

**A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS’
PERCEPTIONS TOWARDS REWARD SYSTEM AND THEIR
ORGANIZATION COMMITMENT IN SHANXI EXPERIMENTAL
SECONDARY SCHOOL**

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Abstract: The main purpose of this study was to determine the relationship between teachers’ perceptions towards the reward system and their organization commitment in Shanxi experimental secondary school. The study firstly assessed the teachers’ perceptions towards reward system, examined their organization commitment, lastly found the relationship between reward system and organization commitment. The study was conducted to survey of 100 full time teachers from academic year 2019 at Shanxi experimental secondary school. Means and Standard Deviations were used to report the level of teachers' perceptions towards reward system and their organization commitment; to analysis the relationship between these two variables, Pearson Product Moment Correlation Coefficient was applied to test in this paper, the $r = .701$, Sig.(2-tailed) was .000. The results showed that, the teachers in the target school had a relatively positive attitude towards reward system. The Pearson Correlation test indicated that there was a significant relationship between teachers’ perceptions towards reward system and their organization commitment in Shanxi experimental secondary school, China.

Keywords: Teachers’ Perception; Reward System; Organization Commitment

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Introduction

No matter in what kind of organizations, employees are expecting to be rewarded by their leaders, financially or non-financially, and then their commitment to their job will be increased (Bello & Jakada, 2017). In educational organizations, there is no doubt that teachers' organization commitment is the main influence for the development of a school. Apart from parents, teachers are the key factor for the students' growth and development. The formal education for the students to a large extent determines the development of the students and the formation of their outlook on life, values, and world outlook. Also, the teacher is the person who spends the most time with the students when they are in school (Tin, 2004). Therefore, it is important to pursue teachers' commitment and improve their work efficiency, across an ideal reward system in the school. Reward system can be divided into two parts: financial reward, which involve monetary payments and financial benefits, or salary, and non-financial reward that can be praised, accepted, or promoted on the job, the non-financial reward focus on motivating employees and increasing teachers' engagement and organization commitment (Korir & Kipkebut, 2016).

The idea of building a rewarding system is also implemented in Shanxi Experimental Secondary School recently. The reward system has not been given enough attention in Shanxi's public schools, because in Shanxi's public secondary schools with the traditional style of management (Mei, 2018). Public school teachers are considered to be proactive in fulfilling their work commitments, as most public schools don't have a well-established reward system to motivate the teachers and to maintain their organization commitments. These problems will to some degree affect the school's education quality and teachers' organization commitments in a long term. Therefore, it is necessary and important to start a research in this field, especially in the secondary schools of China.

Research Objectives

There were three objectives in this research:

1. To determine the level of teachers' perceptions towards reward system in Shanxi Experimental Secondary school.
2. To identify the level of teachers' organization commitment in Shanxi Experimental Secondary School.

3. To determine the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

Literature Review

Expectancy Theory

Expectancy Theory as established by Vroom (1964), mainly focused on three key concepts: expectancy, instrumentality, and reward. Expectation is the belief that one's efforts will lead to the achievement of expected performance. Often based on a person's past experience, self-confidence, and difficulty in perceiving performance criteria or goals (Vroom, 1964).

As one of important components, reward is the value that individuals place on the return of results based on their goals, needs, values, and sources of motivation (Vroom, 1964). The reward comes in the way of a promotion, a raise, recognition, or a sense of accomplishment. Another way in which instrumental results can operate is through committees. In terms of commissions, performance is directly related to results (how much money is earned).

Based on the concept of Reward as mentioned by Vroom (1964) in Expectancy Theory, Armstrong (2007) concluded that the rewards refer to both extrinsic (financial) and intrinsic (non-financial) rewards as a total an individual receives. The concept of total reward systems shows the significance of financial and non-financial reward, both of which are outlined below.

Financial Reward

Financial reward refers to all monetary based material reward, including basic pay, overtime benefits, health insurance, etc. It provides compensation commensurate with the intensity and level of work and serves as a basic material incentive to meet the economic needs of employees.

Non-Financial Reward

Non-financial reward refers to non-material-based reward, such as promotion, recognition of employees' work, verbal incentives, job recognition, etc. Non-financial reward can provide moral support and a source of intrinsic motivation.

Side Bet Theory of Organization Commitment

Becker developed the Side Bet Theory of Organization Commitment in 1960. Becker (1960) described the organizational commitment, in general, as a tendency to engage in "consistent lines of activity" (p. 33), as the accumulation of "side bet" will be lost if the activity is stopped. Generally speaking, a "side bet" is anything that an individual invests in that is of value (time, energy, money). In other words, it is the threat of losing these benefits that creates organizational commitment.

Based on this theory, Meyer and Allen (1997) developed the three-component organization commitment, defined the organizational commitment, have three distinctive components, which included Affective Commitment, Continuance Commitment, and Normative Commitment. Each of it has a corresponding psychological state to express their feelings about the job and their commitment to the organization. These three commitments in detailed are explained as follows:

Affective Commitment

The organization creates a positive relationship between employees and the organization by identifying with the organization's culture, goals and values.

Continuance Commitment

The organization creates an increase employee's commitment by making employees feel as if leaving the organization is going to cost them the loss of financial benefits or social contact.

Normative Commitment

The organization creates through the training and identification of employees, employees have a sense of belonging and responsibility to the Organization.

Conceptual Framework

This study mainly intended to identify the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary.

Figure 1 shows the conceptual framework of this study. The main variables of this current study are teachers' perceptions towards reward system, which was

based on the Expectancy Theory reward including financial and non-financial reward, and their perceptions of organization commitment, which was based on the Side Bet Theory of Organization Commitment including the three components.

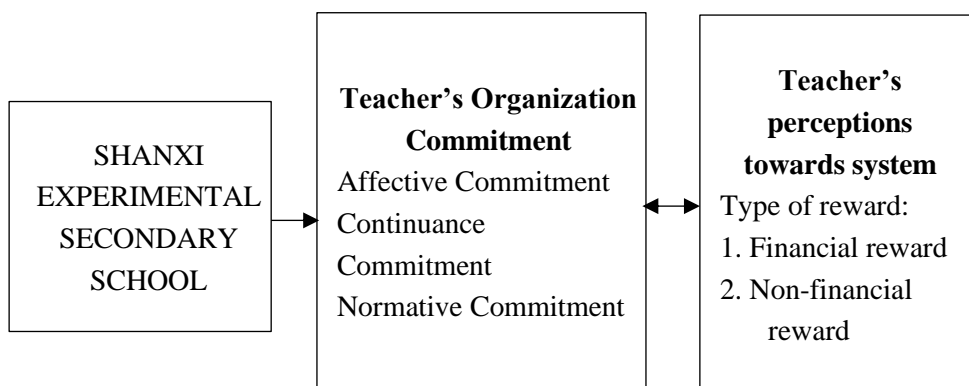


Figure 1: Conceptual Framework of This Study

Research Method

This study applied both the qualitative and the quantitative methods and focused on the correlation of teachers' perceptions towards school reward system and organization commitment in Shanxi Experimental Secondary School. The preliminary study and interview questions were based on the teacher's view of reward system in school and their organization commitment. Preliminary study, the researcher used a semi-structured interview based on Gerald (2011) and Ismail (2012) with 11 questions. The interview was conducted with 9 employees in the school (3 from the school administrator, 3 from the leader of each grade, and 3 from teachers).

In the quantitative part, the researcher used the questionnaire to collect data from the 120 full time teachers in Shanxi experiment secondary school, at the academic year 2019, questionnaire distributed and got back 100 copies returned, the return rate was 83.3%. The 5-point likert scale was used in this paper, with 1 to 5 representing the degree. The levels of this table are from Undecided to Always, and the lowest is 1 point and highest is 5 point The first part of questionnaire about the teachers' perceptions of the financial reward system is adopted from Gerald (2011), and the second part about their

perceptions toward reward system in the school are based on the questionnaire from Ismail (2012).

Findings

Research Objective One

Table 1 shows the level of the mean in total for reward system was in level of moderate, which the score was 3.32. The score for financial reward system was the lowest (3.26), and the score for non-financial reward system was the highest (3.37), both in the level of moderate.

Table 1: *Means and Standard Deviations of the Level of Teachers' Perceptions towards Reward System in Shanxi Experimental Secondary School (n=100)*

Reward System	Mean	S.D.	Interpretation
Financial Reward	3.26	0.58	Moderate
Non-financial Reward	3.37	0.56	Moderate
Total	3.32	0.83	Moderate

Research Objective Two

Table 2 in summaries, the level of the mean in total for organization commitment was in the range of 3.51-4.50 interpretations, the level was high, which the score was 3.75. The lowest score for was continuance commitment, in the range of 2.51-3.50, the level was moderate, and the score was 3.50. The highest score for was affective commitment, in the range of 3.51-4.50, the level was moderate, and the score was 3.97.

Table 2: *Means and Standard Deviations of the Level of Teachers' Organization Commitment in Shanxi Experimental Secondary School (n=100)*

Organization Commitment	Mean	S.D.	Interpretation
Affective Commitment	3.97	0.82	High
Continuance Commitment	3.50	0.95	Moderate
Normative Commitment	3.79	0.94	High
Total	3.75	0.54	High

Research Objective Three

Table 3 shows the analysis of the relationship between teachers' perceptions towards reward system and their organization commitment. The result showed that $r = .701$, Sig. (2-tailed) was .000, which was less than .05. That is, at the

level of .05 (even .01), there was a strong positive correlation between reward system and their organization commitment perceived by teachers in the school. In conclusion, the hypothesis for this research was accepted, in other word, there was a significant relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

Table 3: *Pearson Product Moment Correlation between Teachers' Perceptions towards Reward System and their Organization Commitment in Shanxi Experimental Secondary School. (n=100)*

Correlation Test		Reward System	Conclusion
Teachers' Organization Commitment	Person Correlation Sig. (2 tailed)	.701** .000	There is a significant relationship

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

Discussion

According to the analysis result of this study, the level of the teachers' perceptions towards reward system in the school was moderate (3.32), and the level of teachers' organization commitment in the school was high (3.75), the findings result shows that there is a strong positive relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School. Simultaneously, based on the interview, all of the teachers feel the change of the school reward system; it was shown that teachers care about the reward system in the school. Taken together with the result of the questionnaire, and preliminary study and interview, it's clear to see that 56% of teachers in the school care the financial reward in item of housing fund, and from the questionnaire, it was shown that teacher's level of get paid accommodation allowance is very high. Meanwhile, 56% of teachers care more of the non-financial reward in item of children's education, from the questionnaire, this section in the high level. The data was shown that the items in both financial and non-financial reward which teachers care more about are satisfied; this explains that why the teachers in the school have the high level of organization commitment. Nonetheless, 45% of teachers sometimes considered leaving the school, and 45% of them decided to stay about 10-15 years in the school, which also shown in the questionnaire that teachers continuance commitment only in the level of moderate, the result can

reflect that some of the teachers have considered to leave the school. Teachers from the interview refer to the changes of reward system in the school recent year affect their organization commitment, because some of the items of reward system were canceled or not perfect than before. In the meantime, 56% teachers from the interview mentioned the reward systems needed to be measured. This result is also reflected in the data from the questionnaire, some of the school's reward system is not perfect, and teachers' needs are not fully met. For example, in the financial reward section, teachers felt that they were only sometimes paid from school projects, and in non-financial rewards section, teachers felt that the school did not offer gifts when they did well and the school doesn't have transport to and from school every day.

Similarly with many previous studies, Korir and Kipkebut (2016) also found that financial reward had a positive effect on employee's three component of organization commitment, which were affective commitment, continuance commitment and normative commitment. In the same way, Gerald (2011) concluded that there was a positive correlation between non-financial reward and job commitment of the teachers in the school. From this study, teachers' perceptions toward reward system were in the moderate level, the score for financial reward system was 3.36, and the score for non-financial reward system was 3.37, both of them in the level of moderate level. In the financial reward system section, in regard to the question of get the salary on time got the highest score, which confirm that the school administer should help the teachers to reach an advanced level of want by fulfill the basic needs of human at first (Yaoah, 2013). Korir and Kipkebut (2016) believed that the school administer must pay attention to financial reward management, because it will influence teachers' organizational commitment. Based on Vroom's theory (1964), the data of this study shown that financial rewards have a significant impact on employee productivity. When employees receive financial rewards on time, they will invest more in their work.

All in all, school administrators should pay attention to the review of incentive systems, whether financial or non-financial, in order to establish an award management structure that is externally competitive, internally fair and in line with current national and Regional Act award standards. The incentive structure should be as comprehensive as possible to accommodate both financial and non-financial incentives. In the incentive structure, financial and

non-financial rewards should be commensurate with the effort of each employee (Korir & Kipkebut, 2016). Social exchange theory by John & Harold in 1910 suggested that the organization that offers employees the most reward is the organization that appeals to employees the most. Employees always try to make the social interactions give them the maximum reward.

Moreover, the teachers' organization commitment in Shanxi Experimental Secondary School was high; the score was 3.75 in total. The highest score was affective commitment (3.97), then normative commitment was 3.79, the lowest was continuance commitment (3.50). Kamaylar (2016) also mentioned that affective commitment in the No. 2 Basic Education High School was high, next was normative commitment and last was continuance commitment.

The scores for teachers' normative commitment were the second highest. The question item of teachers believes in the values of remaining loyal to the school had the highest score in the 1 high level, and the question item teachers finds staffs these days move from school to school too often was the lowest. The data are shown that teachers would like to stay in the school and believe in the school's value. This result reflects the teacher's sense of obligation to stay in the organization, and it is the teacher's commitment to stay in the school due to the social responsibility formed by the long-term influence from social (Meyer & Allen, 1997).

The lowest score for teachers' continuance commitment. From the question, the item of even if the teacher wanted to leave, it is difficult to leave the organization now had the highest score, which in the level of high, and the score for item teachers sense that they do not have many options to think leaving this organization were the lowest. According to the interview, one of the important reasons why teachers consider leaving the school is because of the change of the reward system. From the data analysis and interview, teachers mentioned about in recent year the change of reward system and that cause some of the needs of teachers are not full filled. Happen to hold the same view from Kamaylar (2016) shows that the majority of teachers have little interest in continuing to teach in the school due to the impact of the internal and external factors on their continuance commitment.

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