

REWARDING PRODUCTIVE EMPLOYEES IN PRIVATE SCHOOLS OF NEPAL

Abstract

A motivated and emotionally engaged workforce is critical in educational institutions, like in any other sector. However, the teaching profession, in many countries, attracts less allowance compared to other professions. Teachers also complain about the lack of role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, compensation, and development. Though gradually, efforts have been made to understand the effectiveness of teacher rewards. The effectiveness of reward and recognition programs is based on how the institutions set the reward criteria or schemes in a manner that employees clearly understand the link between reward and performance. Sometimes, monetary incentives work well in motivating teachers. At other times, non-monetary also appears promising. This study, therefore, sought to explore the criteria of rewarding productive employees in private schools in Nepal. Employing a qualitative research design, this study collected data from four purposively selected participants of four different private schools through in-depth interviews. Collected Information were coded, categorized, patterned, and developed into themes. The meanings were interpreted using the lens of Maslow's motivation theory—the hierarchy of needs. The research concluded that private schools have been using both performance-based (merit pay and knowledge-skill-based pay) and traditional pay (experience and formal qualifications) as criteria for rewarding employees in institutions in Nepal. It is hoped that the findings of this study could be helpful to Principals, managers, in-charges, and Parent Teachers Committee, and policy makers to come up with informed policies or decisions on how the reward system should be implemented.

Keywords: Employee performance, Pay, Reward, Intrinsic Reward, Extrinsic Reward

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Background of the Study

Nepal is a developing country in South Asia which is popular for its varied geography, rich culture and ancient significance. The school education sector plan (2022 to 2032) has envisioned mainly two types of schools in Nepal. They are private and public schools. The private schools are called institutional schools. They are privately run and fee paying schools. The public schools are government funded. They are affordable in comparison with the private schools.

Individual performance in the private schools has long been centered on the evaluation of performance and the allocation of rewards. The prime focus of reward programs is how educational organizations set their reward schemes and employees clearly understand the link between reward and performance ([Flynn, 1998](#)). Rewards are tangible or intangible agents that increase the frequency of an employee's action ([Zigon, 1998](#)). The preferred outcome of any reward and recognition is to improve the performance of employees.

Another important purpose of reward is to increase employee retention. Consistent employee recognition is a key factor in retaining top-performing workers ([Jimenez, 2002](#)). Similarly, [Armstrong \(2001\)](#) defines reward as the overall value proposition that the employer offers to employees, including compensation: comprising base pay, short-term incentives and long-term incentives, benefits including health, retirement, and careers including training and development, and career incentives. [Armstrong \(2001\)](#) also stresses reward as a system that includes non-monetary rewards like recognition, praise, achievement, responsibility, and professional growth, and in many cases, performance management processes.

In the education system, there are commonly three reward models. The 'Merit-pay' model, being the first, generally involves individual pecuniary awards based on student performance and classroom observation ([McCollum, 2001](#)). Second is 'Knowledge and skill-based' compensation,

50 which generally involves individual pecuniary rewards for acquired qualifications and
51 demonstrated knowledge and skills, which are believed to increase student performance.
52 Knowledge and skill-based pay differs from meritpay because it provides clear guidelines on what
53 is being evaluated ([Odden& Kelley, 2002](#)). And the third model is school-based compensation,
54 which usually involves group-based pecuniary rewards, typically based on student performance
55 ([Odden& Kelley, 2002](#)).

56 The basis for teacher pay - years of service and education level, which is also termed as
57 traditional basis, provides little incentive for excellence ([Bett, Maria, Onyango &Bantu , 2013](#)). To
58 make teachers more effective, these critics argue that pay should be tied to performance. Teachers
59 are likely to have an increased commitment towards their work ([Bett et al, 2013](#)). In the DEST
60 Research Paper 2007([Ismail, 2014](#)), about Performance-based rewards for teachers, there were
61 mainly three main types of performance-based reward systems identified, and they included:In
62 knowledge and skill-based compensation schemes, teachers are compensated for
63 their specific knowledge and skills required to meet higher expectations for performance. The
64 second type of reward is Merit Pay, "Pay for performance" or "Performance pay", which adjusts
65 salaries upward or provides compensation for higher levels of performance. In this, a standard for
66 individual performance is set, for example, increased student achievement. If a teacher meets or
67 exceeds this standard, he/she is eligible for a bonus or a salary increase ([Alam, 2011](#)).[Kirimu,](#)
68 [Gikunda, Obara, and Kibett \(2013\)](#) agree with the current educational reform discussions around
69 the globe, which regularly include the idea of paying teachers based on how they perform in
70 advancing their students' educational achievement. Critics of traditional pay like [Kituyi, Musauand](#)
71 [Thinguri \(2014\)](#) opine that schemes which reward experience and formal qualifications instead of
72 performance argue that such schemes are unfair to highly motivated, effective, and efficient
73 teachers whose extra efforts are not rewarded.

74 A good reward system, therefore, that is mutually agreed upon between the staff and the
75 school principal, fulfills this need as teachers feel that their efforts are appreciated, recognized, and
76 respected. According to [Armstrong \(2009\)](#), money as a reward incentive is undoubtedly a powerful
77 motivating force due to its direct or indirect link to the satisfaction of many needs.
78 Armstrong (2009) observed that money in itself may have no intrinsic meaning to an individual,
79 but it acquires significant motivating power because of the many intangible goals it may
80 symbolize. A reward system that focuses on mutual respect increases employee retention,
81 performance, productivity, and morale ([Lindbald , 2008](#)). High-performing employees add value to
82 the company; hence, it is very important to recognize their efforts, worth, and contributions through
83 rewarding them appropriately. Highly motivated teachers are passionate about quality output. This
84 is why they are treasures to any school. Hence, possible measures should be taken to retain them,
85 including putting in place an attractive school-based reward system. The benefits that employees
86 foresee for themselves and their families motivate them to give their best. However, reward
87 systems could cost the institution an extra burden. It's not that a reward system that works in one
88 institution fits in all other institutions. Thus, the management must know how to structure the
89 rewards beforehand to avoid wasting resources.

90 Through extensive research and analysis, social psychologist Thomas Maslow developed
91 his well-respected theory of human motivation and responsive behavior ([Huffmire& Holmes,](#)
92 [2006](#)). Maslow's hierarchy of needs attempts to explain human psychological and social
93 development through a series of progressive needs and desires that, once fulfilled, motivate the
94 individual to develop the desire to pursue, then satisfy, the next subsequent and escalating need.
95 There are three fundamental concepts Maslow promulgated in understanding his
96 hierarchy: (1) behavior is affected by unmet needs; (2) individuals meet their most basic
97 needs first and then escalate; and (3) fundamental needs take precedence over advanced

98 needs. Maslow's levels of motivation translate well into the work environment. Each level
99 can be related to an employee, from their initial hiring through promotion, training, and
100 leadership. Understanding where an employee is within the organization, with reference
101 to Maslow, helps determine the appropriate motivation and rewards for that individual (Webb,
102 Perry & Fennelly, 2015).

103 It is often tricky to determine what is more beneficial for motivating productive employees
104 in a school setting. It would be beneficial to understand what criteria or rewards, and recognition
105 will prove best in terms of cultivating motivation within teaching staff.

106 **Problem Statement**

107 It is obvious that high proportions of teachers working in private schools are poorly
108 motivated. Reason for this could be a combination of low morale and job satisfaction, poor
109 incentives, and other work-related discouragement. In many schools, teachers are being asked to
110 take on more responsibilities without rewarding them. The balance between work and living for
111 teachers is poor, which tends to lower self-esteem and is generally demotivating. Low pay and lack
112 of proper motivation through rewards compel large proportions of teachers to earn secondary
113 income from private tutoring and other activities. Consequently, standards of professional conduct
114 and performance are low and falling in many private schools. In spite of the management of
115 private schools' efforts to reward the teachers for better services to students, the teachers seem not
116 to exhibit signs of well-rewarded workers. As a result, problems like high labour turnover, teachers
117 part-time timing in two or more schools, late coming, lack of commitment to the job, which
118 consequently results in poor performance of teachers and hence students. The results of Moses
119 (2016) have revealed that there has been strong opposition towards reward systems in Zambia as a
120 whole, by top educational managers. So, how do principals or managers describe the rewarding
121 productive employees in their schools in Nepal? What criteria are set by them in rewarding the

122 productive employees? How influential are the criteria of rewarding employees in motivating
123 teaching staff in their school? How are these reward criteria effective in catering to the different
124 hierarchy of needs of teaching staff? Quantitative researches on relationship between effects of
125 satisfaction packages on employee performance, employee turnover reduction and extrinsic
126 rewards, factors driving employee salaries, pay factors and employee satisfaction have been
127 conducted (Nick, 2010; Halefom, 2019); Pratik, 2012; Thomas, 2012) have conducted researches
128 on employee reward motivation. However, due to the dearth of literature, very little is known
129 about the schemes and criteria of reward and recognition within and across countries. There is no
130 qualitative study that has so far been undertaken to explore the criteria for rewarding productive
131 employees in schools in Nepal. This raises curiosity, and hence the need to explore the criteria for
132 rewarding employees in private schools is felt.

133 **Purpose of the Study**

134 The objective of this research is to explore the criteria for rewarding productive employees
135 in private schools. In addition, this study aims to understand the perceptions of principals, in-
136 charges, and managers on the reward system and its role in motivating teachers.

137 **Research Questions**

138 Based on the above purpose, this study is guided by the following questions.

- 139 • How have School Management Committee (SMC) of private school in Nepal been set
140 criteria for rewarding employees of their schools?
- 141 • How do principals and managers perceive the employee reward system in private schools?

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Methodology

145 This study employed a qualitative approach to understand the state of criteria for rewarding
146 productive employees in private schools from the perspective of the in-charges and principals who
147 work to coordinate the functioning of these employees. According to [Creswell et al. \(2009\)](#),
148 qualitative research helps in getting an in-depth analysis of the problem under investigation, and
149 qualitative research was applied in order to describe current conditions or to investigate
150 relationships, including effect relationships. It is a qualitative research based on an interpretative
151 research design. We selected four participants for this study. They were two principals one
152 manager and one incharge of private schools in Nepal. They were selected purposively because
153 they met the purpose of our study. Before going for the indepth interview, consent was taken from
154 each participant. Information from participants were collected through in-depth interviews visiting
155 their palce several times and having several meetings. Altogether we had a five cycles of
156 interview to each participant in this study. The collected information were stored and organized,
157 creating separate files on the computer. We colleted information in Nepali lanague and those
158 nepali information were translated into English language. Each participant; sinfonmation were
159 transcribed and coded to understand the cruxes expressed by the participants in their information.
160 Based on codes themes were generated to present participnatnts information and interprestation.
161 All those themes were presented with information, and meanings were made by interpreting with
162 signature literature and merging relevant theories.

163 **Key Insights**

164 The study intended to explore the criteria of rewarding productive employees in private
165 schools, along with participants' perceptions of reward schemes in the schools. The four
166 participants who have been interviewed are the in-charges, managers, and principals of four private
167 schools—two from Lalitpur district and one each from Kathmandu and Kavre. The total number of
168 employees in these schools ranges from twenty-five to three hundred sixty-five. The descriptions

169 of the participants and the criteria for rewarding their productive employees that they have shared
170 during their in-depth interview with the researchers are described in the following themes:

171 **School policy guides the criteria for rewarding employees.**

172 All four participants acknowledged that the framework or criteria for rewarding their
173 productive employees is determined by the policy (including bylaws and regulations) of their
174 respective schools. The principal of School A, who heads an institution of more than three hundred
175 seventy students, shared that they have a separate 'Staff Evaluation Policy' guided by the mission
176 and vision of the school. The employees are evaluated annually. While doing the evaluation, an
177 employee is evaluated by himself or herself and then by the principal. Highlighting the
178 performance review, the principal of School A shared, "*We evaluate the performance of our*
179 *teachers very differently. Unlike in other schools, the academic results of students carry the*
180 *weightage of only about ten percent in the performance review of teachers. Ninety percent*
181 *weightage has been given to the development of students' character building. This means, teachers*
182 *who perform well in building characters like honesty, morality, ethics, faithfulness, and creativity*
183 *in students deserve a better chance for reward in our schools."* The principal also stressed that
184 when teachers are provided with training opportunities, the training firm also reviews the teacher
185 every five years and submits a report to the principal.

186 School A is a not-for-profit school, and about forty percent of students belong to the
187 disadvantaged community. Hence, the principal accepted that owing to the background of the
188 students in the schools, pressure on excellent result to achieve excellent results is unusual. It is
189 also because they never sell the results in the market to attract students. Instead, they are focused
190 on making students with good character. The principal of School A emphasized that he has
191 understood that employees in the teaching profession care least about monetary value. What they
192 value is personal and professional growth the most. Hence, School A has been practicing rewards

193 like salary and grade increment, opportunity to take part in long, expensive trainings and
194 workshops to the most deserving teachers and employees, and titles liketeacher-staff of the year for
195 the most productive employees. Similarly, free education to the employees' children (only two),
196 short training and workshop opportunities, medical insurance, thank you note and birthday gift,
197 and class teacher allowances are provided to all the employees.

198 School B, too, has a by-law that guides the reward criteria for employees. As per the by-
199 law, teachers are evaluated in certain areas like teaching methods, lesson plan, classroom
200 performance, students' achievement, engagement in schools, number of leaves taken, relation with
201 the school admin, qualifications, and training. Teaching employees in School B are evaluated from
202 appraisals– self-appraisal and appraisal from the principal every six months. The principal of
203 School B confidently shared, "*Our school by-laws govern everything in our school, and HR*
204 *criteria is also determined by the same law.*" School B honors the best-performing employee with
205 a cash bonus of Rs. 1,000 per month. Similarly, the productive employees are given a 'feast' to
206 honor their hard work.

207 Similarly, School C, an institution of more than 300 employees, has set the criteria for
208 rewarding its employees on the basis of the school policy. This school also evaluates its teaching
209 employees every six months with an appraisal form. Specifically, teachers are evaluated, as guided
210 by the policy, from the academic results of the students of the respective subjects, their conduct in
211 the school, and students' feedback. The most productive employees are rewarded with monetary
212 benefits and other recognition, like in-charge ship.

213 The principal of School D also acknowledged that school regulation is the bedrock
214 for any kind of reward, compensation, and other recognition of employees. He added, "*We are*
215 *guided by School Regulations and HR practices, along with other areas of school administration,*
216 *which is firmly structured on the regulations.* Nothing happens beyond the written document." All

217 four schools have written policy that guides the HR practices. However, written policies are in
218 implemented as the major criteria for rewarding employees in only two non-profit schools.

219 **Performance-based reward speaks louder in private schools.**

220 Performance-based reward is practiced as the major criterion in all four private schools.
221 Compensation—salary increment, grade pay, medical insurance, teacher award, and other
222 recognition like training and development, free education to employees' children, added
223 responsibilities and challenges, etc, are provided on the basis of the performance of teachers. A
224 performance evaluation system was found to be in place in schools under all the management
225 structures, though it differed in nature and form slightly across these schools. The performance of
226 the employees is evaluated through performance appraisals.

227 The principal of School A shared that promotion is completely based on the performance of
228 the teachers. He revealed, "*Our Staff Evaluation Policy clearly reads that promotion is not a right,*
229 *but must be earned. Time of service and age are not significant.*" School A reviews teachers
230 annually, whereas Schools B, C, and D evaluate teachers and employees every six months. In
231 school A, yearly students' results count least as they have prioritized the social conduct of students.
232 And, teachers are reviewed on how successful they are in installing these character-building
233 ingredients. However, in Schools B, C, and D, students' results in one of the major criteria for
234 determining the performance of teachers. Apart from this, performance review of teachers is also
235 done based on the art of handling the class, taking into account behavior and complaints, and
236 evaluation from parents. Moreover, participants of all four schools believed that such a system
237 would be fairer than a uniform increment in pay and would incentivize them to improve
238 continuously

239 **Experience and formal qualification still dominate reward criteria.**

240 A reward scheme that values experience and formal qualifications instead of performance
241 is still dominating in private schools. Except for School A, in all three private schools, employees
242 are compensated for their specific knowledge and skills required to meet higher expectations for
243 performance. This means that, higher the educational qualifications and the longer the length of
244 service, the higher the performance-linked pay. However, determinants like educational
245 qualification and length of service are not criteria for employee rewards in School A. The principal
246 of School A opined, "*Schemes which reward experience and formal qualifications instead of*
247 *performance are unfair to highly motivated, effective, and efficient teachers whose extra efforts are*
248 *not rewarded.*" The leadership of the other three private schools agreed that they could not neglect
249 teachers' qualifications and the time they have served in the institution while evaluating their
250 performance. The manager of School C expressed, "*When a teacher teaching in Grade X, for*
251 *example, possesses a Master's degree and another teacher in the same grade possesses an M.Phil*
252 *degree, we should respect the knowledge of the latter.*"

253 **Non-monetary rewards are important.**

254 The information collected from the four principals shows that they are in favor of both
255 monetary and non-monetary rewards in their institutions. In addition, principals of School A and
256 School B opined that non-monetary rewards are more important for a profession like teaching. The
257 principal of School B remarked, "*To some extent, teachers are concerned about the financial gain*
258 *they get for their work, but ultimately they get satisfaction when they are rewarded with non-*
259 *monetary rewards. I personally don't give better compensation in comparison to the market;*
260 *however, many teachers have been working with me just for the relational value that we have built*
261 *and their passion for teaching.*" Similarly, the manager of School C shared, "*In the initial stage,*
262 *teachers and employees look for better salary and other compensation. Ultimately, they look for*
263 *their personal and professional growth. At the same time, when they are given added challenges*

264 *with more responsibility, they are more motivated to work. In our school we have flexiable*
 265 *working arrangements, birthday card, family picnic and staff of the month as non budgetry*
 266 *rewards system" Similarly, the principal of School D mentioned, "In a school like ours, the brand*
 267 *is very important. Therefore, teachers want to be a part of the brand value for their self-esteem.*
 268 *Mostly, teachers feel a sense of security for their job when they start their career here."*

269 From the participants' information above, we understood that employees of their organization
 270 value non-monetary rewards. This entails that employees wish to build a relationship as a reward.
 271 They are motivated to their work through non budgetry rewards like flexiable working
 272 arrangements, birthday card, family picnic and staff of the month.

273 **Discussion**

274 This section discusses the findings of the study. Both the research objectives—to explore the
 275 criteria of rewarding productive employees in private schools and to understand the perceptions of
 276 principals, in-charges, and managers on the reward system and its role in motivating teachers.

277 **Criteria of reward serve the psychological needs of the employees in private schools.**

278 Motivating employees in an educational institution is an important responsibility of
 279 leadership. However, creating an atmosphere that fosters employee motivation is a herculean task
 280 for even the most experienced supervisor or leader. There is no one-size-fits-all scheme for
 281 fostering a positive, engaging work environment. Each employee is unique and represents different
 282 personalities and cultural ideologies that may or may not respond to motivational techniques.
 283 Therefore, understanding the basic psychology of motivation and administering techniques
 284 facilitates meeting the needs of heterogeneous employees.

285 The interpretation of information obtained from in-depth interviews of the
 286 leadership of all four institutions reveals that these schools have set criteria of rewarding
 287 employees, taking into consideration most of the psychological needs presented by Maslow

288 (1943). Each level can be linked from an employee's initial hiring to promotion, training, and
289 leadership. This theory asserts that human motivation is built upon a hierarchy starting with basic
290 (physiological) needs and reaching its peak with self-actualization. Maslow's theory necessitates
291 five fundamental human needs: Level 1: Physiological needs; Level 2: Safety needs; Level 3:
292 Social needs; Level 4: Esteem needs; and Level 5: Self-actualization ([Webb](#), Perry, Fennelly,
293 2015).

294 In all four private schools, the employees' reward system is based on the school
295 policy (regulations and bylaws). These school policies have attempted to fulfill at least four levels
296 of Maslow's hierarchy of needs. Performance-based reward system in all four schools has a
297 provision of rewarding the productive employees with salary increment, grade pay, medical
298 insurance, class teacher and allowance, social security, welfare fund, job guarantee, and retirement
299 plan, which serve the most basic fundamental needs of an individual (physiological and self-
300 preservation). In all four private schools, performances of employees are evaluated by
301 performance appraisal (PA). Some organizations use PA. to motivate high-performance employees
302 and to punish poor-performance employees (Kondrasuk, 2011; Kim &Holzer, 2016). However,
303 leadership in these schools has used PA to evaluate their employees. And, generally, they use the
304 result of the evaluation to reward the productive employees rather than punish them. Two kinds of
305 appraisal– self-appraisal and appraisal from the principal– are most common in all four schools.
306 The leadership usually appraises employees on the basis of the job they have performed. And, the
307 same appraisal also evaluates employees' personality traits such as initiative, enthusiasm,
308 cooperation or judgment, or job-related standards of which accomplished tasks, speed,
309 implementation, and knowledge of work procedure.

310 A study conducted by Nick (2010) also concluded that there has always been a
311 positive relationship between satisfaction and pay factors. The leadership of the schools shared that

312 new employees are motivated to join the institution to meet their fundamental needs and maintain
313 employment that fulfills their need for self-preservation. Similarly, for employees, as one need is
314 met, the next level of desire becomes essential. Maslow's hierarchy suggests that employees begin
315 to seek acceptance from coworkers and staff after their physiological and safety needs are fulfilled
316 (Huffmire & Holmes, 2006). In School A, children of employees are given the opportunity to study
317 in the school free of cost. Similarly, a tradition of recognizing others' work is practiced. The
318 principal of School A remarked, "We have a tradition of sending handwritten 'Thank You Notes'
319 and birthday gifts." *Though a small gesture, these acts foster a sense of satisfaction and*
320 *belongingness in employees.*" Similarly, every year, School B organizes 'Feast for Teachers' and
321 takes teachers for an outing. Such gestures, according to the school leadership, make employees
322 feel valued, treasured, and needed by the institution; hence, creating a sense of belonging and
323 ownership among the teachers. Though it is a simple and humble gesture, but sends out a lot of
324 love and togetherness in an educational institution like a school.

325 Level 4 of Maslow's hierarchy of needs seeks to meet self-esteem needs. Employees, after
326 having a sense of belongingness and relatedness, aspire to develop self-esteem. Here, an employee
327 desires to be developed, appreciated, and communicated. Helena (2013) has argued that
328 performance-related pay for employee performance is very high, and the satisfaction
329 effect of merit pay is often supported by the Performance Incentive Bonus Scheme. In
330 performance-based pay, all four institutions have been focusing on the self-esteem psychological
331 need of their employees. Similarly, a traditional reward system that values the experience and
332 formal qualification of employees for rewards like promotion and training/workshop opportunity
333 also serves the need for self-esteem. School A's practice of awarding 'Teacher/Employee of the
334 Year' opportunity for expensive training, sponsorship in further educational degree, thank you

335 note; School C's ' recognition, like awarding challenging job and responsibility, and School D's
336 opportunity for exposure and good network, and status serve the self-esteem needs of employees.

337 Finally, Level 5 of Maslow's hierarchy of needs is self-actualization. Priority to this level
338 while setting the criteria of rewarding employees in all four private schools couldn't be found.
339 However, employees in School D, which is one of the reputed brands in the educational sector of
340 the country, do feel valued and secure in their employment, and look for ways to make their
341 experience even more fulfilling. The school provides opportunities for employees to achieve higher
342 professional and personal goals. Moreover, the manager of School C added, "*When our Yoga*
343 *teacher retired, he got a sum of 8 lakh as his gratuity. But donated 3 lakh in our employee welfare*
344 *fund.*"

345 **Monetary reward is important, but non-monetary reward is more important.**

346 All four private schools have focused on balancing monetary and non-monetary rewards
347 for deserving employees. All four leaders acknowledged the need to address the balance between
348 monetary and non-monetary rewards. Compensation being the major determinant in their school
349 policies, all four institutions have given ample space for other non-monetary recognition like
350 appreciation, training and development, feeling of relatedness and belongingness while
351 determining the criteria of rewarding productive employees. In addition, Schools C and D have
352 gone a step up in providing the self-esteem needs of their employees. It is found that the bigger the
353 institution, the higher the chances of fulfilling the psychological needs, like social needs and self-
354 esteem. Tehseen and Hadi (2015) have regarded dimensions like satisfaction derived from
355 teaching, recognition, enjoying teaching, career development, the challenging and competitive
356 nature of teaching, and teaching as one goal in life as motivating factors. Aligning with the same
357 fact, along with extrinsic reward, the leadership of the four private schools has emphasized the

358 need for motivating their employees intrinsically, setting determinants in their criteria of rewarding
359 employees accordingly.

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Conclusion

362 Rewards are benefits, prizes, and appreciation given to productive employees in the
363 organization to motivate them to perform well for the organizational productivity. However how
364 does a institution set criteria for offering such rewards are crucial to motivate employee. Based on
365 the key insights of, this study, we conclude that private schools in Nepal have set criteria for
366 rewarding productive employees based on performance-based pay and length of service, and
367 formal qualifications guided by their school policies. Though the evaluation weightage differs,
368 employees are evaluated on a similar basis as students' academic achievement, their conduct,
369 teaching methodology, relationship with administration and parents, innovation and creativity,
370 formal qualification, and length of service. Similarly, the leadership in all four schools has
371 acknowledged that monetary reward is important, but non-monetary reward plays a vital role in
372 retention and job engagement and satisfaction of teachers and other employees. These are the
373 unique criteria of rwarding productive employees in the private schools in Neapl

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