STUDYING THE RELATIONSHIP BETWEEN THE AMOUNTS OF TEACHERS’ SALARY PAYMENT AND BONUSES WITH STUDENTS’ ACHIEVEMENT IN KISH

MAJID NILI AHMADABADI*, HAMID MOHAMMADI**

*Assistant Professor, Department of Management, Islamic Azad University, Kish International Branch, Kish, Iran
**M.A Student of Executive Management, Islamic Azad University, Kish International Branch, Kish, Iran

ABSTRACT

Education in modern societies is one of the most important pillars for achieving development and revolution. Therefore, schools need more staff, which are hardworking and committed to attaining the goals of education than anything else and it depends on the efforts and commitment of teachers. The teachers with more incentive can be more efficient in the class and they can train more successful students. One of the motivating factors is the salary payment to them then this study aims to study the relationship between the amounts of teachers’ salary payment and bonuses with students’ achievement in Kish. The data collecting instrument was a questionnaire that content validity was confirmed by two management professional sand their reliability by the Cronbach’s alpha 0.84 (Herman’s achievement questionnaire) and 0.82 (researcher made salary questionnaire) research sample included high school teachers and students in Kish island. 152 teachers and 351 students were selected by using the Morgan table. The research hypotheses were investigated by using Spss software, it showed that there is a significant relationship to student achievement, generally with the payment of salaries and bonuses and student achievement, and also the value and desirability of a reward, power, and teachers’ talent, perception of their role and the expectation the probability of reward and consequence, which has been proposed in this article.

KEYWORDS: Motivation, Salary and Bonus, Achievement, Value and Desire, Expectation and Possibility
INTRODUCTION

The first goal of the teacher should establish good, friendly and supportive relationship with students. This goal can be achieved only with the interaction between teachers and students. Teachers at the beginning of their career realize that how to communicate with students is very important (Yaghma, 2005). Several factors can lead teachers to achieve this goal. In other words, the achievement of an effective teacher requires the fulfillment of the conditions that can be taught and education effective. Organizational commitment is one of the factors that its presence makes all the efforts of teachers and their ability to enter the field of school and classroom. In this case, Teacher defined teaching objectives and will wish to stay in the area that gave their students to the highest service (Saki et al. 2010). On the other hand sincere efforts are essential for successful results. When sincere efforts are not properly rewarded, honest efforts have gradually reduced. Because the number of staff who done these efforts have fallen. It must be remembered that success will not always happen on a daily basis. These occasional successes occur after long intervals when there is a continuous effort. Staffs become disillusioned and frustrated, who carry out these efforts because of the nature of the work. If reward has a tendency to results, these disappointment and frustration is doubled. Such behavior may harm the institutionalization of performance management (Japaghlian, 2010). In assessment of payment system and compensation of employees must investigate to what extent is the system able to attract competent and qualified staff, to what extent is able to maintain qualified employees, to what extent is the foundation of a society based on laws and regulations and finally to what extent it contributes to the strategic goals and controlling labor costs. Studies show that not only Employee benefits directly effect on their performance, but also inattention can lead to dissatisfaction, increased work absenteeism and voluntary desertion of work (Abas pour, 2009). Reward is considered very important in effective performance of employees. If bonus management is inefficient, it loses its effectiveness. The main function of reward is motivation and providing the employees need. If it is not paid attention properly, it will become pluripotent source of unmotivated for the employees. Systematic implementation of bonuses strategies not only provide the main requirements of motivation, but also let employees work at higher levels of motivation. In These regard, the first priority is that detection schemes, incentives and bonuses should be performance-oriented. This method of gradual and individual work must be a subset of bonuses management. In other words, reward is a powerful strategy organization that should apply in order to obtain exalted individual and organizational performance. The main issue of this research is there the relationship between the amounts of teachers’ salary payment and bonuses with students’ achievement?
THEORETICAL LITERATURE RESEARCH

- The Role of Salaries and Wages

Although the concept of salary and wage are the same it should be noted in terms of employment, salary is amount of money usually monthly to employees and wag refers to amount of money that paid hourly or daily to employees. The basic objective of setting plans and regulations related to salaries and wages is pay the fair fee and commensurate with the effort the employee done in duties and responsibilities. Achieving this goal while providing employee welfare it is effective in the interests of institutions and in improving the social and economic development of society. Because person is able to provide the essential requirements for himself and his family while receive enough salary. In addition, it will be an effective motivation to develop the skills, knowledge and responsible for jobs. From the perspective of the national economy, paying fair and adequate wages influences in raising the living standards and increasing the purchasing power of individuals in a society. Whenever a salary increase is not equal with the increase of institution efficiency, prices will increase certainly. In some circumstances it is possible that this imbalance will reduce consumption and create unemployment and economic crisis because there is a direct relationship between the amount of salary and personal efficiency. Low efficient and skilled of population, the same proportion of salary and living in the community is low.

- Reward System

Reward system is one of the important tools that managers can use it to motivate employees towards the desired position. Reward system consists of all the constituent elements of such persons, processes, rules and regulations, decisions and activities which are effective in allocation of compensation and benefits in return for their contribution. Organizational reward systems and performance evaluation of linkages is in exchange process between the employee and the organization. Organization compensates them in the form of tangible and non-tangible. Payment and tangible compensation are included rewards with certain value such as salary, pension plans, and life insurance. Payment and non-tangible compensation refer to the rewards that cannot determine their value such as dignity, opportunity for creativity and a sense of contentment tempers. The concept of the reward system in most organizations is attracted, retained and motivated employees. So philosophy of payment or compensation is about three issues of fairness, equal remuneration, and the importance of the staff efforts and status of the labor force outside the organization. Payment and the compensation system should be fair and consistent. In addition, payment and the compensation system should be a fair reward for the services of the organization. It should be recognized that the services of person towards organizations cannot always be measured objectively. After all, if organizations attract and retain qualified personnel in the appropriate fields, reward system should construct its payment philosophy based on the circumstances and needs. This philosophy should be defined and constructed in real system of reward. For example, the philosophy payment of the Lincoln Electric Company includes earning money by staff depending on working and their participation in the profits.
which they involved. The result is that the Lincoln Company’s revenue is doubled in comparison with other similar companies meanwhile cost of goods is lower than average. An appropriate compensation philosophy is articulated the system properly and provided appropriate framework for making decisions about payment. This philosophy can act as the stability point of the organization in economic and technological conditions in the labor market (Griffin, 2008). Reward system should be efficient and effective. In other words, the allocation of rewards in the organization should be in such a way that makes possible the maximum efficiency for organization. As a first step in this context, the system must be designed so that rewards are contingent on effective performance (function effectively is performance in order to achieve the organization's goals). In this case only the use of rewards is effective as a mechanism to encourage and motivate employees (Saadat, 2006).

PREVIOUS RESEARCH

Fatemi et al. (2005) investigated the factors affecting the academic achievement of middle school students in the family with acute problems. The results showed that there is relationship between psychological hardiness, academic achievement motivation, locus of control, self-esteem, the number of family members and the academic success of students.

Izadi et al. (2013) investigated the role of teachers in students' academic performance in mathematics based on the framework of TIMSS studies. The research results showed that teaching method of teacher preparation and use of teaching aids are effective in the academic achievement of students.

Saki et al. (2010) examined the relationship between organizational commitments of teachers to the academic performance of public schools in Tehran. The research results showed that there is positive and significant relationship between organizational commitment, normative commitment and affective commitment with academic performance. Nevertheless, there is not significant relationship between continuous commitment and academic performances. Also, there is significant and negative relationship between organizational commitment and the qualification of teachers.

Oriahi (2009) showed motivation of students has a significant role in to continuation of their education and it related positively with academic performance of students. Kyoung, Corter, & Tatsuoka (2005) showed that intrinsic motivations is positively and adjust (control) is negatively affects math performance of students. Kunter, Jürgen Baumert, & Köller, (2007) showed that there is positive relationship between the role of teachers and students' interest. Jayski (2009) showed there is relationship between classroom management skills of teachers and indiscipline among the students. Djigic & Stojilkovic (2011) showed that when teachers apply interaction-oriented management style in classroom, students have higher academic achievement and when teachers are intervening, they have lower academic achievement.

THE RESEARCH OBJECTIVE

This research aims to study the relationship between the amounts of teachers’ salary payment and bonuses with students’ achievement in Kish.
CONCEPTUAL MODEL AND RESEARCH HYPOTHESES

According to the objective, conceptual model is presented in Figure 1:

![Conceptual Model Diagram](image)

FIGURE 1: CONCEPTUAL MODEL

The present research hypotheses based on conceptual model are as follows:

The Primary Hypothesis

- There is relationship between the amounts of teachers’ salary payment and bonuses and students’ achievement.

The Sub-hypotheses

- There is relationship between the value and desirability of the reward and consequence and students’ achievement.
- There is relationship between individual power and talent at work and students’ achievement.
- There is relationship between individual perceptions of role within the organization and students’ achievement.
- There is relationship between expectation and probability of reward and consequence occurrence and students’ achievement.
RESEARCH METHODOLOGY

In terms of purpose, this is an "applied" research. Due to the nature of the research, the data-collection method and the goals of the research, the method used in this research is "descriptive survey". The instrument used for data collection is Herman's achievement questionnaire (1970) with the reliability 0.84 and researcher made salary questionnaire with the reliability 0.82. Also, the validity was confirmed by Professors and experts. ANOVA and Pearson correlation coefficients and regression analysis were used to analyze the data.

RESEARCH POPULATION AND SAMPLE

The population of this research included teachers and high school students in Kish which they were 250 teachers and 4000 students. 152 teachers and 351 students were selected by using the Morgan table.

RESEARCH FINDINGS

- The first sub-hypothesis test

There is relationship between the value and desirability of the reward and consequence and students’ achievement.

In order to investigate the relationship the value and desirability of the reward and consequence and students’ achievement, the following statistical hypothesis is examined:

H0: There is not relationship between the value and desirability of the reward and consequence and students’ achievement.

H1: There is relationship between the value and desirability of the reward and consequence and students’ achievement.
Based on table 1 and the test of Pearson and Kendall Tau, it can be concluded that there is a significant and positive relationship between the value and desirability of the reward and consequence and students’ achievement in significant level of 95%. It can be said that by improving the value and desirability of the reward and consequence, students’ achievement will increase.

- The second sub-hypothesis test

There is relationship between individual power and talent at work and students’ achievement.

In order to investigate the relationship between individual power and talent at work and students’ achievement, the following statistical hypothesis is examined:

H0: There is not relationship between individual power and talent at work and students’ achievement.

H1: There is relationship between individual power and talent at work and students’ achievement.
Based on table 2 and the test of Pearson and Kendall Tau, it can be concluded that there is a significant and positive relationship between individual power and talent at work and students’ achievement in significant level of 95%. It can be said that by improving individual power and talent at work, students’ achievement will increase.

- The third sub-hypothesis test

There is relationship between individual perceptions of role within the organization and students’ achievement.

In order to investigate the relationship between individual perceptions of role within the organization and students’ achievement, the following statistical hypothesis is examined:

H0: There is not relationship between individual perceptions of role within the organization and students’ achievement.

H1: There is relationship between individual perceptions of role within the organization and students’ achievement.

| TABLE 3: RESULTS OF CORRELATION TEST BETWEEN INDIVIDUAL PERCEPTIONS OF ROLE WITHIN THE ORGANIZATION AND STUDENTS’ ACHIEVEMENT |
|--------------------------------------------------|---------------------------------|----------------|----------------|
| Test Type                                       | The Independent Variable        | The Dependent Variable | Significant Level | The Correlation Coefficient |
| Pearson                                        | Individual perceptions of role within the organization | Students’ achievement | 0.0001          | 0.49                         |
| Kendall tau                                    | Individual perceptions of role within the organization | Students’ achievement | 0.0001          | 0.39                         |

Based on table 3 and the test of Pearson and Kendall Tau, it can be concluded that there is a significant and positive relationship between individual perceptions of role within the organization and students’ achievement in significant level of 95%. It can be said that by improving individual perceptions of role within the organization, students’ achievement will increase.

- The forth sub-hypothesis test
There is relationship between expectation and probability of reward and consequence occurrence and students’ achievement.

In order to investigate the relationship between expectation and probability of reward and consequence occurrence and students’ achievement, the following statistical hypothesis is examined:

H0: There is not relationship between expectation and probability of reward and consequence occurrence and students’ achievement.

H1: There is relationship between expectation and probability of reward and consequence occurrence and students’ achievement.

<table>
<thead>
<tr>
<th>Test Type</th>
<th>The Independent Variable</th>
<th>The Dependent Variable</th>
<th>Significant Level</th>
<th>The Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td>Expectation And Probability Of Reward And Consequence Occurrence</td>
<td>Students’ Achievement</td>
<td>0.0001</td>
<td>1</td>
</tr>
<tr>
<td>Kendall Tau</td>
<td>Expectation And Probability Of Reward And Consequence Occurrence</td>
<td>Students’ Achievement</td>
<td>0.0001</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on table 4 and the test of Pearson and Kendall Tau, it can be concluded that there is a significant and positive relationship between expectation and probability of reward and consequence occurrence and students’ achievement in significant level of 95%. It can be said that by improving expectation and probability of reward and consequence occurrence, students’ achievement will increase.
TABLE 5: RESULTS OF REGRESSION TEST OF THE AMOUNTS OF TEACHERS’ SALARY PAYMENT AND BONUSES WITH STUDENTS’ ACHIEVEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Statistical Indicator</th>
<th>Multiple Correlation Coefficient</th>
<th>The Coefficient Of Determination</th>
<th>F</th>
<th>Sig.</th>
<th>B</th>
<th>Beta</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictive Variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value and desirability of the reward and consequence</td>
<td></td>
<td>0.88</td>
<td>0.88</td>
<td>294.26</td>
<td>0.0001</td>
<td>-0.03</td>
<td>-0.03</td>
<td>0.83</td>
<td>0.40</td>
</tr>
<tr>
<td>Individual power and talent at work</td>
<td></td>
<td>0.03</td>
<td>0.41</td>
<td>1.31</td>
<td>0.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual perceptions of role within the organization</td>
<td></td>
<td>0.04</td>
<td>0.05</td>
<td>1.71</td>
<td>0.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectation and probability of reward and consequence occurrence</td>
<td></td>
<td>0.97</td>
<td>0.92</td>
<td>20.43</td>
<td>0.0001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 4, it can be concluded that there is a linear relationship between the amounts of teachers’ salary payment and bonuses with students’ achievement in significant level of 0.0001 and the dimensions of teachers’ salary payment and bonuses is determined 88% of students’ achievement and the dimension of expectation and probability of reward and consequence occurrence is a better predictor for students’ achievement.

CONCLUSION AND SUGGESTIONS

This research aims to study the relationship between the amounts of teachers’ salary payment and bonuses with students’ achievement in Kish. Investigation the hypotheses showed that there is significant relationship between the amounts of teachers’ salary payment and bonuses with students’ achievement. Also, there is significant relationship between value and desirability of the reward and consequence, individual power and talent at work, individual perceptions of role within the organization and expectation and probability of reward and consequence occurrence with students’ achievement. In fact, all the hypotheses of the study were confirmed. On the other hand, according to the results of the analysis indicated that there is direct and significant relationship between all variables. In this regard, the following suggestions are expressed as follows:

- Amounts of teachers’ salary payment and bonuses must be consistent with inflation and the rising cost of living. Teachers have important role in the progress and development and their intellectual concern affects the quality of teaching and learning. Therefore, the government should pay more
attention to the issue of teachers’ livelihood and try to bring the salary of teachers to the extent that they are happy and comfortable with his teaching and don’t feel the need for a second job.

- Another important issue is that teachers do not feel discontent in comparing their salary with colleagues. It just goes to payment systems that teachers’ salaries should not be much different than the other colleagues. Otherwise this caused discontent and negatively affected the quality of their job and this affected their academic progress. Therefore, should also focus on fairness and the rights of teacher. Their salary will be adjusted to extent that they do not feel discontent in comparing their salary with colleagues.

- Appropriate planning conditions for healthy competition of teachers in the school environment makes them to use all the ability and talent in this area and try to prove themselves. Periodic evaluation of students and teachers, the promotion programs, incentive packages and bonuses, can be helpful in this regard.

- Professional identity is one of the factors which have great effect on job motivation of teachers with the concept of job and task variety and job autonomy. Pre-service training can be very effective for newly hired teachers. Therefore this issue is extremely important.

- Job rotation in homogeneous groups and job enrichment can be effective in the variation and lack of consistency in routine and boring jobs. In this regard, teachers can be moved in different schools to avoid the monotony and motivated them for the same jobs experienced.

- Managers should periodically and systematically evaluate their teachers and encourage their progress. Teachers need to know that their efforts can be seen and they be appreciated for their works. Education can also provide funds for this purpose in their school administrators to motivate teachers

REFERENCES


