

Effect of Job Rewards on Job Satisfaction: Empirical Evidence from Public Educational Sector, Rawalpindi, Pakistan

Samina Yasmeen and Muhammad Majid Mahmood

Abstract: The purpose of this paper is to study the public educational institution towards job rewards and job satisfaction of the teachers. This study attempts to evaluate the impact of job rewards on satisfaction level of teachers in different schools. It focuses on the relative importance of job rewards factors and their impact on job satisfaction and organizational commitment of employees (teachers). The result shows that there is an indirect relationship between job rewards and job performance and are negatively co-related. The school teachers are at negative level of intrinsic rewards overall. The nature of business operation, the work culture and the level of job satisfaction have undergone great change for the schools. The data was collected from public schools of Rawalpindi, Pakistan. Total samples of 2 schools were selected randomly. The questionnaire was used as a data gathering technique. The questionnaire includes 49 items. The questionnaire encompasses of four parts; job rewards, intrinsic rewards, extrinsic rewards, job satisfaction and organizational commitments. The data was analyzed by using statistical procedures and represented in the form of tables.

Keywords: Job rewards, intrinsic rewards, extrinsic rewards, job satisfaction, organizational commitment, teachers, Pakistan, public sector.

Introduction

Education sector is the principle assignment for any country to progress and point of convergence for the advancement of any country. Education brings innovation in business work environment and in technology for instance, education helps people to change the lifestyle and worldwide environment but by making proper policies. In the education sector, the focal role is played by the teachers to enhance the job satisfaction of the institute. Education system relies on the educator's teaching qualities and capabilities. Education system reflects and strengthens the social and moral values of teachers as well as students. Pakistani educational system needs to be based on the core values of religion and faith (NEP 2009). Education is spine of Pakistan for its development and progress. In like manner, the study of Pakistan Survey 2010-2011 over all Literacy rate of Pakistan is 58% (46% in female and 69% in male) which was 57% in the review

of 2008-2009, in light of the fact that policymakers dependably try to make some essential arrangements for the improvement of education system of Pakistan. Under Higher Education Commission there are 135 degree recompensing universities working, of which 74 are public and 61 are private universities in Pakistan. In the territory of Punjab there are 22 Public universities and 21 private universities (HEC, 2012). Education sector plays an important role in the advancement of any country, so we need persevering, capable and in addition superb staff for its smooth working. Accordingly, it is also important to check the job satisfaction level of teachers. Teachers work for the achievement of their objectives with the support of their supervisory staff.

According to Crossman & Abou-Zaki, (2003) in the event that we need to know about the organizational development and nature of work, job satisfaction is a key and it generally relies on the human resource. A satisfied employee can

work more with better productivity as compared to unsatisfied employee. Point at which teaching staff felt unsatisfied, it's certain that they would not perform well and most probably they will attempt to change the institution. It is vital to study the features of job satisfaction in light of the fact that it has its consequences on teacher's retention and institution development. Teachers plan to leave their present institution because of job dissatisfaction and it creates negative impact toward teaching profession (Smith, 2007). There are number of researches and publications exist on the job satisfaction. Employee who is satisfied with his job has emotional attachment with his/her occupation; on the other hand, an unsatisfied has negative feelings at the same time. It incorporates in every phase of job satisfaction like work burden, reward benefits, job security, promotion, leadership attitude towards job, relations with subordinates. Evans (1997) delimited job satisfaction of lecturer as a "state of mind determined by the extent to which the individual perceives his/her job related needs being met". Researchers worked a lot on the quality of work life experienced by the employees in an organization Chileshe, N. (2012). The countless factors are there which influences the job satisfaction such as work values, maladjustments, job rewards, hardworking attitudes, individual traits, working hours, feelings, execution, risk to career dependability, workplace environment, organizational social concerns. These different dimensions show that the reward system has strong association with employee job satisfaction Kalleberg (1977). According to previous studies, job rewards have been contemplated as set of the task itself, pay, advancements, supervisor's and colleague's roles, cohesiveness of team work, security, fringe benefits and workplace (Locke 1976; Gruenberg, 1979). Now in present situation, the same research gap is analyzed in the developing countries like Pakistan. Private sector

has tried to fill this gap, but public sector is still lacking to achieve this goal. No significant work has been done around there in Pakistan, especially in the education sector. This study concentrate on the relative significance of job rewards with job satisfaction in a public education sector. The motivation behind the study is to focus on the relationship between rewards and job satisfaction, particularly in public education sector of Pakistan.

Literature Review

Job Rewards

Job rewards have been defined as "potential sources of rewards to the workers" (Kalleberg, 2013). It represents what the individuals want to obtain from work or what they perceive. The word 'reward' expresses the benefits that laborers get from their jobs (Kalleberg 1979, Mottaz 1988), and significant components of worker mentality about job, for example, authoritative position, inspiration and occupation fulfillment (Sekaran U, 1989). In any association, rewards assume a critical part in building and supporting the dedication among representatives that guarantees elevated expectation of execution and workforce steadiness (Watson, 1986). According to the individual, organization trade topic, people enter in the organization with particular arrangements of abilities, longings and objectives, and expect consequently a conventional working environment where they can utilize their abilities, fulfill covets, and accomplish their objectives (Mottaz 1988). Basically organizations have expanded the generous changes by totally consenting to the hierarchical procedure by an all-around adjusted rewards and acknowledgment programs for employees. Rewards allude to all classifications of money related advantages, unmistakable administrations, also advantages that a worker gets as a major aspect of vocation association with the organization (Bratton and

Gold 1994). Lawler (2003) portrayed that there are two angles that choose the amount of reward is appealing, the amount of reward which is given and the weightage a worker provides for a particular reward. Organizational rewards imply all the benefits i.e. monetary and non-monetary, related that a worker gets through their employment period within an organization (Bratton and Gold 1994, Malhotra et al. 2007). According to literature the reward is divided into two main types that are intrinsic rewards and extrinsic rewards that employees receive from their organizations (Williamson et al. 2009). Extrinsic rewards are the physical advantages given by the organization, for example, pays, rewards, incidental advantages and vocation improvement opportunities. Intrinsic rewards include the rewards that originate from the employment substance itself, and have motivational qualities of the profession, for example, autonomy, role clarity and trainings (Hackman and Oldham, 1976).

A fundamental contrast between intrinsic rewards and extrinsic rewards is the time period needed for it, to be profitable for the worker. Intrinsic rewards are viewed as fleeting subsequent to the workers and have the ability to get it, the moment the manager concedes the rewards. Conversely, extrinsic rewards are regularly all the more long haul. Case in point, sufficiently accepting compliments can in time bring about advancement to a superior paid position on the other hand; the minute specifically taking after the compliment is not of restricted quality to the worker. Interestingly Anseel and Lievens (2007) found that the real acknowledgment of the vocation development opportunity is not a condition that must be fulfilled. The opportunity alone, or impression of the representative, is sufficient to give the rewards.

Luthans and Sommers and Edwards et al. clarified that rewards were gotten as a trade of

administrations in the middle of employee and business. Customarily representatives' set of expectations and employment determination decided rewards to keep up value among workers inside an organization and competitive in the marketplace.

As indicated by Bjorkman and Budhwar (2007), private sector representatives are persuaded extraneously by financial rewards. Srivastava and Zaini et al. noticed that public sector workers have more noteworthy requirements for intrinsic rewards and intrinsic motivation. Rafikul, Ahmad and Milne suggested that rewards offered by bosses essentially enhances a representative's inspiration/motivation towards their work and in this way manufactures get their work fulfilled. Furham et al. involved that organizations and managers perceived rewards as an essential component in propelling representatives to act eagerly to apply significant exertion for the benefit of the association and powerful urge to keep up participation in both areas. Meneze (2005) recommended that rewards got by employees have a positive impact on motivation/inspiration and more elevated amount of rewards are connected with more elevated amounts of inspiration for public and private areas workers.

Employee reward system, comprises of an association coordinated strategies, courses of action and practices for compensating its representatives as per their commitment aptitudes, skills and their reasonable values. It developed inside the system of the organization reward theory, procedures and strategies and contains game plans in their manifestation of procedures, practices, structures and strategies which would give furthermore, keep up fitting sorts and levels of rewards, advantages and different manifestations of rewards. Armstrong (2000), affirmations that the reward frameworks comprise of monetary rewards (fixed and variable

pay) and workers advantages which together embody all out compensation. The framework moreover focuses non-money rewards (acknowledgment, acclaim, accomplishments, obligation and individual development).

According to Slocum and Hellriegel (1976), reward is portrayed as an occasion that an individual discovers alluring or satisfying. It covers Reward more extensive angles, is not only material but also an agreeable workplace, acknowledgment of capability towards actualized in the advancement and also the chance to learn and self-advancement for the procurement of infrastructure and availing opportunities. The reward, proper work force will give affirmation to the organization that gives sense of reasonableness as far as career growth.

Job Satisfaction

Locke (1976 and 1969) defined job satisfaction as “a task of the range of specific satisfactions and dissatisfactions that he/she experiences with respect to the different dimensions of work” It includes individuals expectations from job and what they receive in real.

Spector (1985) proposed that employees can be satisfied by few components of the occupation and all the while dissatisfied with others components. Distinctive sorts of satisfaction will prompt diverse plans and practices that emerge from distinctive sorts of satisfaction in getting diverse sorts of rewards. Amabile et al. suggested that the employees who show high occupation fulfillment is excited by rewards and these rewards upheld their work engagements. Milne described that rewards connected with result were anticipated that would shift in light of workers fulfillment with their organization. Zaini et al. advised that public sector representatives who have more necessary requirements for accomplishments, private area workers are encouraged by outward compensation. Adjusted

to Zaini's proposition, rewards fulfillment is seen to be decidedly identified with work fulfillment in the private sector workforce. Zaini et al. argued that private sector managers place more emphasis on monetary rewards than public sector supervisors who are more professionally arranged stable. Studies in past come to know that occupation fulfillment feature – fulfillment with the money related remuneration (pay) and advantages (nonmonetary) pay are one of the most critical examples of variables in both sectors.

The job satisfaction referred to and assessed as a universal build, furthermore a term with distinctive measurements or confronts Mcmillan (2003). The exploration utilizes a universal system rather than methodology which is faceted and afterward characterizes job satisfaction as level of positive emotions identified with the part of a work (Locke 1976; Kallerberg 1977). By demonstrating job satisfaction for the representatives it includes the significance of different results in association with increasing the loyalty of consumer (Ryan, et al. 1996), rate of turnover decline Mottaz (1988), reaction rate expand (Ryan, et al. 1996) and better implementation in firm (Lauderweerd & Boumans 1988), it passes that the job satisfaction term has got such a large number of consideration. The specialists have tried to perceive distinctive job satisfaction constituents and assess the related importance of them and dissect what influences these perspectives furthermore then profitability of employees (Hong Lu, et al. 2005).

A percentage of the results collected and arranged from subjective and quantitative methods that had been specified in past investigations of job satisfaction source between staff. The majority of them have been created inside the medicinal services zone and nursing with least consideration on account and administration

segments (Timonthy, et al. 2001).

As directed by Balzar et al. (1997) job satisfaction is an impression that workers have about their work environment and their desires towards work. As a result, job satisfaction perceived as what one needs or qualities from an employment (Brief and Weiss 2002).

Various types of fulfillment lead to variety of goals and practices that climb from distinctive sorts of inspiration in getting diverse types of rewards (Luthanset al. 2005). Rewards and their results relationship was based building fulfillment of the employees with their organization (Milne 2007). Amabile et al. (1994) gave reason that worker who uncovers high occupation fulfillment is awarded by prizes, and prizes bolstered work engagement (Vandenberghe and Trembley 2008). Zaini's (2009) found that fulfillment of prizes in private sector employees' are absolutely connected with occupation fulfillment. Besides, Zaini et al. (2009) and Chew (2005) said that occupation fulfillment is connected with the financial remuneration like pay, advancement, and reward and non-fiscal pay is a standout amongst the most essential informative variables in both segments (A. Furham et al. 2009). Khan, Nawaz, Aleem, & Hamed, (2012) research on the job satisfaction of employees, execution and secured the way that job satisfaction gives information for better performance of employees. The structure of implementation management underscores on employee's job satisfaction (Tinofirei, 2011).

Companies who save money decided an agreement between the implementation of the workers and their dedication to their work which in result fulfill occupation. Prizes and inspiration are the two primary variables that have an impact on work fulfillment and inspiration of employees. In reference to insights, there is a critical relationship between rewards and acknowledgment, and in inspiration and

employment fulfillment (Ali and Ahmed, 2009). Giving the money related advantages to employees with no obvious articulation additionally loses its importance. Rewards have an immediate connection with the inspiration and employment fulfillment of the employees. Varieties in rewards and acknowledgment can bring a positive change in work inspiration and occupation fulfillment of the employees (Ali and Ahmed, 2009).

(Smith et al. 1969) characterized the job satisfaction as the level to which an individual has an inspirational state of mind towards his/her employment, either when all is said in done or towards a particular measurement. The attitudinal nature of job satisfaction proposes that an individual would endeavor to stay with a fantastic occupation and quit a disappointing occupation (Spector, 1985). Different studies related to job satisfaction as an indicator of critical behavioral results, for example, resolved to leave, turnover, and non-attendance. These considering parts of job satisfaction have been examined by several researchers.

According to Spector (1985), job satisfaction is explained as "how people feel about different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs."

However, Evans (1997) battles that whether specialists in this field agree or disagree on the meaning of specific ideas is not an issue of any significance. She recognizes the uncertainty of the idea of job satisfaction and recommends the requirement for re-conceptualization of the sensation (in the same place). This shows that there is an applied crevice that needs to be tended to via scientists in the field of organizational science.

On the basis of the above definitions in this study, we utilize the idea of educator occupation

fulfillment to just allude to the teachers' state of mind, discernments and emotions that they have towards their employment". Educator job satisfaction alludes whether educators are satisfied with their employment or not. At the end of the day, if educators have uplifting state of mind or positive sentiments/emotions about their employment, these qualities are taken to portray a satisfied dimension (Oshagbemi, 1999).

Intrinsic Reward

Intrinsic rewards are present with in the employment. Cases are completed assortment, challenge, self-rule, responsibility, and individual and expert development. They really incorporate acknowledgment, status, praise from superiors and coworkers, individual fulfillment, and feelings of self-regard (Mahaney and Lederer 2006: 43). Inherent rewards create the emotions of self-regard and achievement (Honig-Haftel and Martin 1993: 261). Natural prizes are achieved from the substance of the errand (commission) itself and incorporate such variables as attractive and work test, self-course and obligation, mixture, inventiveness, chances to utilize one's aptitudes and capabilities, and enough input in regards to the viability of one's endeavors (Mottaz 1985: 366). Employees are thought to be continued to strive to deliver quality outcome so they proud in their work, they accept their endeavors are critical to the achievement of the group, and their professions are fun, testing, and compensating (Mahaney and Lederer 2006: 50).

Extrinsic Reward

Extrinsic rewards are outer to the employment itself. They involve components as pay, incidental benefits, stability of employers, advancements, personal office space, and the social environment. Different samples incorporate focused compensations, salary increases, merit rewards, and such backhanded

manifestations of installment as compensatory time off (Mottaz 1981: 366, Mahaney and Lederer 2006: 43). Firms' have the ability to increase specialist profitability by paying specialists a premium pay – an incentive that is other than pay paid by different firms for basically the same work. A premium pay upgrade efficiency by boosting nourishment, enhancing assurance, empowering more worthy task to firm objectives, decrease the disruption of turnover, pulling in higher quality workforce and moving specialists to advance more better exertion (Goldsmith, Veum and Darity 2000: 352). Subsequently, individuals' are pulled into well-paying jobs, enlarge additional push to perform the exercises that bring them more pay, and get to be fomented if their pay is undermined or diminished (Luthans, 1997). Extraneous rewards are used to show the organization is not joking about creating group commitments to best quality. The financial rewards consist of a money reward divided to all employees. The group reward would be given independently from the pay. Then again, group rewards must be utilized as part of methods that refrain from destroying employees' natural motivation to carry out their job. The requirement for continuous change obliges employees to be trailblazers; originate novel arrangements that increase a work methods or that enjoyment the client. The utilization of extraneous rewards that are hardly connected to group execution may show coworkers to wind up cash hungry and undermine their inherent enthusiasm for the work (Balkin and Dolan 1997: 43). Fiscal rewards, which are the most use extraneous rewards, are avoided by a number of value pioneers, including Ishikawa, Crosby, Juran and Deming, and by numerous associations that embrace their proposals. Deming contends that financially motivating force frameworks are counterproductive on the grounds that implementation can't be measured in detail and is affected by elements outside workers' ability to

control. He contends that money related motivating forces obliterate cooperation. His contention protuberances together all manifestations of money related pay-for-execution frameworks, from individual price-rates to getting rewards to benefit offering and value getting methods, they were indistinguishable methods to handle with remuneration. Quality pioneers gave argument against fiscal rewards that it utilizes two essential lines of contention. Firstly, it states resources that cash is a poor help. Secondly, it keeps up that numerical measures of implementation are defective and should not be fixed to compensate. Most organizations applying TQM depend upon extremely on characteristic rewards. For example, it is basic for them to pay employees for their quality endeavors with authentications, letters of thankfulness, or stock, frequently in combination with events such as lunch meetings or extraordinary quality-related occasions. It is common for them to have a framework for employees to make quality change proposals (Allen and Kathleen 2008). Few companies have changed their implementation examination of frameworks to focus on creating workers to show improvement in future. Quality improvements are even considered in the advancement choice. Rewards other than cash or pay-related issues frequently call for emotions of achievement of self-esteem from employees who have done a quality of job (Allen and Kathleen, 2008).

Organizational Commitment

Employee's alliance with company is viewed as hierarchical duty. By and large there are three measurements of hierarchical duty; 1) continuation duty 2) regularizing duty 3) full of feeling duty (Allen and Meyer, 1996; Karrasch, 2003; Turner and Chelladurai, 2005; Greenberg, 2005; Boehman, 2006; Canipe, 2006). Meyer & Allen (1996) represents that these sorts are free and are exhibited by different people at diverse

levels of administration in association with company. Also, Watchman (1974) explained that hierarchical duty is the degree to which employees' acknowledge the goals and estimations of association and are burning to stay in the Company. Commitment of faculty association shows positive expectations to serve their association and do not stop their association. (Chase and Morgan, 1994; Robbins and Coulter, 2003; Mowday, Steers, & Porter, 1982). As per Buchanan (1974) authoritative duty is characterized as the enthusiastic responsibility to achieve to the authoritative destinations. Organizational commitment is "the aggregate internalized normative demands to perform in a manner which meets organizational objectives and interests" (Wiener, 1982). Kitchard and Strawser (2001) suggested that fulfilled employees grow high emotional duty for their firm. Marthis and Jackson (2000) characterized employees' duty as the degree to which employees stay with associations, considers about authoritative targets. Luthans (2005), investigated authoritative duty as the thirst to be an individual from an association and not to grumble about their association. Authoritative duty is the measure of power of employee consideration by the goals and strength of association and stays present in it, association duty also be increased pointer for employees who desire to sit tight at work or want to change (McNeese-Smith, 1996).

Impact of Job Rewards on Job Satisfaction

In job satisfaction, respect and confirmation are considered as vital element. Mueller (2002) suggested that organization achievement combines with job satisfaction, with the help of admiration and regard, by considering these elements as essential for job satisfaction (John et al., 2000). The research of Pascoe et al. (2002) identifies that lack of acknowledgement and outside admiration on employees' work is

necessary for framework moral fabulousness on the ground that to recognize on a great job augmenting “encouragement honor” is necessarily anticipate in guidelines and principals by employers. Employee’s job satisfaction diminishes because of lack in acknowledgment and remunerating. For achieving employees job satisfaction, it is necessary that administration of organization establishment must start the framework that offer the compensation and acknowledgment on great work. Flynn (1998) showed employees had high aims to rise their Company, working and thinking process of the employees can be kept up by rewards and acknowledgment. The point of acknowledgment and reward project is the degree of job satisfaction of employees and set a framework to remunerate and team up to the employees relation with their respect to achieve goal.

The work range consists on variety of interrelated elements. These components are enriching the nature of work life that fulfill understanding of measurements and variables that are related to job satisfaction (Clifford, 1985). Number of researches have pointed out that rewards are related with job satisfaction. For example Lam's et al. (2001) found positive relationship between job satisfaction and rewards. Rewards are seen as key factor in measuring job satisfaction level of employees. Rewards are of two types, intrinsic rewards and extrinsic rewards and further divided into subcategories (Clifford, 1985). An intrinsic reward comprises of **task significance, task autonomy and task involvement**. Task significance is a basic figure in today’s economy and in which employees perform those tasks that are useful and cooperative for others Hackman (1987) and other researcher's taken a shot at this antecedents are (Brickson, 2005; Morgeson& Humphrey, 2005) Task autonomy is the level of freedom and opportunity in booking of work and

decided methods that employees carried out during their job tasks (Hackman, 1987) and different other researcher's worked on this are (Spitzer, 1996; Evans, 1992). Task involvement shows that how much the level of the amount of assignment is fascinating and testing (Rehman, Khan, & Lashari, 2010).

Researchers work on different natural components and suggest that these elements have a great effect on employee’s job satisfaction. Extrinsic rewards include social and organizational rewards. Social rewards can be derived from association with others during job. Luddy (2005) neighborly connections opportunities on work place will build fulfillment of employees and intention to leave the association can be eliminated with the help of job involvement and organizational commitment. (Wharton & Baron, 1991), supervisor and colleagues relationship are key variables of job satisfaction, and high level of job satisfaction is connected with supervisor and co-worker relationship. Organizational rewards are the tangible rewards that are noticeable in nature like pay, promotions, and other employment benefits. According to Pearson (1991) salary shows the importance of the employees in company. Job satisfaction level at work place will be high when top management is given promotional opportunities at managerial level. Janet, (1987) found that job satisfaction is extremely related with extrinsic rewards. Further, Rehman et al, (2010) said that extrinsic rewards have strong relationship with job satisfaction as compared to intrinsic rewards. According to research findings extrinsic rewards have strong correlation with job satisfaction rather than intrinsic rewards. Conclusion from the discussion above disclose that rewards are strongly correlated with job satisfaction. On the basis of above contentions, we recognize the relationship between job satisfaction and job rewards is being applied in

Pakistan's educational sector.

Rewards frameworks consist of both impetus and precognitive projects. Motivational factors allude to the monetary promptings that association offer employees in return for commitment to quality and client administration. It is essential to note that motivating factors are particular for pay and compensation hones (pay or Wages). Recognition allows to the IDs of work well done consequently speaking to a non-financial method for thankfulness and empowering an employee commitments fulfilled clients. Lanchance (2000) prominent that remunerates that tie a worker to a foundation have more to do with the way worker is dealt with that any specific pay plan she recommends that while individuals may come to job for the pay and they stay at work for some different reasons.

In the event, that employee is working honestly for the progress of company, in the same way he expects reward from organization. The rewards may be the promotion, money and some other kind of rewards which creates the effectiveness in employees and also affect the job satisfaction. Some rewards are paid on the basis of sincerity and some on the base of abilities. Job satisfaction has strong relationship with job rewards (Danish, R., & Usman, A. 2010); job rewards can increase or decrease the employee satisfaction. Rewards play a significant role in development, performance and growth of an organization (Rafiq, M. 2012). The reason behind some organizations had monthly and annually performance ceremonies for employees is its importance.

Impact of Extrinsic Reward on Organizational Commitment

In a study about rewards and employment execution of auxiliary teachers in Kawempe Division Nakacwa (2005) said that financial additions secures the work and incorporate pay

rates, work rewards and incidental benefits. Cole (1997) explains procurement of stable fiscal rewards as a responsibility of worker, high employment execution and dependability at work. Armstrong (2001) identifies money rewards has strong effect stress flexibility, apprehension, and ruining by the environment of association. On the off chance that reasonable fiscal rewards are acclimated to employees and their essential needs are open, their levels of duty will rise. Monetary rewards according to Armstrong (2009:740) must be given in connection to capability, commitment, and expertise or administration level. They might incorporate workers benefits communicated in fiscal terms such as debilitated pay, protection, company's convenue and other "advantages". They have components of compensation extra to the different types of money pay. These advantages motivate employees to be on time at duty. As Maslow referred to in Griffin (2004) money remunerates in manifestation of money installments have got a high ground in affecting hierarchical duty of workforce, so they bear the cost of catering for their necessary needs of life. Mullins (2002) insists that employees would be conferred on their professions by obtaining most elevated conceivable wages and compensations. Robbins (2003) also said fiscal prizes have the strongest empowering power that enhances the responsibility of employees on their jobs. On the other hand, Ogomorach (1994) introduces budgetary compensates as cash impetuses offered well beyond employees' compensations with the perspective to persuade them and improve their designed job. The monetary remittances: lodging recompenses, transport stipends, medicinal stipends and welfare stipends as per Ogomorach ought to be offered if work duty is to be enhanced. Cole (1997) characterizes compensation as an altered periodical installment to workforce mostly communicated as cash. Wages are installments made to specialists communicated

per hour. Holden (2001: 167) said, "with a specific end goal to oversee budgetary prizes it needs one to build a pay structure." There is a chain of commands of pay levels, and a pecking order of jobs. Holden supported further the movement pay where employees who work in abnormal or changing hours must be paid to make up for disadvantages and hardships they face if their commitment is to be upgraded. This shows the need for more detailed research to build the impact of such monetary remunerates on educators' dedication.

While the above writing explains relationship between monetary compensates and job obligation, Kamuhanda (1976) investigate that, deficient pay and absence of incidental advantages timely low educators' economic wellbeing prompting absence of duty on their jobs. Offering high compensations and incidental benefits minimizes dissatisfaction among educators, expands in societal position also increase the responsibility at job. However, Kamuhanda did not figure out how budgetary prizes should be successful by utilizing necessary instructors, work duty making the need to undertake this study. Kabiito (2003) said in a study about fiscal prizes and authoritative responsibility of common hirelings in Masaka District organization figured out that the more money related prizes are offered to workers, their dedication increments thus the yearning to work for the District. Kiseesi (1998 referred to in Nakacwa, 2005) figured out that compensations must be paid quickly and that advancement of employees must have related to increment in compensation they earn. The specialist discovered more that pay was a solid element that kept educators on their employments. This shows that compensations are a solid element that makes teachers land submitted on their position. Notwithstanding, there is have to build how they impact essential educators work duty in Mityana

District.

H1: There is positive relationship between extrinsic rewards and organizational commitment.

H2: There is negative relationship between extrinsic rewards and organizational commitment.

Impact of Intrinsic reward on organizational Commitment

Non-money prizes are the non-fiscal increases impact on individuals through non-material prizes like; giving more responsibility, promotions, praise and acknowledgment openly Mibirizi (2004). While on other side, Maicibi (2005) incorporates approximately budgetary rewards emerging from work itself, for example, feelings of accomplishment and independence. Such non-financial rewards are put stock in one way or the other to influence work duty either uncooperatively or decidedly. Braton and Jeffrey (1988: 263) arugment that non-monetary rewards have an ability to draw extremely qualified and equipped persons who are very dedicated, it would be impossible without the accomplishment of authoritative objectives. Armstrong (2009) said that non-monetary compensates improves employees' comitment and implementation at work examined that "essentially the notion of total reward says that there is more to rewarding people than throwing money at them". The monetary rewards can make specialists more agreeable to work. It persues employees to contribute additional exertion by adding to an arrangement that addresses a wide range of issues.

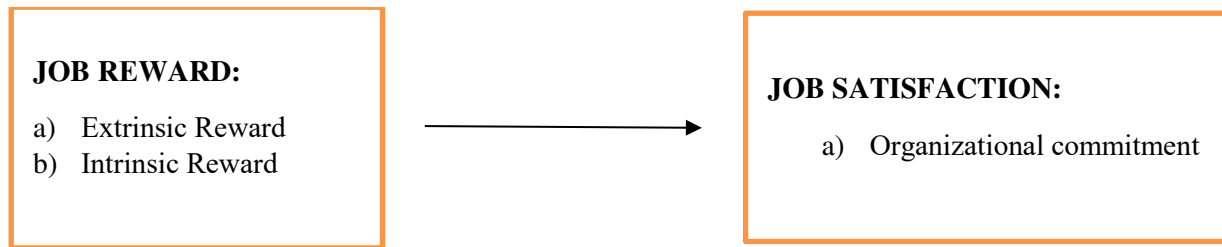
Armstrong (2009) said that making fun, testing and enabled work environment in which people have the ability to use their capacities to do major employments for which they are indicated thankfulness as liable to be a more certain approach to upgrade motivation, duty and

performance. Maicibi (2005) differentiates three principle non-financial rewards as, the eligibility for workforce, requirement for connection and need for accomplishment. On the off chance that an organization is to make its employees committed to work the need to issue them control in type of advancements and they must be acknowledged too at work through promotion, Musaaazi (2005) notices the non-attendance of successful reward procedure that considers the needs of employees and their objectives cripples them timely low employment duty. Ahuja (2002) hassles that in associations' there must be straightforward limited time strategies to keep representatives endeavors and psyches coordinated on the job. When workers were given non-fiscal rewards such as lodging, strategic scheduling, telecommunicating, get-away, learning and advancement opportunities, acknowledgment of accomplishments, undertakings for or different assignments and true acclaim their hierarchical responsibility expanded and the converse was valid. Wright (1992) found in a study about the relationship between non-financial influencers and objective level, responsibility in South Florida find out that non-money rewards obviously relate with objective level responsibility of employees. When employees' were awarded non-fiscal rewards e.g lodging, strategic scheduling, telecommunicating, excursion, learning and promotion, opportunities, praise on the accomplishments of work assignments and earn the compliments for their hierarchical responsibility expanded and the opposite was valid.

Employees who were lauded, perceived, and promote at job were conferred at work than their colleagues who were not committed with their job. Armstrong (2009) pointed out that cash dose not matters for employees, for example they need extra things to make them dedicated with their job. These may incorporate task of uncommon errands, assignment of power and including them in choice understanding having a place and responsibility towards duty. Namutebi (2006) in a study about prize administration practices and employment duty of optional teachers in Wakiso District exactly figured out that when educators are awarded non-monetarily with things such as acknowledgment and appointing them with obligations, their occupation duty increments more than that of instructors who are just compensated through money related motivators. In the same study, Namutebi found that there are difficulties with non-budgetary rewards that effect the teachers' commitment and these incorporate; educators' inability to recognize the estimation of non-money rewards, educators' inability to relate to associates in an offer to interest for reasonable working conditions, absence of acknowledgment and a framework that upgrades powerful job. Nonetheless, the study setting is unique in relation to this study we are focusing. Also, the same study had its free variable somewhat unique in relation to the one the analysts are focusing on. (Job reward questionnaire)

H3: There is positive relationship between intrinsic reward and organizational commitment.

H4: There is negative relationship between intrinsic reward and organizational commitment.

Theoretical framework:**Research Methodology**

The researchers used exploratory research for the current study.

Research Design:

Universe Type: An analysis would be conducted between two school system and both would be from government sector that is Army Public Schools.

Population: The public sector schools of Rawalpindi are taken as population for this research. According to <http://www.everything.pk/directory-detail-98-141-army-public-school-in-rawalpindi.html> there are 9 public schools in Rawalpindi and there are 120 teachers serving in the 2 schools namely Army Public School & College, Askari-14, Adyala Road, Rawalpindi and Army Public School and College for Boys and Girls, Westridge III, Range Road, Rawalpindi Cantt.

Sampling Frame: The teachers teaching in both schools would be contacted to fill the questionnaires.

Sampling Unit: Teachers working in different public education sector of Rawalpindi are chosen for study.

Parameter of Interest: The analysis of research is done through SPSS and mean, standard deviation and correlation are determined through it.

Size of Sample: The size of the sample is $n=60$ teachers working separately.

Sampling Structure: The technique adopted for the study is simple random sampling such as each respondent is given equal chance to fill it up.

Data Collection:

Technique: Exploratory research is undertaken by the researchers. Self-administered pilot testing of the study was carried out by collecting primary data with the help of questionnaire distributed to 60 teachers in public schools of Rawalpindi.

Analysis of the Data:

The Pearson correlation was used to reflect the degree of linear relationship between two variables and determines the strength of the linear relationship between the variables; whilst, One-Way ANOVA was employed to determine the significance of the relationship.

Regression: Dependency of one variable on the dependent variable.

Job Reward and Job Satisfaction**Variables Entered/Removed^b**

Model	Variables Entered	Variables Removed	Method
dimension0 1	JR ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: JS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.082 ^a	.007	-.010	.21463

a. Predictors: (Constant), JR

This table shows the dependency of job satisfaction on job reward and it is stating that job satisfaction is only -.010% dependent on job reward that means that they don't have a strong relationship and negative sign shows that they have a negative correlation.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.215	.299		14.101	.000
	JR	.042	.068	.082	.627	.533

a. Dependent Variable: JS

The coefficient found between job reward and job satisfaction is 14.101 which show good relationship in beta.

Extrinsic Reward and Organizational Commitment:**Variables Entered/Removed^b**

Model	Variables Entered	Variables Removed	Method
dimension0 1	ER ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: OC

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.151 ^a	.023	.006	.44229

a. Predictors: (Constant), ER

This table shows the dependency of extrinsic reward on organizational commitment and it is stating that extrinsic reward is only .006% dependent on organizational commitment that means that they don't have a strong relationship and positive sign shows that they have a positive correlation.

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.263	1	.263	1.345	.251 ^a
Residual	11.346	58	.196		
Total	11.609	59			

a. Predictors: (Constant), ER

b. Dependent Variable: OC

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.120	1.082		2.883	.006
ER	.284	.245	.151	1.160	.251

a. Dependent Variable: OC

The coefficient found between extrinsic reward and organizational commitment is 2.883 which show a weak relationship in beta.

Intrinsic Reward and Organizational Commitment:Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	dimension0 IR ^a		Enter

a. All requested variables entered.

b. Dependent Variable: OC

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.130 ^a	.017	.000	.44361

a. Predictors: (Constant), IR

This table shows the dependency of intrinsic reward on organizational commitment and it is stating that intrinsic reward is only .000% dependent on organizational commitment that means that they have no relationship.

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.195	1	.195	.992	.323 ^a
Residual	11.414	58	.197		
Total	11.609	59			

a. Predictors: (Constant), IR

b. Dependent Variable: OC

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.591	1.225		4.566	.000
IR	-.275	.276	-.130	-.996	.323

a. Dependent Variable: OC

The coefficient found between intrinsic reward and organizational commitment is 4.566 which show a weak relationship in beta.

Correlation

Correlation matrix indicates the direction, strength and significance of the relationships among all variables. Correlation found between job reward and job satisfaction is (0.082) $P < 1$ which shows a weak relationship between them.

Correlations

		JR	JS
JR	Pearson Correlation	1	.082
	Sig. (2-tailed)		.533
	N	60	60
JS	Pearson Correlation	.082	1
	Sig. (2-tailed)	.533	
	N	60	60

Correlations

		IR	ER	OC
IR	Pearson Correlation	1	.051	-.010
	Sig. (2-tailed)		.700	.942
	N	60	60	60
ER	Pearson Correlation	.051	1	.044
	Sig. (2-tailed)	.700		.740
	N	60	60	60
OC	Pearson Correlation	-.010	.044	1
	Sig. (2-tailed)	.942	.740	
	N	60	60	60

Correlation found between extrinsic reward and organizational commitment is 0.044, which shows that there is weak relationship between extrinsic reward and organizational commitment. Correlation found between intrinsic reward and organizational commitment is -.010, which shows weak relationship and it has negative correlation.

Conclusion

The aim of the study was to measure the relationship between job rewards and job satisfaction of Army Public School & College, Askari-14 Adyala Road, Rawalpindi teachers. After interpretation of results, our H1 sustained a

significant relationship between extrinsic rewards and organizational commitment. Comparatively intrinsic rewards have no relationship with organizational commitment. It means that Army Public School & College, Askari-14, Adyala Road, Rawalpindi teachers are more concerned with what the job is actually paying to them. With

this we came to know that extrinsic rewards affect the commitment level of teachers in public sector schools of Rawalpindi. Our results proved that H1 is accepted, while H2 is rejected. Our results showed that intrinsic rewards do not affect the commitment level of teachers, so we come to know that our hypothesis H3 is also rejected.

Recommendations

The schools should give priority to intrinsic rewards in order to motivate/inspire them so that they can show more commitment towards their

tasks, this will help the schools that they can achieve their long term goals and can also retain their competitive and talented employees in order to achieve competitiveness in the market.

Future Research: Future study should be carried out in other cities of Pakistan and large sample could be taken. It should also consider the colleges and universities rather than schools only. The students commitment level with their organization would also be considered in the future researches.

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