The Effect of Rewards Towards Employees Motivation at   
Anjasmoro Adventist Academy

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**Abstract:** This study examines the effect of rewards and employee’s work motivation at Anjasmoro Adventist Academy. Employees here are taken as sample of the study. The study is descriptive and a quantitative methodology was used for the study and questionnaire was used as the method of measuring instrument. The four independent variables of reward included, payment, promotion, recognition, benefits and the dependent variable was employee work motivation. The data was analyzed using the techniques of rank correlation coefficient and regression analysis. All the findings were tested at 0.05 level of significance. The result concludes that there is a positive and significant relationship between rewards and the employee’s work motivation.

**Key words**: *Rewards, employee motivation, payment, promotion, recognition,   
 benefits, Anjasmoro Adventist Academy*

Introduction Of The Study

Educators are the front line of education system. Teachers are the unsung heroes of the society. Yet, these so called heroes are often neglected, and not acquired society interest and attention. Does the education institution support them? Are they fully motivated in their work? Researchers have made several recommendations for educators interested in supporting students’ motivation, including the limited use of rewards, using rewards to provide information about competence, increasing student autonomy and choice, using collaborative or cooperative learning methods, and creating a supportive classroom environment with respect to goal. Nevertheless, does enough rewards given towards the educators and how far are they motivated in their line of work. In the Biblical times there are numerous instances where rewards are given in accordance towards people’s motivation. In the story of Joshua and Caleb, they were given rewards as the result of their loyalty to God in their work as a spy in Canaan. The book of Number illustrates the reward given. The book of Joshua also added the rewards of land for Caleb and Joshua. Today’s environment gives education institutions to be more competitive as they face challenges, and in facing those challenges acquiring the right workforce and retaining it is essential. Human asset is considered to valuable instrument in any organization today. Henry Ford depicted that acquiring and keeping the best employee is the essential key to organization success. Management deemed to look upon the how to get the desired effective and efficient result from human resource. Thus, employee motivation is deemed necessary. Developing relationship between set standards and job performance are a must and beheld in management shoulders. However, fair pay, career growth such as promotion, work recognition, and the benefits given are part of things that most employees consider in their work. Both parties given their expectations are varyfrom one organization to another, from one education institutionto another.   
 Employee performance can be seen through many aspects like working conditions, worker and employer relationship, training and development opportunities, job security, and company’s overall policies and procedures for rewarding employees, etc. Among all those aspectswhich affect employee performance, motivation that comes with rewards is of utmost importance.  
 This study will examine the employee’s motivation of workers with the rewards given to them. For the study, particularly employees of Anjasmoro Adventist Academythat were located at the heart of Surabaya city in East Java of Indonesia will be selected,and as a sample, employees from the said institution would be taken for the research study.

Statement of the Problem

In light of the background of the study above, the following research problems arise:

1. What is the demographic profile of respondent at Anjasmoro Adventist Academy?
2. To what extent respondents are satisfied with the rewards in terms of payment, promotion, recognition, and benefits at Anjasmoro Adventist Academy?
3. To what extent respondents are motivated to do their work at Anjasmoro Adventist Academy?
4. Is there any relationship between rewards, in terms of payment, promotion, recognition and benefits and motivation at Anjasmoro Adventist Academy?

**Hypotheses**

In line with the above research questions, the following null hypotheses were formulated:

Ho: There is no positive and significant relationship between rewards and   
 employee motivation at Anjasmoro Adventist Academy.

Ha: There is positive and significant relationship between rewards and   
 employee motivation at Anjasmoro Adventist Academy.

Review Of Related Literature

Managing people is one of the tasks laid for management. Human resource is one of the most important resources of gaining competitive advantage over competitors for a firm. Ford even sees the importance of hiring and keeping the best employees over the need to gain maximum profit.[[1]](#footnote-1) Nonetheless, work motivation is deemed necessary factor in work productivity. Rewards system that can effectively retain high performing employees thus needed in relation with their productivity.[[2]](#footnote-2)

Rewards

The method of providing rewards in relation to employee productivity has been studied for many years. Frederick W. Taylor, a prominent researcher, the father of scientific management in his book, Principles of Scientific Management, try define one best way for job to be done and he sees that management need to provide economic incentive to worker.[[3]](#footnote-3) Most of the organizations profited with their business strategy through a well balance reward and recognition programs. Moreover, employee motivation and productivity can be enhanced through effective recognition that can lead to performance (Deeprose, 1994).[[4]](#footnote-4)Rewards can be extrinsic or intrinsic, extrinsic rewards are tangible rewards and these rewards are external to the job or task performed by the employee. External rewards can be in terms of salary/pay, incentives, bonuses, promotions, job security, etc. Intrinsic rewards are intangible rewards like appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal. Andrew and Kent[[5]](#footnote-5)see that commitment of employees isbased on rewards and recognition.Hence, Khan *et al*[[6]](#footnote-6)conclude that payment, promotion, recognition, and benefits as prominent indicators in their study on rewards and motivation.

Rewards in the Bible

The Bible authors wrote numerous verses regarding rewards. Often times people refers to God as the giver of the rewards. As stated in Ruth 2:12, “May the LORD reward your work, and your wages be full from the LORD.” And furthermore, the Bible discussed about the rewards that can be received in this life time and the life to come. Nevertheless, there are those who are motivated and those who have little or no motivation regarding the said rewards.

As a part of the body of Christ, it is surprising that largely people are unaffected of these rewards at motivating people. Leviticus 26, largely describe on the message of blessings and curses. As in Leviticus 26:1-13 describe that God’s people, the Israelite would be blessed if they obey God. On the otherhand, they would be cursed if the disobeyed God. Wiersbe[[7]](#footnote-7) in his book gave insight on this matter, saying, “The people of Israel were but children in their faith (Gal.4:1-7) and you teach children primarily through rewards and punishments. You can't give children lectures on ethics and expect them to understand, but you can promise to reward them if they obey and punish them if they disobey. This approach will protect them from harming themselves, and it will give them time to grow older and better understand why obedience is the key to a happy life.”

The parable of the mina or pounds in Luke 19:11-27 and the parable of talents in Matthew 14-30 give insight on how people are motivated. Some are motivated in cultivating their talents and mina or pounds, while others are simply do nothing. The important aspect in this matter is that Jesus seek to motivate His servants to be watchful and faithful. And thus give them great rewards.

Motivation

Motivation can refer to reasons behind a person behavior.[[8]](#footnote-8) There are many studies on motivation in relation with employees in an organization. Many sees motivation as a set of process that directed towards attaining one specific goal, such as Kreitner and Kinicki[[9]](#footnote-9) and Robbins and Coulter[[10]](#footnote-10) Earlier study on motivation such as Maslow’s, describe the five hierarchy of needs that can be seen in his pyramid of needs that consist of needs, such as physiological, safety, social, esteem and self-actualization.[[11]](#footnote-11) McGregor developed motivation theory called Theory X and Theory Y, that described how management sees and motivate their workers. Yet, there are many other studies were developed on motivation such as reinforcement theory, equity theory, Herzberg two factor theory, and McClelland’s need for achievement theory than can be linked to employees performance.[[12]](#footnote-12)

Existing literature on individuals’ innovative performance reveals a wide array of individual and organizational precursor factors. Among many individual antecedents that influence employees’ innovativeperformance are attitudes,[[13]](#footnote-13) cognitive styles,[[14]](#footnote-14) personality and demographiccharacteristics such as age, education background, and prior research and development experience of Roberts[[15]](#footnote-15) and Rothwell[[16]](#footnote-16), and in terms of reward system as described by Janssen[[17]](#footnote-17) and Mumford[[18]](#footnote-18), are commonly cited as factors that affect individuals’ innovative performance.

Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. Reio and Callahon[[19]](#footnote-19) concludes that bothintrinsic and extrinsic rewards motivates the employeeresulted in higher productivity. Moreover, Broussard and Garrison[[20]](#footnote-20) analyzed that contemporary motivation research look upon the following questions: the first as in, Can I do this task?, the second, Do I want to do this task and why?, and last one, What do I have to do to succeed in this task? Thus, the study see work motivation in terms of employee’s interest, variety of work, difficulty level, degree of work control, employees pride on their work, independency, how work pave their way to success, decision making process, valued, and employee degree of authority.

**Methodology Of The Study**

The study is descriptive and a quantitative methodology was used for the study. And questionnaire method was constructed and used as the measuring instrument. There were two main sections of questionnaire, included rewards and the work motivation questionnaire which comprises of items regarding four variables of rewards on payment, promotion, recognition, and benefits, also the second section items regarding employee work motivation. The Cronbach-Alpha reliability coefficients for the questionnaire is at *r* = 0.688.

In presenting and analyzing the results of the study, Statistical Package for the Social Sciences (SPSS) version 16 was used. The study is descriptive. The descriptive statistics used in the present study are based on tables of means distribution for the responses of rewards and work motivation with respect to demographic profile of the respondents.  
 The sign of a correlation coefficient shows the direction of the relationship between –1.00 and +1.00. For the purposes of this study, the Pearson Product-Moment Correlation Coefficient was used to determine the relationship between rewards and employee work motivation at Anjasmoro Adventist Academy.

Result Of The Study

Demographic Profile  
 The respondent of Anjasmoro Adventist Academy presents the employees’ profile in terms of demographic variables of gender, age, marital status, highest level of education, employment status, and length of service (see Tables 1). The profiles of all demographic variables have clearly indicated that 64.71% of the respondents were the female teachers, 70.59% were married, most of the respondent have dependents of 1 to 5 person, 88.24% of respondent were S1 graduate. The length of work experiences in the academy were distributed proportionally as shown in table 1.   
  
 Table 1  
 Demographic Profile of the Respondent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Management** | **Teachers** | **Total** |
| Gender | Male |  | 35.29% | 35.29% |
|  | Female | 5.88% | 58.82% | 64.71% |
| Marital Status | Single |  | 23.53% | 23.53% |
|  | Married | 5.88% | 64.71% | 70.59% |
|  | Separated | | 5.88% | 5.88% |
| Dependants | 1 to 2 | 5.88% | 41.18% | 47.06% |
|  | 3 to 5 |  | 29.41% | 29.41% |
|  | None |  | 23.53% | 23.53% |
| Education | SMU |  | 5.88% | 5.88% |
|  | S1 | 5.88% | 82.35% | 88.24% |
|  | S2 |  | 5.88% | 5.88% |
| Experiences | < 1 year |  | 5.88% | 5.88% |
|  | 1 to 5 |  | 23.53% | 23.53% |
|  | 6 to 10 |  | 23.53% | 23.53% |
|  | 11 to 15 |  | 11.76% | 11.76% |
|  | > 15 years | 5.88% | 29.41% | 35.29% |

**Rewards**

Table 2 show that the means for the factors for rewards such as, payment, promotion, recognition and benefits ranged from a low of 2.76 to a high of 4.12. Results of the descriptive statistics in terms of arithmetic mean show that staff in the sample are relatively satisfied with the rewards given. The mean values of independent variables show that they are more satisfied by the promotion (M = 3.96), recognition (M = 3.94) and benefits (M = 3.86) given by the academy, however the responds on payment indicate that they are not quite satisfied with the salary payment as the mean value given is 3.25. Furthermore, in overall, the responses on item of payment on X1, X2, and X3 received the lowest mean value of M = 3.12, M = 2.76, and M = 3.24, respectively. Thus, this result indicates that the management needs to look on the salary given to the teachers and basis of payment.

**Table 2  
Rewards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rewards** | **Mean** | **Sig.** | **Extent** |
| X1 My salary is satisfactory in relation to what I do | 3.12 | 0.00 | Neither |
| X2 I earn the same as or more than other people in a  similar job | 2.76 | 0.00 | Neither |
| X3 The basis of payment is reasonable | 3.24 | 0.00 | Neither |
| X4 Salary increases are decided on a fair manner | 3.88 | 0.00 | Neither |
| X1-X4 Payment | 3.25 | 0.00 | Neither |
| X5 I will be promoted within the next two years | 3.88 | 0.00 | Neither |
| X6 Everyone has an equal chance to be promoted | 4.12 | 0.00 | Neither |
| X7 Staff are promoted in a fair an honest way | 3.88 | 0.00 | Neither |
| X5-X7 Promotion | 3.96 | 0.00 | Neither |
| X8 I am praised regularly for my work | 3.94 | 0.00 | Neither |
| X9 I receive constructive criticism about my work | 3.76 | 0.00 | Satisfied |
| X10 I get credit for what I do | 4.06 | 0.00 | Neither |
| X11 I am told that I am making progress | 4.00 | 0.00 | Neither |
| X8-X11 Recognition | 3.94 | 0.00 | Neither |
| X12 My pension benefits are good | 3.76 | 0.00 | Neither |
| X13 My medical benefits are satisfactory | 3.76 | 0.00 | Neither |
| X14 I never have problem with my arrangements for  leave (in case of emergencies, sickness, others) | 4.06 | 0.00 | Satisfied |
| X12-X14 Benefits | 3.86 | 0.00 | Neither |
| REWARDS | 3.66 | 0.00 | Neither |

The overall mean value for employee rewards is 3.66.In light of this, the finding shows that employees level of satisfaction atAnjasmoro Adventist Academy are satisfactory. The result is significant at α = 0.05 as ρ = 0.00.

Employee Motivation

Table 3 indicates Anjasmoro Adventist Academy employee work motivation. The mean value extend from the lowest mean of 3.53 to as high as 4.41 mean value. In overall, the mean value of each variable indicates that the employee agree that they are motivated to work at Anjasmoro Adventist Academy. The following are noted as the highest mean value given in the result table below, the first one is the motivation variable of Y1 on how they find their work interested with mean value of 4.41, the second is Y9, on how they feel their work is value in the academy, and third with the same value, are Y5, Y6, and Y7, on the level of control they have on work, how proud they are on their work and on how they feel their work is the way for their future success with the same mean value of 4.18, respectively.Nevertheless, bases on the result of table 3 above, even though they are motivated, there are two variables that show the lower degree level of agreement.

**Table 3  
Employee Motivation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Motivation** | **Mean** | **Sig.** | **Extent** |
| Y1 I am interested in my work | 4.41 | 0.00 | Agree |
| Y2 My work consists of a variety of work | 3.88 | 0.00 | Agree |
| Y3 The amount of work is easy to handle | 3.59 | 0.00 | Agree |
| Y4 I control the amount of work I do myself | 4.18 | 0.00 | Agree |
| Y5 I am proud to say what kind of work I do | 4.18 | 0.00 | Agree |
| Y6 I am completely independent of others | 3.53 | 0.00 | Agree |
| Y7 My work is the way to future success | 4.18 | 0.00 | Agree |
| Y8 I have the opportunity to take part when | 4.12 | 0.00 | Neither |
| decisions are made |  |  |  |
| Y9 I feel that my work is of value in my department | 4.29 | 0.00 | Agree |
| Y10 I have a certain degree of authority in my work | 3.88 | 0.00 | Neither |
| MOTIVATION | 4.02 | 0.00 | Agree |

The following are noted as the lowest mean value, the first one is variable Y6, on their independency at work, and Y3, on how their work is easy to handle. Nevertheless, the results indicate that employee at the academy are motivated at mean value of 4.02. The result is significant at α = 0.05 as ρ = 0.00.

Correlation

The Pearson’s Product Moment Correlation Coefficient was computed for the purpose of determining the relationship between rewards and employee motivation at Anjasmoro Adventist Academy. In order for the study to find out the relationship between the rewards variable with employee motivation, the relationship with employee work Motivation were correlated and presented in Table 4.

**Table 4  
Regression Result**

| **Model Summary** | | | | |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .460a | .211 | .143 | .71628 |
| a. Predictors: (Constant), Benefits, Payment, Promotion, Recognition | | | | |

| **ANOVAb** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 6.321 | 4 | 1.580 | 3.080 | .025a |
| Residual | 23.601 | 46 | .513 |  |  |
| Total | 29.922 | 50 |  |  |  |
| a. Predictors: (Constant), Benefits, Payment, Promotion, Recognition | | | | | |  |
| b. Dependent Variable: Motivation | | | |  |  |  |

Based on table 4, the study indicates that the correlation between rewards and different variables of rewards /and motivation resulted in *r* = 0.406 that rewards to have positive relationship with employee motivation at *r*> 0.3. Furthermore, the degree of how independent variable affecting dependent variable can be seen at R Square value. The following percentage shows how rewards variable affect motivation, rewards affecting employee motivation by 21.1% (R Square = 0.211).

Moreover, the table above shows the significant level of results of different variables of rewards. The value given in table 4 indicates they are significant with ρ = 0.025, at α = 0.05. The t-value also shows the significant level of the data result by comparing the t-table and t-count given in the table at α = 0.05 or 1.943 and significant when t-count > t-table. The following t-count of different variables indicate their significant degree, promotion (2.078), significant, recognition (2.108), significant, and the overall value of t-count on rewards is 2.441 and shows that it is significant as it is higher than t-table at α = 0.05 or 1.943.   
 The results reported in Table 4 shows that rewards are related with employee work motivation at Anjasmoro Adventist Academy. The overall result shows that rewards is related with employee work motivation, the positive relationship shows middle level of relationship between rewards and employee work motivation (*r* = 0.406, p < 0.05).

Hypothesis

To test this hypothesis, Pearson Product Correlation Moment was used and the results are as shown in table 4.

**Table 5  
Testing of Hypothesis**

|  |  |
| --- | --- |
|  | Mean Standard N r-cal r-critical *df* Sig.  Deviation (2-tailed |
| Rewards | 3.67 .53868 39 .406 .316 15 .025 |
| Motivation | 4.02 .61031 |

N (*No. of respondent*) *, r-cal (r-calculate), df ( Degree of freedom) sig. = probability value*

Table 5 presents a result that shows that rewards had a mean of 3.67 with a standard deviation of .53868, while work motivation had a mean of 4.02 with a standard deviation of .61031. The r-calculated was .402 and r-critical was 0.316. The probability value was less than the alpha value (*p*<0.05). The implication of this result is that there is direct and positive and significant relationship between rewards and work motivation in Anjasmoro Adventist Academy at 0.05 level of significance. The Ho was therefore, rejected and Ha, accepted.

Conclusions

Based on the findings of the study, the following conclusions of the study were made, and they were:

1. The findings on rewards indicate that the respondents are satisfied with the rewards of promotion, recognition, and benefits given at Anjasmoro Adventist Academy. However, the respond does not reply the same for the payment received, as the overall respond is neither satisfied or satisfied. The following items on payments that were being scrutinized are the salary given to the teachers and the basis of payment.
2. The findings on work motivation of employees at Anjasmoro Adventist Academy indicate the workers are motivated to work and to extensively use their ability to work well in the company.
3. There is a positive and significant correlation between rewards and work motivation. This indicates that that reward is proportion to work motivation at Anjasmoro Adventist Academy.

Recommendation

Based on the conclusion above, the study recommend the academy to overview their rewards program in terms of payment, thus adjust their policy in terms of rewards in order to increase employee work motivation. Thus, the study praises the reward program given by the academy in terms of promotion, recognition and benefits given to the teachers. Furthermore, the study sees the overall work motivation of employees as satisfactory and suggest the academy in using it for institution growth. Additionally, the study praises the employee of Anjasmoro Adventist Academy as they are motivated to work in God’s institution despite their lack on salary payment, nevertheless, it seems their motivation goes as they seem motivated to work for God and not for men.

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