valuable. For example, in public schools in our country teachers are paid RS.15000-20000 which is the average

wage in the country. If this wage is increased by 5-10% as a bonus then it would be deemed valuable by the teachers such that they're willing to exert the effort needed to improve students test score by some average points.

Social incentives include interpersonal rewards and motivations that encourage students to behave in a socially valuable and approved manner. This incentive offers a teacher an impetus to behave in a particularly approved way. According to Murphy's theory – teachers who can improve students results “significantly” should be awarded in front of all teachers and students a medal title of “great teacher of the year”. For example, teachers who improve students' performance by 5-10% points are awarded great teacher award in an end of year celebration of teachers.

This incentive is comparatively significant compared to the previous two. In this, the goal is set by the teachers themselves rather than assigned by the authorities. This method give teachers flexibility in their work and also promotes the importance of teaching profession. This method encouraged teachers to write their own perspectives and points for their students on the basis of their performance. They are encouraged to work as they want but give positive results (which include students achievement). It includes no physical rewards but depends instead on three terms: goal setting, soft work and significant techniques.

In this incentive scheme, the goals are framed as goals for the students rather than teacher goals (e.g. receiving a bonus, social recognition or promotion). Soft commitment – a commitment that does not entail any objective penalty for not following through – is likely to result in psychological costs in the form of harming self-image as well as reputation among others (Bryan, Karlan & Nelson, 2010).

The purpose of providing incentives is not to increase the efforts dedicated to motives and incentives but to develop higher interest in the assigned task. Much of a teacher's work is to keep an eye on the students, arrange situations, largely external provocation, to reviving better incentives into drives to the work desired and to make the work/performance satisfactory.

School marks do energize schoolwork to a greater extent. Test scores and marks used as a basis for grading offer a powerful revive to educative activity. Acknowledgement of students' work in the form of grades has its favorable effect upon the learner. Psychology says that achievement is

markedly greater when an achiever knows he/she will have a result of his/her effort than when he is kept ignorant of his achievement. When a student knows that his work would be appreciated, he will desire to do better work, and will try harder to be acknowledged. According to Luba, “children can be motivated to do better work when incentives such as prizes are offered than when there is no incentive.” His findings also show that dull students respond to rewards in a very interesting and better way than the bright. This scheme makes students feel pleasant and confident. In the lower primary grades, games and tools are used to provide incentive for a better performance in subjects such as reading, language, phonics, and spelling. The desire to play when properly restored and directed will improve learning and focus. Play is a great incentive as it plays a role in the physical and mental development of the child. It also develops one’s own personal behavior and discipline.

It is being observed that students tend to achieve more challenges with the realization that a day of computation is surely at hand. The motivating value of an examination differs with the recognition in which it is held by the students. To have encouragement, the examination must come at persistent intervals; it would then be possible for the students to keep growing records of his achievements. Such records form one of the most effective means of motivation known today. The main focus and purpose of conducting exams is to encourage and motivate students or provide incentive for careful review and gaining of a new aspect. This type of incentive is most probably used in secondary schools and colleges. With students in higher grades, identification by means of the honor roll serves to give incentives for much of their work. In the elementary level, teachers sometimes offer stars to some students who have done good work and perform well during class as the acknowledgement of their achievements or accomplishments. This type of incentives work, however, appeals only to bright students. The below average and average students will not be bracing at all.

Emulation as a school incentive was widely used by employees in the past. It should always be employed. The principle covering parallel level should be to implement without hurting or degrading others. Emulation is examined in cases where the students are impulse/encourage by the teachers to do their best in oral and written exercises; and students select the best work and prescribe it; where quick and neat work is called for, and the successful student is appreciated.

Putting effort, as well as gaining success, is a powerful factor in child-training and in effective child-living. Using incentives for the purpose of achieving academic performance, purposes, drives, or urges, the highest workable incentive is to be employed. Teachers must have a biased knowledge of the effects of incentives and must engage those that call for the best always and leave a challenge to the students. The incentives must not only be chosen but also must be significantly used to awaken considerable competition without hurting/triggering others. Incentive involves their being adapted to age, to mental growth, and to the experiences of the students, as well as to goals or aims of education.

No doubt somehow incentives can improve teachers' and students' performance but there is a lack of providing incentives to those people who deserve it. This is basically a negative side of our government who is not willing to improve the educational system of the country as they are not providing basic educational funds for the institutions. So, how does a school/organization with minimum resources provide extra rewards to students as well as teachers as they hardly manage to fulfill the basic desired needs of the organization.

There are not enough resources provided in institutions, only those educational institutions are providing some basic rewards to the staff and students who are managing their institutions on their own. Government sector educational institutions are not at good remarks in providing incentives especially to the students. Government should focus on the educational institutions by providing funds on time and should keep an eye if we want to be successful in education. This is the only way to compete with this world.

RESEARCH PROCEDURE & METHODOLOGY

Any authentic and reliable research depends on the procedure adopted. This section deals with the description of the procedure of the study including population, sample, instrument, data collection and analysis technique. Male and female students/teachers from public and private Institutions constitute the population of the study. A total of 100 public and private institutions were taken through convenient sampling. A total of 55 students and 49 teachers of these institutions were taken as samples of study. A five-point Likert scale questionnaire was used in order to get the response of students of university of the Punjab. Numerical values are allotted, participants in the

study completed 30 items of questionnaire using a five-point Likert scale with the following variable strongly disagree=5 disagree=4 neutral=3 agree=2 strongly agree=1. Researcher personally presented questionnaire because direct contact is useful to explain the purpose of the study. The researcher herself administered the instrument. Data analysis was done by using statistical package for social sciences software SPSS version 15.0 by which frequency and percentage of every statement of the questionnaire were calculated researcher applied t-test ANOVA. Following were some considerations of the current study; Data was used only for research purposes and will not be used for any other purpose other than research.

ANALYSIS AND INTERPRETATION

This chapter outlines the analysis and interpretation of data. The data collected for the study were analyzed and represented in the form of tables followed by their interpretation.

TABLE 1: Descriptive Statistics on Items 1 to 5

	Items	S. Agree		Agree		Undecided		disagree		Strongly disagree	
		Std	Tch	S	T	S	T	S	T	S	T
1	To promote interest	34.5	24.5	63.6	69.4	0	4.1	1.8	2.0	0	0
2	Rewards to improve performance	23.6	36.7	74.5	63.3	1.8	0	0	0	0	0
3	Positive feedback	27.3	36.7	69.1	63.3	0	0	1.8	0	1.8	0
4	School community responds	25.5	30.6	67.3	67.3	3.6	2.0	1.8	0	1.8	0
5	Commendation certificate	50.9	34.7	45.5	65.3	3.6	0	0	0	0	0

Table 1 items from 1-5 shows that students and teachers agree with the opinion of providing incentives for better performance.

Table 2: Descriptive Statistics on Items 6 to 10

	Items	S. Agree		Agree		Undecided		disagree		Strongly disagree	
		Std	Tch	S	T	S	T	S	T	S	T
6	Non material rewards	9.1	12.2	67.3	63.3	1.8	12.2	18.2	10.2	3.6	2.0
7	Increase engagement in class	25.5	26.5	67.3	69.4	5.5	2.0	1.8	2.0	0	0
8	Increase self-esteem	29.1	53.1	56.4	46.9	5.5	0	7.3	0	1.8	0
9	Keep focused	18.2	16.3	67.3	77.6	1.8	2.0	12.7	4.1	0	0
10	Incentives improve efforts	25.5	30.6	61.8	61.2	3.6	4.1	7.3	4.1	1.8	0

Table2: In this table item 1-6 shows that students and teachers strongly agree in providing incentives or giving rewards but item 9 shows that students somehow disagree with this opinion.

Table 3: Descriptive Statistics on Items 11 to 15

		S. Agree		Agree		Undecided		disagree		S.disagree	
		St	Tch	S	T	S	T	S	T	S	T

	Items										
11	Working for rewards increase pressure	29.1	16.3	49.1	81.6	12.7	2.0	7.3	0	1.8	0
12	School leaders use incentives	5.5	18.4	58.2	63.3	12.7	4.1	20.0	14.3	3.6	0
13	Rewards keep us active	9.1	18.4	49.1	71.4	20.0	4.1	20.0	6.1	1.8	0
14	Give free time/relax time	34.5	49.0	41.8	46.9	14.5	2.0	3.6	2.0	5.5	0
15	My principle praises me	21.8	10.2	50.9	63.3	18.2	2.0	5.5	24.5	3.6	0

Table 3: Item 1-15 shows that students and teachers are strongly agree with the idea of giving rewards, it shows that providing rewards increase performance level, keeps them active.

Table 4: Descriptive Statistics on Items 16 to 20

	Items	S. Agree		Agree		Undecided		disagree		Strongly disagree	
		Std	Tch	S	T	S	T	S	T	S	T
16	Encourages to perform	45.5	55.1	41.8	40.8	10.9	4.1	1.8	0	0	0

17	Improves educational standards	30.9	36.7	60.0	61.2	7.3	2.0	1.8	0	0	0
18	Incentives solve many problems	34.5	30.6	61.8	69.4	3.6	0	0	0	0	0
19	Principals use monetary rewards	27.3	22.4	45.5	75.5	16.4	2.0	10.9	0	0	0
20	Principals increase passion to work	21.8	22.4	27.3	61.2	21.8	8.2	27.3	6.1	1.8	2.0

Table shows that students and teachers agree with the opinion of providing incentives, item 20 shows that students are somehow disagree with it.

Table 5: Inferential Statistics on Item 1 to 5

	Items	MEAN				P	
		STUDENT		TEACHER		S	T
		PB	PR	PB	PR		
1	To promote interest	4.20	4.42	4.22	4.12	0.165	0.59
2	Rewards to improve performance	4.27	4.15	4.33	4.38	0.330	0.71
3	Positive feedback	4.13	4.23	4.38	4.35	0.626	0.81
4	School community responds	4.03	4.23	4.38	4.22	0.318	0.27
5	Commendation certificate	4.37	4.57	4.27	4.38	0.204	0.44

Table 5: Item 1,2,3 and 5 p value shows that there is no significant difference between students and teachers satisfaction in public and private sectors. The mean score of teachers and students acknowledge the incentives provided to teachers and students in educational institution. Whereas, items 4 shows that there is a significant difference between private and public sector teachers.

Table 6: Inferential Statistics on Item 6 to 10

	Items	Mean				P	
		STUDENT		TEACHER		S	T
		PB	PR	PB	PR		
6	Non material rewards	3.55	3.65	3.61	3.80	0.71 2	0.46
7	Increase engagement in class	4.06	4.26	4.11	4.25	0.22 1	0.39
8	Increase self-esteem	4.00	4.07	4.44	4.58	0.75 5	0.36
9	Keep focused	3.75	4.03	3.94	4.12	0.16 5	0.29
10	Incentives improve efforts	4.00	4.03	4.00	4.03	0.87 2	0.16

Table 6: item from 6,7,8,9 and 10 shows that there is no significant difference ($p>0.05$) in the opinion of providing incentives to teachers and students in leadership. The mean score of teachers and students acknowledge the incentives provided to teachers and students in educational institution.

Table 7: Inferential Statistics on Item 11 to 15

		Mean	P
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	Items	S		T		S	T
		PB	PR	PB	PR		
11	Working for rewards increase pressure	3.89	4.03	4.50	4.38	0.582	0.06
12	School leaders use incentives	3.44	3.38	3.72	3.51	0.815	0.14
13	Rewards keep us active	3.31	3.57	4.00	4.03	0.317	0.87
14	Give free time/relax time	4.06	3.84	4.50	4.38	0.446	0.56
15	My principle praises me	3.72	3.92	3.72	3.51	0.450	0.48

Table 7: item from 1 to 15 shows that there is no significant difference ($p > 0.05$) in the opinion of providing incentives to teachers and students in leadership. The mean score of teachers and students acknowledge the incentives provided to teachers and students in educational institution.

Table 8: Inferential Statistics on Item 16 to 20

	Items	Mean				P	
		STUDENT		TEACHER		S	T
		PB	PR	PB	PR		
16	Encourages to perform	4.41	4.19	4.50	4.51	0.273	0.92
17	Improves educational standards	4.20	4.19	4.33	4.35	0.935	0.89

18	Incentives solve many problems	4.31	4.30	4.22	4.35	0.986	0.34
19	Principals use monetary rewards	3.68	4.11	4.16	4.22	0.092	0.66
20	Principals increase passion to work	3.10	3.73	4.00	3.93	0.045	0.80

Table 8: item from 16 to 20 shows that there is a significant difference ($p > 0.05$) in the opinion of providing incentives to teachers and students in leadership. The mean score of teachers and students acknowledge the incentives provided to teachers and students in educational institution. Item 20 having p value of 0.045 shows that there is a difference between public and private students opinion. Whereas items 4,9,10,16,11 and 12 shows that there is a significant difference between private and public sector teachers.

Table 9: Inferential Statistics on gender basis for Item 1 to 5

	Items	MEAN				P	
		STUDENTS		TEACHERS		S	T
		F	M	F	M		
1	To promote interest	4.22	4.63	3.84	4.09	0.03	0.27
2	Rewards to improve performance	4.22	4.18	3.22	4.09	0.77	0.10
3	Positive feedback	4.20	4.09	4.21	4.00	0.63	0.78
4	School community responds	4.13	4.09	4.43	4.16	0.85	0.77
5	Commendation certificate	4.40	4.72	4.37	4.33	0.10	0.27

From table 9: it is interpreted that p value of item 1($p>0.03$) shows that there is a significant difference between male and female students satisfaction with providing incentives. Item 2 and 5 p values interpreted that there is significant difference between male and female teachers.

Table 10: Inferential Statistics on gender basis for Item 6 to 10

	Items	Mean				P	
		SRUDENT		TEACHER		S	T
		F	M	F	M		
6	Non material rewards	3.61	3.54	3.78	3.58	0.84	0.50
7	Increase engagement in class	4.09	4.45	4.21	4.16	0.72	0.79
8	Increase self-esteem	4.00	4.18	4.51	4.58	0.55	0.68
9	Keep focused	3.79	4.36	4.16	4.02	0.45	0.48
10	Incentives improve efforts	3.93	4.36	4.13	4.33	0.14	0.39

From table 10: item 6-10 shows that there is a significant difference between male and female students' satisfaction with providing incentives. Item 10 p values interpreted that there is significant difference between male and female teachers.

Table 11: Inferential Statistics on gender basis for Item 11 to 15

		Mean		P
		STUDENT	TEACHER	

	Items	F		M		S	T
11	Working for rewards increase pressure	3.93	4.09	4.16	4.08	0.62	0.56
12	School leaders use incentives	3.43	3.36	3.78	4.08	0.84	0.31
13	Rewards keep us active	3.27	4.09	4.10	3.75	0.12	0.12
14	Give free time/relax time	4.04	3.63	4.51	4.16	0.26	0.10
15	My principle praises me	3.68	4.36	3.59	3.58	0.35	0.97

From table 11: item 11-15 shows that there is a significant difference between male and female student's satisfaction with providing incentives. Item 13 and 14 p values interpreted that there is significant difference between male and female teachers.

Table 12: Inferential Statistics on gender basis for Item 16 to 20

	Items	Mean				P	
		STUDENT		TEACHER		S	T
		F	M	F	M		
16	Encourages to perform	4.29	4.36	4.54	4.41	0.78	0.52
17	Improves educational standards	4.18	4.27	4.37	4.25	0.68	0.46

18	Incentives solve many problems	4.34	4.18	4.32	4.25	0.38	0.63
19	Principals use monetary rewards	3.84	4.09	4.18	4.25	0.43	0.62
20	Principals increase passion to work	3.22	4.09	4.05	3.66	0.26	0.18

From table 12: item 16 to 20 show that there is a significant difference between male and female student’s satisfaction with providing incentives. Item 20 p values interpreted that there is significant difference between male and female teachers.

DISCUSSIONAND CONCLUSION

Research work shows that by offering something unique and different from regular and ordinary if teacher/student hit and achieve a different target, they have something work towards. Giving incentives to the teachers /students not only motivate them to do work with enthusiasm but also motivate them do stay longer on their particular achievement by maintaining it. But on a minor level it also shows that giving incentives doesn’t encourage or motivate some students and their performance is also ordinary and regular no difference. But 98% population wants and get motivated by giving them different interest of incentives. Incentives because of their goals and tangibility draw attention and interest. The highest type of rewards that will produce the craved reaction should be selected. Incentives must be used as a mean to reviving interest. The incentive is often made the ends rather than the meanings. The significance is that the attitude towards the given task at hand is not one of fundamental interest. Instead students work for the prize, school grades, praise or whatever the incentive happens to be rather than for competency in a subject. Incentives should promote learning and shouldn’t lead to bad feelings.

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