

Impact of Reward System on Students' Motivation and Academic Performance: A Study of Secondary Schools

Muhammad Athar Hussain

Associate Professor, Department of Education, The Islamia University of Bahawalpur, Pakistan
athar.hussain@iub.edu.pk

Anam Rafaqat

Research Scholar, Dept. of Education, The Islamia University of Bahawalpur, Pakistan
anum.rafaqat121@gmail.com

Sehrish Hussain

Lecturer, Dept. of Hum & Soc. Sciences, Khwaja Fareed UEIT, Rahim Yar Khan, Punjab, Pakistan
sehrish.hussain227@gmail.com

Abstract

This study is concerned with the impacts of the reward system on students' motivation and academic performance at secondary schools. It will help in the development of educational goals and in the teaching-learning process. Learning and academic performance enhance people's acquisition of academic knowledge, abilities, skills, and competency. The research uses a descriptive correlational technique and is quantitative in nature. The population of the study is 10th-class students from the Govt. Secondary schools (Tehsils i.e., Rahim Yar Khan, Liaquat Pur, Sadiqabad & Khan Pur) of District Rahim Yar Khan. In order to obtain qualitative data from students and their opinions about the impact of the school's reward system on student motivation and academic performance, a survey research strategy was chosen for the study. Data were segregated by SPSS. Frequencies, independent sample t-tests, correlation, and Pearson were applied to get desired results. The findings of the study display that the academic performance of secondary school students is improved by a variety of factors. One of the most important factors that not only help people acquire the information, skills, and talents they need, but also promotes the entire development of the person, the community, and the country is education. A person with a good education is not only capable of achieving his or her personal objectives and ambitions but is also able to significantly improve his/her motivation

Keywords: Reward System, Student's Motivation, Academic Performance, Secondary Schools

Introduction

One of the most crucial elements that not only help people to develop the necessary information, skills, and abilities, but also promotes the entire development of the person, the community, and the country as a whole is education. A well-educated person is not only capable of achieving his aims and aspirations but also effectively contributing to the general welfare of the fraternity. The inculcation of perception and academic performance is improved academic information, skills, individual skills, and competence. Several factors play a significant role in enhancing secondary school pupils' academic performance. The academic success of pupils affects their future ambitions and aims. What field of study they intend to specialize in at colleges and universities, what academic institutions they will imply, what job prospects they will pursue, and so on (Lattuca & Stark, 2011).

Students' academic success is impacted by some factors, including the extent to which they participate in class, whether or not they do their homework, whether or not they take quizzes or tests, and whether or not they compete in other events (Kapur, 2018). Because parents and other stakeholders have put pressure on schools to improve students' academic performance, educators and school administrators have devised innovative strategies. These strategies were developed in response to this pressure. These include using prime teaching-learning methodologies and console maneuver, using technology, rewarding students for steep performance as a motivational element, enticing students to enroll in extra classes, and encouraging pupils to take additional classes. Moreover, when students receive low grades, they typically work harder to improve their performance (Nyagosia, 2011).

When teachers use strategies that involve rewarding high performance, students will be motivated to study, which will lead to a rise in the student's academic achievements. Incentives are offered to enhance that essential student motivation, which is commonly blamed for low student achievement and is frequently the target of the rewards offered.

Students who struggle to learn sometimes lack the motivation to succeed in school because their attempts to do so are consistently unsuccessful. It is not uncommon to hear from these students that if they would simply try more, they would perform better on examinations, take more chances, or receive better grades. When awards are provided, they usually have the opposite of the desired effect on the recipients. Pupils who are driven by their interests tend to have high levels of academic accomplishment. Instead of giving children rewards, teachers should work to instill in their pupils the habits that will make them intrinsically motivated.

The reward is an incentive that encourages an employee and motivates them to play an active role in their workplace. This definition shows a direct relation between reward and effective performance. One important idea that impacts how people behave and perform is motivation. Researchers and practitioners, particularly in the field of education, have stated that motivation is one of the most crucial elements in determining student accomplishment and sustaining achievement (Gumasing & Castro, 2023; Guay et al., 2010).

According to Sun (2020), motivation is defined as the intrinsic drives that an individual already has or that come to the forefront when they learn new things and grow. Most secondary school kids from upper-class and wealthy households are aware of the importance of having a successful career and strive to achieve it. Student motivation has an effect on every aspect of the educational experience, including attendance, academic achievement, and participation in extracurricular activities. Because of the present climate in education, in which schools are continuously being pressured to boost test scores, responsibility, and accountability, every teacher in grades kindergarten through twelfth grade has a responsibility to actively foster the highest levels of student motivation.

Students who already struggle academically face additional obstacles the moment they step foot in a classroom setting. Students who have learning difficulties may be the least motivated of all students because they struggle with even the simplest of the assignments

given by teachers and will go to great lengths to hide their inadequacies. However, students who have learning difficulties are the most motivated of all students. As a result of these requirements, teachers frequently make assurances that students will receive rewards, such as stickers for appropriate behavior, sweets for completing assignments, and chocolates for submitting homework. But, despite everyone's best efforts, these projects are not successful. When children are offered rewards, they have the perception that they have less control over their education, they approach and complete things in a different manner than when they are not given rewards, and their work is seen as having less creative potential (Cheng et al., 2020; Zhang et al., 2020).

Statement of the Problem

Some children continue to have a negative attitude toward learning, it has been seen. Some of these children routinely leave the classrooms to avoid being disciplined, and this behavior frequently shows up in the way that the students perform not well academically in both internal and external exams. Through the application of punishment, students are taught to fear authority particularly when they are still learning and only learning to please their lecturers rather than learning to think for themselves, students should avoid studying. Obtain new skills and knowledge for their personal development. Physical punishment naturally leads to fear and obsession. Interfere with the kids' willingness to learn. Students who experience both physical and emotional abuse grow differently than other students. Anxiety makes it difficult to focus which makes studying challenging. Additionally, although awards are only beneficial in the short term and that they have a limited impact, many students rely on the accolades that their teachers bestow upon them. When you perform for rewards, the result is more obedience than an actual incentive. As a result, the goal of this study was to ascertain whether or not effective learning would still occur in the absence of punishment as

well as to examine the effects of rewards on academic achievement and learning performance of students enrolled in the secondary schools in Rahim Yar Khan.

Significance of the Study

For an institution, academic success is crucial to the positive outcomes that result in future job performance. Academic success on the part of students will result in a rise in the number of career opportunities. If the kids succeed on their assessments, they will be able to graduate on time. When students successfully complete their degrees within the allotted period, they free up significant amounts of time to continue their education in preparation for the next level. Students must therefore achieve well in their academic work. When a student delays or extends their due to subpar academic performance, they may become too exhausted and pest to study since they believe their study session is too long. A person who studies well shows curiosity in their work and completes their coursework on schedule will have more era to obtain employment given the current employment rate. Instead of postponing or extending their studies, students are more likely to complete them on time. This is because if they arrive on time, they will feel successful and their academic performance will be good. When parents encourage their children to study because they want to provide them with the greatest education possible and the best job opportunities after graduation, it will have an impact on their academic performance.

Objectives of the Research

This research study addresses the following objectives:

1. To research how motivation affects a student's academic performance.
2. To identify the relationship between reward and motivation used by the teachers to improve the academic performance of students.
3. To make suggestions/recommendations for applying various techniques to boost students' academic accomplishment and motivation to enhance success levels.

Literature Review

According to the research that has been conducted, the fundamentals of both the reinforcement theory and the equality theory explain why incentive systems have the potential to boost levels of motivation. According to the idea of reinforcement, a behavior can be strengthened by establishing basic stimulus-response links between the organism and its environment. As a result, giving someone a reward for a desired activity or outcome will make it more likely that they will engage in that behavior in the future. The extent of the motivating impact is influenced both by the quantity of the reward and the time when it is received.

Some incentives are more effective at encouraging people than others. Specifically, rewards that are attainable and useful for contributing to compelling results are more motivating than prizes that do not meet both of these criteria. This is the foundation upon which the ideas of justice theory are built, but they also involve the assessment of work and reward in relation to other people. To put it another way, a system that is based on motivating principles should have predetermined incentives as a consequence of work that is seen as fair in comparison to benefits received by others who make the same effort. This would explain the greater amount of work that was put into evaluating the system that was being examined. In short, the degree of reward, how it measures performance, whether or not individuals anticipate receiving rewards that are worthwhile, and what they deem fair in comparison to what others admit are all important factors. When it comes to the appraisal of performance and the distribution of awards, everything matters. In exchange for these advantages, employees are more willing to put in more effort for the firm.

Motivation and Reward System

Wendelien van Eerde presented reward systems within the context of other countries, a general summary of motivation below. There are two questions that are answered here:

- How do different types of rewards affect a person's level of motivation?
- Does culture have a role in the way that the effect of incentive systems on motivation manifests itself?

Types of Motivation

Intrinsic Motivation. The idea of intrinsic motivation, which can be difficult to describe in actual practice (Ryan, & Deci, 2020; Sun & Gao, 2020), is a component of a variety of the most prominent theories about the incentive to do one's work. The individual's urge to investigate, and control the surroundings is represented by the concept of the need for growth. That sums it up well the idea of intrinsic motivation argues. In addition to the necessity for people to feel competent in their actions, people ascribe their conduct to either internal or external factors.

Extrinsic Motivation. The term "extrinsic motivation" refers to actions taken in order to obtain something that does not come directly from the activity itself, such as praise or recognition (Guay et al., 2010). Extrinsically driven people, for instance, will complete a math problem even though they have little interest in doing so since the satisfaction, they will obtain from a reward will outweigh their lack of interest in the topic.

Behavior that is prompted by an extrinsic reward is referred to as having extrinsic motivation. These benefits might be material things like money and grades, or they can be intangible things like acclaim and renown. Tribes who are motivated by things outside of themselves will continue to complete activities, even if the tasks themselves are not very difficult (Huang, 2019). The process of operant conditioning involves the use of the extrinsic incentive. Someone is trained to behave in a particular manner to receive a particular reward or consequence.

Impacts of Reward System on Motivation

It would appear that certain people are driven to achieve success. On the other hand, the same student who has trouble focusing on a textbook for longer than twenty proceedings may gobble a whole Harry Potter novel in a single sitting. The difference is found in the circumstance. As we continue our discussion of the excogitation of motivation, it is important to haunt in mind that the level of motivation fluctuates not just across individuals but also within individuals at different times. We discuss motivation because it is one of the factors that determine how far an individual will go to accomplish a goal, the path they will take, and how long they will continue to work toward that goal. While conventional motivation focuses on making progress toward any objective, we will limit the scope of our investigation to organizational goals so that we may more accurately reflect our exclusive interest in actions linked with working.

It is possible to utilize rewards as instructional tactics to inspire pupils while they are engaged in the learning process. The word “compensation” comes from a Latin phrase that means “to arouse, gratify, or satisfy the request of another” (Holbrook & Chappell, 2019). According to Skinner, rewards also known as positive reinforcement, after certain acts have been carried out, promote other behaviors or repeated responses that the subject desires. If the outcome of a plaque or the conduct grew, the label began the reward (Stavropoulou, 2022; Asiago, 2019). If one deviates and the badge was the honor, the criticism was transformed into a reward.

The application might get various benefits from the successful implementation of the strategy. Praise in the form of words, high marks, or simple contentment is a valid form of reward (Sidin, 2021; Anderson, 2021). Rewards are stickers of many kinds: candy, chocolates, pencils, prizes, special privileges, awards, accolades, and money. Researchers distinguished between a numbers of distinct types of incentives. The first emblem of reward consists of material goods and possessions and might include things like sweets, stickers,

pencils, books, chocolates, and so on. The second strategy involves doing things like taking breaks, playing games, helping out a teacher, borrowing objects, and so on. It is a reward in the form of activities that you may participate in. The third type of reward is social reinforcement, which can come in the form of rankings, prizes, acclaim, praise, smiles, and acceptance from friends and instructors. The fourth type of reward comes in the form of intrinsic reinforcement. This can come in the shape of things like happiness, the completion of a goal, self-satisfaction, meaningful humor, or the expression of oneself. It is important to consider if the outcome of the object or event after it has been delivered depends on the execution of the behavior, as well as whether or not that behavior is likely to betide in the davening under situations that are analogous to those currently present. In other words, reward boosts certain things or situations by labeling them as such (Passolunghi & Costa, 2019). As a result, the term “rewards” refers to situations in which certain things, events, or experiences boost the frequency of behavioral reactions.

Reward and Motivation to Work

The provision of monetary and non-monetary awards or incentives by an organization to its members in exchange for the completion of labor by those members. In accordance with the findings of Fish Bach, Woolley, and Good et al. (2022), a reward is anything that is expected to come before the performance and is seen as desirable by a certain individual or person. The power of the self to push itself to actualize positive ideas is the source of the reward known as an intrinsic reward. When you have accomplished all of the objectives you have set for yourself, thinkers need to have a powerful motivation to pursue such goals in order to be successful. On the other hand, an individual may be eligible for external rewards if they are subject to the effect of an external factor such as salaries and wages, benefits and bonuses, incentives, and appraisals. Workers will be more driven to work as a result of this system, and they will work harder than they did previously. In a nutshell, incentives have the

potential to boost one's drive to work even harder. Individuals or teams can be motivated to keep working hard toward their goals via the use of organizational incentive systems.

Cultural Differences in the Impact of Reward System on Motivation

One way to define "culture" is as a collection of a group's distinguishing traits that remain generally constant across time and help to set it apart from other groups. It is possible to characterize a culture's values along numerous dimensions. Although certain issues with the way they measure dimensions and operate under the assumption that they are stable, these two methods have gained the most widespread acceptance. There hasn't been much research that looks at motivation and rewards distribution from a global viewpoint (for an outstanding summary, Zhang & McEneaney, 2020). On the other hand, supposing that motivation and reward values are influenced in the same way even if the demand structure is culturally limited is a sensible assumption to make. It is not accurate to assume that cultural variations are the only types of contextual factors that have the potential to affect the motivating effects of reward systems.

Reward

Since the 1970s, extrinsic rewards in the classroom to effectively address both academic and behavioral issues (Zajda, 2021). It would appear that a successful teaching strategy in classroom hierarchies is providing a reward to students who display particular academic characteristics. Students who are progressing from the stage of obtaining initial abilities to the stage of developing skills rapidly and precisely benefit from reinforcement since it enables them to learn more fluidly and causes them to become more motivated. There is still a lot of room for improvement in the area of using extrinsic rewards to motivate students to write. According to the research (Lahana, 2016), the process of hardening is operationally defined to incorporate a variety of components. This description encompassed aspects such as student achievement, the appreciation of teachers, and the disclosure of group

conditions for reinforcement. Writing productivity rose, but there was no experimental control group in any of the research that was included in this review. Because of this, the generalizability of the results is called into doubt (Gyke, 2020; Iacomini et al., 2020).

The Role that Rewards Play

In the Learning Process, It is possible to deduce, based on the theoretical foundations of reward and punishment as well as the definitions of these concepts, that both reward and punishment can affect behavior. The conduct may be reinforced in its frequent usage if it is a desirable behavior, whereas punishment is employed to diminish unsuitable behavior in its frequent use. If there is a reward and a punishment that follows some actions or tasks, then it is possible that either student will be motivated or demotivated as still another outcome of the employment of rewards and penalties in education. Since the way rewards and penalties are used in the acquisition, this possibility occurs. The impacts of both rewards and punishments are discussed in the following sections in further detail. Kinds of Reward

There are a variety of tangible and non-material forms that rewards may take when used as a teaching approach. The following are examples of physical forms in the shape of things that are both entertaining and educational for children: The educator (the instructor) smiled broadly as she approved of the response given by the pupil. According to the research of Indriasari et al. (2020), the sort of reward that is bestowed onto pupils can take the shape of numerical values. The figures that are provided represent the points or scores that the student earned as a result of participating in the learning activity. On the other hand, notes in his article that despite the fact that there are many distinct kinds of student awards, they can be broken down into four primary categories:

1. **Praise.** One of the least difficult ways to motivate others is through words of praise.

Words such as good, great, and similar expressions can serve as forms of praise. Well, perhaps things will go more smoothly the next time. After having more experience,

looking forward to learning. Additionally, words of appreciation have the potential to function as both symbols and signals. Examples include “thumbs up”, “back putt”, “applause”, and several others.

Privilege this prize, which is a sort of privilege, is presented to an outstanding youngster in front of both classmates and school friends, and it is shown to the child’s friends at school. Children can successfully answer challenging issues on the chalkboard may be given additional opportunities as a kind of reward. For instance, a buddy can leave school before the conclusion of the semester.

2. **Gift.** Presents of services or goods are sometimes referred to as “in-kind” gifts. For example, pens, pencils, rulers, notebooks, novels, school materials such as textbooks; food such as chocolates, candies, and snacks; as well as presents and other forms of entertainment, are all examples of tangible/material gifts that come in the form of actual goods (Gordan, & Krishanan, 2014). The value of these products, as well as their practicality and advantages, are not taken into consideration when awarding the Mark of Appreciation certification mark. Instead, evaluations are derived by taking into account both first impressions and long-term memory values. As a result, this type of acknowledgment is known as a symbolic reward, and it might come in the form of letters of gratitude, letters of service, diplomas, trophies, and other such things. The implementation ought to include some kind of acknowledgment and gratitude for individuals who have successfully finished the assignment. Children who do their homework assignments on time are rewarded with activities, and those who demonstrate exceptional achievement are awarded goods (Sanchez et al., 2020). All of these things are aimed at keeping students engaged in the learning process and active in the classroom.

3. **Symbolic Rewards.** Symbolic Incentives are rewards in the form of goods that signify exceptional personalities or accomplishments. These rewards can be given to a recipient after they have completed a task. A golden star is one of the most typical kinds of figurative rewards given out. Other examples include the learner's name or photo being displayed on a poster or bulletin board. Symbolic incentives serve the same purpose as praise in that they are outward demonstrations of the giver's positive feelings toward the learner. Unlike praise, which is fleeting and may be easily forgotten, symbolic awards can remind students of the importance of upholding a positive reputation for a longer period (Gordan & Krishanan, 2014).
4. **Token Rewards.** Tokens are a sort of money that may be exchanged for tangible prizes or incentives of value such as gift certificates, additional free time, or trips. Other possible redemptions include travel (Gordan & Krishanan, 2014).

Tangible and Activity Rewards

Incentives that are delivered directly to learners, without the use of symbols or tokens as intermediaries, include tangible rewards and activity rewards. Awards for positive conduct or achievements can be made in the form of tangible prizes, which can take the form of objects such as physical items and school supplies. The following are examples of non-tangible activity rewards like becoming a line leader or a teacher's assistant and serving as the captain of her activity team (Gordan, & Krishanan, 2014).

Functions of Rewards.

The efficient extraction of reward information from a wide variety of environmental stimuli and events is a crucial component in the maintenance of reward-seeking behavior. Organisms can better plan behavioral reactions and increase their decision-making abilities if they acquire the ability to accurately forecast the presence of rewards, such as food. Changing one's conduct might be considered one of the definitions of learning. Animals are motivated

to seek out previously experienced benefits by a variety of contextual sensory signals, such as reward-related sounds, sights, and odors (Rudebeck & Izquierdo, 2022). As a result, one of the most important roles of reward is to encourage and facilitate learning. One other purpose that incentives serve is to direct the actions of consumers and how they approach the process of getting reward goods. Animals learn to target rewards to identify proper behavior, and this is a crucial part of decision-making and behavior that is geared toward achieving goals. The induction of pleasure, both for the recipient and for the giver, is the third of the reward's functions (positive emotions). According to this prevalent interpretation, pleasure is most closely associated with rewards. Therefore, rewards serve a very essential purpose in the life of an individual and are required for survival, reproduction, and the continuation of one's genetic lineage (genetic survival).

Impacts of Motivation on Students' Educational Motivation

The level of ability of the students to study as well as the standard of education they receive may be significantly influenced by the support they receive from both their parents and their teachers. Students' academic success may be impacted by student motivation in a number of different ways, including the following: Motivation affects cognitive processes and psychological states tribes do not realize their full explicit when it comes to the integration of new information or the enlargement of their minds. The degree to which someone is motivated affects how much attention they give to certain details and how hard they try to understand the material they are studying based on their state undergo, cogitation (thought), ideas, and sagacity (wisdom) rather than by repeatedly engaging in the process of memorization. This is because the more motivated a person is, the more he/she will pay attention to particular details.

Motivation affects learners' achievement level to their environmental perception.

Students receive their own internal motivation if they like or appreciate what they are doing, regardless of whether or not they receive a reward or external reinforcement. Even if they do not love the activity, children are highly driven to complete it in order to win rewards or tokens, even if they do not find the activity interesting. It is common practice for educators to emphasize the importance of their pupils developing their own internal drive since they recognize its long-term benefits. Other things that may be done to encourage intrinsic motivation inside a person include piquing/stimulating their interest, channeling their natural peculiarity, assisting them in goal-setting, and ensuring that they are in fact gaining knowledge throughout the process. Outside sources of inspiration, in addition to one's own innate drive, can be of assistance. On the other hand, this strategy should only be employed if the pupils are completely uninterested in the things they need to accomplish or learn. If students perform their work not simply for the sake of reward but also tend to enjoy and relax by learning these "unpleasant" things, then they will be more likely to create their own inner motivation, which will enable them more effectively use external incentive.

Factors that Influencing the Academic Performance of the Students

The following is a list of the factors that have been identified as influencing the academic performance of students:

- The Attitude of the Students
- School Resources
- Management Feature
- Skills and Abilities of the Teachers
- Teaching-Learning Methods
- Classroom Environment
- Home Environment
- Role of Parents

- Social Circle
- Psychological and Health-Related Factors
- Pupils' Motivation and Encouragement
- Visual and Hearing Impairments
- Development of Study Skills

The management of time, the use of information resources, taking notes in class, connecting with teachers, preparing for and taking examinations, and a number of other learning tactics are examples of study skills and approaches. The findings of the research reveal that there is a significant association between this kind of learning demeanor and bearing and academic accomplishment in exceeding education. Students who make their own study aids spend time creating them, in contrast to students who use the study aids created by others or do not use any study aids at all. As has been demonstrated with the practice of taking notes, the process of beget study aids may also assist the tyro/learner in gaining more meaningful perception through the methodical transformation of an unrelated set of facts into knowledge acquisition. This is something that has been shown to be beneficial when taking notes.

To conclude, according to the research that was done, there is a general consensus regarding the significance of the family and/or the home environment on the academic achievement of pupils and students. The pupils' mental, emotional, social, and financial health is all profoundly impacted by the environment they were raised in. In light of the fact that the state of the home has an effect on the individual because the parents are the first people in a person's life to have an influence on their socialization. This is because a child's level of performance and how he reacts to different events in life are influenced by his family background and the milieu in which he lives.

Research Methodology

In order to obtain qualitative data from students and their opinions about the impact of the school's reward system on students' motivation and academic performance, a survey research strategy was chosen for the study. The survey is based on the marks of students they got in their class. The questionnaire has close-ended questions consisting of three parts. In the first part, there are questions about the interests of students and their learning achievements. In the second part, there are questions about their family background and the facilities they get in their homes. In the third part of the questionnaire, there are questions about their institutions, their teachers, and the facilities available in their institutions. Questionnaires are filled out by 9th and 10th-class students. The instrument aimed at collecting specific information from the targeted respondents.

The research uses descriptive correlational and is quantitative in nature. The description, prediction, or control of a specific fascinating event obtained through the collection and analysis of numerical data is the basic concept of qualitative research (Creswell, 2013). In descriptive research, qualitative data are gathered and analyzed to create an accurate depiction of a sample's behavior or personality traits for preset factors (Chua, 2012). Moreover, data collection is necessary for correlation research to establish whether and how strongly measurable variables are related (Gay, Mills, & Airasian, 2011). To improve one's awareness of the connection between instructional leadership and teacher self-efficacy, teacher organizational commitment, and student's academic performance as well as the mediating effects of teachers' organizational commitment, data were gathered using a descriptive correlation research design.

The term "citizenry" refers to the total number of people subjects the researchers will be examining (Gentles et al., 2015). Martino, Elvira, and Louzada (2017) added that the population consists of individuals who share the same characteristics. The group of

respondents that are taking part in the study is the target population. All government secondary school students in Rahim Yar Khan District of Punjab, Pakistan make up the study's targeted demographic. Rahim Yar Khan, the district education officer, claims that 329 schools were chosen for the District Rahim Yar Khan in order to have a diverse population. There are 115 Secondary schools in Rahim Yar Khan, 72 in Sadiqabad, 71 in Liaquatpur, and 71 in Khan Pur.

Table 1

Number of Schools per Tehsil in Rahim Yar Khan District

Tehsil Name	Number of Schools
Tehsil Rahim Yar Khan	115
Tehsil Khanpur	71
Tehsil Liaquatpur	71
Tehsil Sadiqabad	72
Total	329

In Table 1, the description of schools shows the population selected for this research. The total number of schools is 329. In which 115 schools are located in Tehsil Rahim Yar Khan, 71 schools in Tehsil Khanpur, 71 in Tehsil Liaquatpur, and 72 schools in Tehsil Sadiqabad.

Table 2

Description of the Class

	Class	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9 th	260	45.2	45.2	45.2
	10 th	314	54.7	54.7	100.0
	Total	574	100.0	100.0	

Table 2 describes the class and detail by using the statistical method of the analysis. This is the variable in the research in which it has been specified how different values are compared with each other. The result shows that there were 45.2% from the 9th class and 54.7% from the 10th class. The statistics given in the table show that the percentage of the 10th class with higher percentage as compared to the 9th class.

Table 3

Gender included in the study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	279	48.6	48.6	48.6
	Female	295	51.4	51.4	100.0
	Total	574	100.0	100.0	

		N	%
Cases	Valid	574	100.0%
	Excluded ^a	0	.0
	Total	574	100.0

a. *List wise deletion based on all variables in the procedure.*

Table 3 shows the % of the genders included in the study's sample population, which is 48.6% for males and 51.4% for females. It shows that in the study, there were more females in the sample as compared to males. So, the number of the sample male was 279 out of the sample of 574 whereas 295 were females out of the sample of 574.

Table 4

Cronbach Alpha Value

Reliability Statistics	
Cronbach's Alpha	No. of Items
.810	52

Table 4 shows the Cronbach's Alpha value of the result. The value as indicated should lay 1 between the 0.7 to 0.9 brackets. This table shows the reliability of the result data.

The Chronbach Alpha value in the above table is 0.810 which clearly shows that the result data is reliable and accurate.

Table 5

Correlation Value

		Gender	Reward effect positively classroom performance
Gender	Pearson Correlation	1	-.091*
	Sig. (2-tailed)		.030
	N	574	574
Reward effect positively classroom performance	Pearson Correlation	-.091*	1
	Sig. (2-tailed)	.030	
	N	574	574

Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that rewards affect positively classroom performance. There is a significant relationship between reward (M=2.2652, SD=1.14171) and academic performance (M=2.0610, SD=1.10179; t= 2.181, P=.030). A correlation test was applied to demonstrate the relationship between reward and classroom performance. We observe a positive correlation so the relationship is significant between factors at $\alpha=0.05$.

Data Analysis

The tabulation, segregation, and rendering of the data accumulated by the aforementioned instrument are masked in this chapter. The information gathered using the aforementioned technologies was collated, examined, and explained. According to each category's frequency, replies for each category are listed in the tables. After that, the data that had been gathered was examined using SPSS-12 (version). In this calculation and study, the confidence level was only 0.05, and when using chi-square, a result is regarded as significant if the calculated value is less than 0.05.

Table 6

Group Statistics

Statement	Gender	N	Mean	Std. Deviation	Std. error Mean
------------------	---------------	----------	-------------	-----------------------	------------------------

Reward affect positively on classroom performance	Male	279	2.2652	1.14171	.06835
	Female	295	2.0610	1.10179	.06415

Independent Samples Test

					t-test for Equality of Means	95% Confidence Interval of the Difference			
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	3.343	.068	2.181	572	.030	.20422	.09365	.02028	.38815
Equal variances not assumed			2.179	567	.030	.20422	.09374	.02010	.38834

Correlations

		Gender	Reward effect positively my classroom performance
Gender	Pearson Correlation	1	-.091*
	Sig. (2-tailed)		.030
	N	574	574
Reward effect positively my classroom performance	Pearson Correlation	-.091*	1
	Sig. (2-tailed)	.030	
	N	574	574

Correlation is significant at the 0.05 level (2-tailed).

The above table shows that rewards affect positively classroom performance. There is a significant relationship between reward (M=2.2652, SD=1.14171) and academic performance (M=2.0610, SD=1.10179; t= 2.181, P=.030). A correlation test was applied to demonstrate the relationship between reward and classroom performance. We observe a positive correlation so the relationship is significant between factors at $\alpha=0.05$.

Table 7

Group Statistics

Statement	Gender	N	Mean	Std. Deviation	Std. error Mean
Female students perform better than male students do academically	Male	279	2.3190	1.38933	.08318
	Female	295	2.3322	1.34448	.07828

Independent Samples Test

					t-test for Equality of Means		95% Confidence Interval of the Difference		
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.855	.356	-.116	572	.018	-.01321	.11411	-.23734	.21093
Equal variances not assumed			-.116	567.542	.018	-.01321	.11422	-.23755	.21114

Correlations

		Gender	Female students perform better than male students do academically
Gender	Pearson Correlation	1	.005
	Sig. (2-tailed)		.018
	N	574	574
Female students perform better than male students do academically	Pearson Correlation	.005	1
	Sig. (2-tailed)	.018	
	N	574	574

Correlation is significant at the 0.05 level (2-tailed).

The table shows there is a significant relationship between gender (M=2.3190, SD=1.38933) and academic performance (M=2.3322, SD=1.34448); t=-0.116, P=.018. A correlation test was applied to demonstrate the relationship between gender and academic performance. We observe a positive correlation so the relationship is significant between factors at $\alpha=0.05$.

Table 8

Group Statistics

Statement	Gender	N	Mean	Std. Deviation	Std. error Mean
Reward and Motivation	Male	279	2.1362	1.14870	.06877
	Female	295	2.3966	1.25708	.07319

Independent Samples Test

					t-test for Equality of Means		95% Confidence Interval of the Difference		
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Equal variances assumed	7.769	.005	-2.586	572	.010	-.26041	.10068	-	.06266
Equal variances not assumed			-2.593	571.330	.010	-.26041	.10043	-.45816	.06315
								-.45767	

Correlations

Gender	Pearson Correlation	Gender 1	Reward and Motivation .108**
	Sig. (2-tailed)		.010
	N	574	574
Reward and Motivation	Pearson Correlation	.108**	1
	Sig. (2-tailed)	.010	
	N	574	574

Correlation is significant at the 0.05 level (2-tailed).

Findings

Reward affect positively in classroom performance. There is a significant relationship between reward (M=2.2652, SD=1.14171) and academic performance (M=2.0610, SD=1.10179; t= 2.181, P=.030). A correlation test was applied to demonstrate the relationship between reward and classroom performance. We observe a positive correlation so the relationship is significant between factors at $\alpha=0.05$.

There is significant relationship between gender (M=2.3190, SD=1.38933) and academic performance (M=2.3322, SD=1.34448); t=-0.116, P=.018. A correlation test was applied to demonstrate the relationship between gender and academic performance. We observe a positive correlation so the relationship is significant between factors at $\alpha=0.05$.

Discussion and Conclusion

Almost a hundred studies and a decade of research have failed to reach a consensus on the impact of rewards on intrinsic motivation. Nonetheless, a broad examination of the literature on rewards indicates that teachers should exercise prudence when introducing awards to their classes. Many studies have found a link between tangible rewards and a decline in intrinsic drive.

The study came to the conclusion that any organization’s compensation system is utilized to persuade its workforce. Teachers utilize incentives to affect the learning results of their

students in education. The findings showed that there is no significant variation in teacher attitudes toward the use of incentive systems for learning and that the use of extrinsic rewards ultimately reduces intrinsic motivation. When it comes to teacher attitudes towards the usage of verbal and written compliments for students in the classroom, there is a statistically significant gender gap. The link between reward, motivation, and academic success was examined in this study.

Some factors are influenced student academic performance of students. There is a significant relationship between motivations and the learning process. A correlation test was applied to demonstrate the relationship between motivation and the learning process. We observe a positive correlation so the relationship is significant between factors.

Summary of the Research

A summary was created to assess the impact of the school's reward system on student's motivation and academic performance. A teacher's position in the educational system is crucial. Only a skilled educator has the power to influence generations and altar society. This study has demonstrated the beneficial effects of incentives and motivation on student's academic performance in a structured educational system, and for this reason, a questionnaire was created. 574 secondary-level pupils in government schools received the questionnaire. The majority of students concurred that incentives and rewards have a favorable influence on students' academic achievement.

The purpose of this study is to identify the relationships and main factors influencing academic performance in secondary school students. This study's main goal is to employ a questionnaire to ascertain how rewards, motivation, and academic achievement relate to secondary-level District Rahim Yar Khan. The results of this study contained a theoretical and empirical model that illustrated the influence of the school's rewards system on secondary students' motivation and academic achievement. According to the study's

findings, motivation and rewards have a good influence on students' academic progress.

Understanding the connection between this model and its impacts in Rahim Yar Khan has advanced significantly as a result of this. Future research may include more models on the effect to support the existing concept. Potential research should be tested utilizing a variety of academic performance metrics.

The findings of this study suggest that reward and motivation influence which in turn influences students' academic success. This is a significant step forward in understanding the relationship between reward motivation and academic performance.

Recommendations

There are few strategies are recommended to the teachers for improving learner's motivational level for achievement in academics:

- Be a role model to students or acquaint them with people who can inspire
- Focus on their strengths before resolving their weaknesses
- Associate their school work with their interests
- Work towards the same goal and achieve it collaboratively
- Make them understand the learning process
- Offer incentives and rewards to motivate them
- Don't give up on them!

References

Anderson, J., Rainie, L., & Vogels, E. A. (2021). Experts say the 'new normal' in 2025 will be far more tech-driven, presenting more big challenges. *Pew Research Center*, 18.

Asiago, R. (2019). *Special Education Teachers' Experiences With Social Stories to Decrease Negative Behaviors in Preschool Children With Autism* (Doctoral dissertation, Capella University).

- Cheng, Z., Richardson, J. C., & Newby, T. J. (2020). Using digital badges as goal-setting facilitators: A multiple case study. *Journal of Computing in Higher Education*, 32(2), 406-428.
- Chua Y.P.(2012). Mastering research methods. Shah Alam, Malaysia: McGraw-Hill Education
- Creswell, J. W. (2013). Research design Qualitative, Quantitative, and Mixed methods approaches. Thousand Oaks, CA: SAGE.
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 339-363.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). Educational research: Competencies for analysis and applications. New Jersey, USA: Pearson Higher Ed.
- Gentles, J., Charles, C., Ploeg, J., & Ann McKibbin, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *Qualitative Report*, 20(11), 1772–1789
- Gordan, M., & Krishanan, I. A. (2014). A review of BF Skinner's 'Reinforcement theory of motivation. *International Journal of Research in Education Methodology*, 5(3), 680-688.
- Guay, F., Chanal, J., Ratelle, C.F., Marsh, H.W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, Vol. 80, Issue 4, pp. 711-735.
- Gumasing, M. J. J., & Castro, F. M. F. (2023). Determining ergonomic appraisal factors affecting the learning motivation and academic performance of students during online classes. *Sustainability*, 15(3), 1970.

- Gyke, C. N. (2020). Effectiveness of an Interdependent Group Contingency with Randomization Using the iPad (Doctoral dissertation, Duquesne University).
- Holbrook Jr, R. L., & Chappell, D. (2019). Sweet rewards: an exercise to demonstrate process theories of motivation. *Management Teaching Review*, 4(1), 49-62.
- Huang, B., Hew, K. F., & Lo, C. K. (2019). Investigating the effects of gamification-enhanced flipped learning on undergraduate students' behavioral and cognitive engagement. *Interactive Learning Environments*, 27(8), 1106-1126.
- Iacomini, S., Vascelli, L., Artoni, V., & Berardo, F. (2020). Strategies to increase on-task behavior and the number of arithmetic facts in a group of adolescents with neurodevelopmental disorders. *Journal of Clinical & Developmental Psychology*, 2(2).
- Kapur, R. (2018). Factors influencing the students' academic performance in secondary schools in India. *University Of Delhi*, 575-587.
- Lattuca, L. R., & Stark, J. S. (2011). Shaping the college curriculum: Academic plans in context. John Wiley & Sons.
- Lahana, L. I. (2016). The tech café, a social action makerspace: Middle school students as change agents. Teachers College, Columbia University.
- Martino, L., Elvira, V., & Louzada, F. (2017). Effective sample size for importance sampling based on discrepancy measures. *Signal Processing*, 13(1), 386-401
- Nyagosia, P. O. (2011). Determinants of differential Kenya certificate of secondary education performance and school effectiveness in Kiambu and Nyeri counties, Kenya. *Kenyatta University*. Retrieved April, 25, 2018.
- Passolunghi, M. C., & Costa, H. M. (2019). Working memory and mathematical learning. In *International handbook of mathematical learning difficulties* (pp. 407-421). Springer, Cham.

- Rudebeck, P. H., & Izquierdo, A. (2022). Foraging with the frontal cortex: a cross-species evaluation of reward-guided behavior. *Neuro-psychopharmacology*, 47(1), 134-146.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
- Sanchez, D. R., Langer, M., & Kaur, R. (2020). Gamification in the classroom: Examining the impact of gamified quizzes on student learning. *Computers & Education*, 144, 103666.
- Sidin, S. A. (2021, March). The Application of Reward and Punishment in Teaching Adolescents. In *Ninth International Conference on Language and Arts (ICLA 2020)* (pp. 251-255). Atlantis Press.
- Stavropoulou Kampoukou, I. (2020). *The effects of PLEASE on the writing performance of high-school students with high functioning Autism Spectrum Disorder* (Doctoral dissertation).
- Sun, Y., & Gao, F. (2020). An investigation of the influence of intrinsic motivation on students' intention to use mobile devices in language learning. *Educational Technology Research and Development*, 68(3), 1181-1198.
- Zajda, J. (2021). Motivation in the classroom: Creating effective learning environments. In *Globalisation and Education Reforms* (pp. 17-34). Springer, Cham.
- Zhang, X. A., Liao, H., Li, N., & Colbert, A. E. (2020). Playing it safe for my family: Exploring the dual effects of family motivation on employee productivity and creativity. *Academy of Management Journal*, 63(6), 1923-1950.
- Zhang, X., & McEneaney, J. E. (2020). What is the influence of peer feedback and author response on Chinese University students' English writing performance? *Reading Research Quarterly*, 55(1), 123-146.