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The Role Of Rewards In Sustaining Teacher Motivation In Private Schools Of Karachi: The Moderating Impact Of Timely Appreciation

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Abstract

The study analysed how rewards impact motivational stability among Karachi private school educators while also focusing on timely appreciation as an influence factor. Surveys were conducted from 250 private school teachers in Karachi where findings were analysed using regression analysis. The study helps to confirm that the increment in salary helps to enhance motivation with timely recognition that plays an important role in it. This helps to align with the understanding of objectives and the impact of increment on teachers' motivation and answers related to research question. When it comes to performance-based bonuses that were shown to improve motivation that is particularly when pairing with the timely appreciation. This helps to support the objective of determining the role of bonuses and answers the second research question. Public recognition was found to positively influence teacher engagement with focusing on acknowledgment enhancing the impact. This aligns with the evaluation of objectives and focusing on the role of public appreciation. The study has a focus on delaying rewards and recognition of reducing their effectiveness addressing the objectives of examining the moderating the role of timely appreciation and answering the fourth research question. The study delivers practical findings to guide school administrators in their work. School administrators should employ a reward system that combines financial pay raises and monetary bonuses with formal recognition for their staff. On-time delivery of such rewards becomes essential to sustain teacher motivation and develop a supportive educational space.

Keywords: Rewards, Teacher Motivation, Timely Appreciation

Introduction

Background and Context

Commonly mentioned reasons to be a teacher that portray internal goals take account of enjoying process for its own sake, personal contentment from contributing to one's society, a craving to assist others and the pursuit of one's own personal development. Teacher motivation lies at heart of education system. It directly influences student outcomes and significantly impacts quality of a learning process. Regardless of effective implementation of reward programs in form of salary increments, bonus payments, and public acknowledgement, teacher motivation frequently lacks consistency. Former studies have indicated significance of such reward mechanisms, yet timing and implementation of these incentives are often ignored (Swai & Malingumu, 2022). Karachi private education sector is characterized through different teaching faculty members and diverse

reward measures. It is an interesting case to further probe into how timely appreciation impacts teacher motivation in Karachi private schools.

Statement of Research Problem

Teachers are focal figure when it comes to teaching and learning process. It is important for a teacher to be competent and knowledgeable so that he or she can effectively impact the knowledge to their students. Successful teaching goes above professionalism and effective course of imparting knowledge is concerned with the leader as an individual and with its generic growth. The teacher should identify individual differences among their students and modify instructional methodologies that best suit with the learners' needs (Barberos, Gozalo, & Padayogyog, 2018). It is a fact that teachers play varied and vital roles in a class.

Teacher motivation depends mostly on financial and non-financial reward mechanisms. Their success gets weakened by delays or limited personalization. For instance, early increments or general acknowledgement might fall short to echo with teachers. It may direct to lack of engagement and high rate of employee turnovers (Sigalingging et al., 2023). The following dissertation inquiries about whether the timing and context-based relevance of increments, bonus payments, and appreciation considerably influence teacher motivation in private school systems of Karachi. It is essential to address this research gap so that more effective reward plans can be designed, which can help in sustaining effective teacher engagement in the long-run.

Research Objectives and Questions

Research objectives are:

- To inquire about the impact of salary increments on teacher motivation.
- To determine the role of performance-based bonus payments in maintaining innovation.
- To evaluate the impact of public appreciation on teachers' engagement level.
- To examine the moderating impact of well-timed appreciation on such reward means.

In light of the above research objectives, the researcher has determined to develop the following research questions to further guide the process of inquiry in a successful manner.

1. How does salary increment impact teacher motivation in the private school systems of Karachi, and what role does timely recognition play in this relation?
2. In what means do bonus payments impact teacher motivation, and how does timely recognition improve their impact?
3. What is the role of public acknowledgement in maintaining motivation, and how does its

timing elevate the level of success?

4. Does late appreciation minimize the positive impacts of increments, bonus payments and acknowledgement?

Significance and Contribution

The following line of inquiry looks important for both theoretical and practical rationale. On theoretical grounds, it closes the gap in knowing about the role of time factor in the delivery of rewards. This contributes to the theoretical models such as two factor theory by Herzberg and self-determination theory. On practical grounds, the current research aimed to generate actionable insights for both school management and policymakers so that teacher retention can be improved. Moreover, the study holds significance in terms of providing suggestions that can help teachers to improve their performance by means of personalized reward approaches. Attention has been given to private school systems in Karachi in this study. This is done to directly benefit the learning outcomes within the chosen city.

Outline of Paper's Structure

Followed by this chapter, the current study has four other chapters that are structured and organized. Chapter two provides review of literature and examines already-developed theories based on salary increments, bonuses, public appreciation and their subsequent impacts on teacher motivation. Chapter three is based on research methodology, which outlines quantitative design and techniques used by the researcher to gather and analyse collected data. Chapter four is based on results and discussion, which provides findings and interprets their relevance while considering research questions and objectives. Chapter five provides summary of key insights, talks about research limitations and provides set of actionable suggestions that can help concerned stakeholders to sustain teacher motivation and reduce the rate of turnover.

Literature Review

Overview of Existing Research on Teacher Motivation

In developed nations, it is seen that education has played a central role in the development of an economy. For the sake of this target, such nations have invested on educational institutes in the form of schools so that they might develop skills, knowledge and attitudes. For the enhancement of individuals and entities, clear-cut targets are determined so they could work accurately on them, and without wasting time and effort, they could attain them. This strategic approach works quite well for better performance of both students and teachers. It was mentioned by Bardach &

Klassen (2021) that motivation and satisfaction are critical factors in determining the effective performance of both teachers and their students. In the context of Pakistan environment, low motivation has been found among the teachers in the education system (Kanwal & Habib, 2022). The reason is low salary and lack of incentives plus they are not even considered as a beacon.

Teachers in Pakistan hardly earn genuine respect they deserve for all the efforts and time they invest in developing future productive members of the society. Additionally, the classrooms require better facilities and equipment and the risk of work satisfaction is found to be shallow. Barberos, Gozalo & Padayogyog (2018) have clearly defined the promotion and processes with the environment that might motivate and demotivate. Teacher motivation is a central aspect in promoting successful education sectors and enhancing ultimate learning goals. Many studies have explored the role of different motivators along with financial incentives, non-financial awards and work of appreciation (Kanwal & Habib, 2022). The next sector provides review of already available literature on salary increments, bonus payments and public identification as motivators. The discussion highlights their contributions as well as limitations in maintaining level of motivation among teachers in the private school systems.

Salary Increments and Teacher Motivation

For many people it has been seen that money is an underlying need and a core motivator. A high salary makes sure that people are paid in a fair manner for their relevant skills, contributions, knowledge, experience and competence. When people feel that they are being compensated in a desired manner, they are more expected to be encouraged and motivated to work hard and excel in their assigned roles and duties. Salary increments are generally termed as important for making sure financial safety and confirming educators' professional efforts. Study by Ephrahem, Okendo & Salema (2023) has emphasized over that ongoing salary adjustments reduce financial toll. It enables teachers to focus more on their assigned duties and tasks. In the same manner, Ahmad, Bibi & Imran (2022) has noted that while salary increments improve motivation among the teachers initially, their enduring impact reduces if not attained by intrinsic motivating factors and personal appreciation. This study has underlined the relevance of merging financial awards with other strategic approaches.

Bonuses and Performance-Based Rewards

As far as study by Kanwal & Habib (2022) is concerned, rewards given on the basis of performance refer to an incentive that employees get while providing work related contributions

to the employer instead of their time with their organization. It can take different forms such as stock alternatives, bonus payments and increment in the salary. Bonus payments offer instant rewards to achieve particular objectives. It offers a temporary boost to increase the level of motivation. It was reported by Keßels (2022) that performance-based bonus payments considerably improve commitment among teachers and involve them in the education process without compromising over the need of learners. This is mainly linked with clear setting of goals. But studies by Luzon (2022) proposed that the impacts of bonus payments are momentary because it requires complementary strategies to sustain motivation and satisfaction. In addition, challenges based on fairness and transparent actions in bonus allotment frequently decide their success.

Public Recognition and Intrinsic Motivation

It is an important non-monetary motivating factor since it seeks to fulfil emotional needs for competency and association. As far as study by Honig (2021) is concerned, public recognition strengthens intrinsic satisfaction by justifying a teacher's struggles in their professional sphere. Daudi (2021) discovered that teachers who get ongoing appreciation and praise report high levels of job contentment and develop a strong sense of belonging. On the other hand, it was reported by Pinto (2024) that the influence of recognition differs from person to person. Some teacher prefers private recognition when public ceremonies happen. Private acknowledgement could become more personal and genuine because it frequently calls upon a direct and significant interplay between the teacher and the one who appreciates. Public ceremony events might come across as performative or superficial that can possibly minimise their motivational essence for some teachers.

Role of Timing in Reward Systems

Timing is an important but under discovered aspect in the efficiency of reward schemes. On-time increments, bonus payments and appreciation could elevate the impact of motivation. On the other hand, delays might refute their expected gains. Study by Kumari et al (2021) has indicated that early rewards frequently fall short to echo well with receivers. It can lead to reduced levels of involvement and performance below expectations. Such points highlight the need for proper timing in offering both financial and non-financial rewards. Suitable timing of reward impacts the emotional responses of receivers. Instant appreciation and financial incentives develop a feeling of immediate satisfaction and strengthen positive emotions (Siswanto, Maulidiyah &

Masyhuri, 2021). It increases the possibility of repetitive behaviour, which in the end improves the teaching and learning process. Delayed awards are often thought as less influential or overlooked completely (Sosa & Giocomo, 2021). It reduces the impact of motivation on the teachers in the education field. Long waiting times could causes feelings of frustration, lack of engagement and a sense that the employer undermines the person's efforts or contributions.

Identification of Research Gaps

Regardless of broad literature covering the subject manner of teacher motivation, different gaps found to be under exploration and call for more inquiry. For instance, many studies have realised the significance of increments, bonus payments and recognition (Ephrahem, Okendo & Salema, 2023; Bardach & Klassen, 2021)). But limited studies are available on the role of timely delivery of these incentives to make the most of their impact. More studies are required to deeply investigate how timely rewards impact the level of motivation, satisfaction and involvement (Swai & Malingumu, 2022). In addition, available literature frequently treat financial and non-financial motivators are individual domains (Keßels, 2022). There is limited inquiry in evaluating their merged impacts and the balance required to maintain motivation among teachers in the long run. These studies have even talked about western and developed countries and overlooked cultural environments to areas such as Karachi. The application of findings from other areas to private school systems in Karachi calls for further inquiry.

The role of moderating factors in form of timely recognition, required more inquiry and examination. While theoretical models such as Herzberg's two factor theory and self-determination model generate information, empirical evidence is required to justify their suitability in the chosen research context. Existing literature does not generate perspectives covering teachers' viewpoints. Many of the studies emphasize on organizational gains in place of gleaning insights about motivators from the teachers' side. (Luzon, 2022; Daudi, 2021) The following study seeks to close this gap by integrating perspectives specific from teachers' side to design effective reward packages.

Theoretical Frameworks

The study is anchored on two underling frameworks that outline the interplay between rewards and motivation. Two factory and self-determination theory offer base to understand how monetary and non-monetary rewards moderated by timely recognition influence the teacher motivation. Two factor theory differentiates between hygiene and motivator factors. Hygiene

factors are extrinsic motivators such as salary increments and bonuses that avoid dissatisfaction but do not naturally motivate employees. Motivators are intrinsic factors, for instance public appreciation, which promotes satisfaction and engagement in the long-run (Batool, Shahnawaz & Habib, 2021). In this study, increments and bonuses deal with financial security and considered as hygiene factors. They ensure teachers are not demotivated by unserved basic demands. Public appreciation meets intrinsic needs and enhance work satisfaction. Timely satisfaction plays the role of a bridge between hygiene and motivator factors to amplify the positive impacts of both.

Self-determination theory claims that motivation is impacted through fulfilment of three emotional needs namely, competency, autonomy and relatedness. Competency makes a person feel effective in his or her role. Autonomy allows them to get control over one's decisions and relatedness makes a person feel valued and linked with the society (Gagné et al., 2022). Bonuses and increments lead to competency by guaranteeing teachers' professional efforts. Public appreciation promotes relatedness and makes teachers feel respected and valued. Timely appreciation improves such elements and make sure rewards and acknowledgement are impactful.

Key Concepts

Teacher motivation	Level of engagement, passion and dedication shown by teachers towards their roles.
Rewards	Financial (salary and bonuses) and non-financial (appreciation)
Timely appreciation	The moderator variable impacts the efficiency of rewards by making sure they given timely.

Research Hypotheses

- H1: Salary increments significantly impacts teacher motivation.
- H2: Periodic bonuses have a significant positive effect on teacher motivation.
- H3: Public appreciation significantly enhances teacher motivation.
- H4: Timely appreciation moderates the relation between salary increases and teacher motivation.
- H5: Timely appreciation moderates the association between periodic bonuses and teacher motivation.
- H6: Timely appreciation moderates the relation between public appreciation and teacher motivation.

motivation.

Conceptual Framework

Considering the research hypothesis and research gap, conceptual model is developed to show the relationship between the independent variables (Increment, Bonus, and Public Recognition) and the dependent variable (Teacher Motivation). It claims that each independent variable contributes to teacher motivation, either directly or through their combined impact.

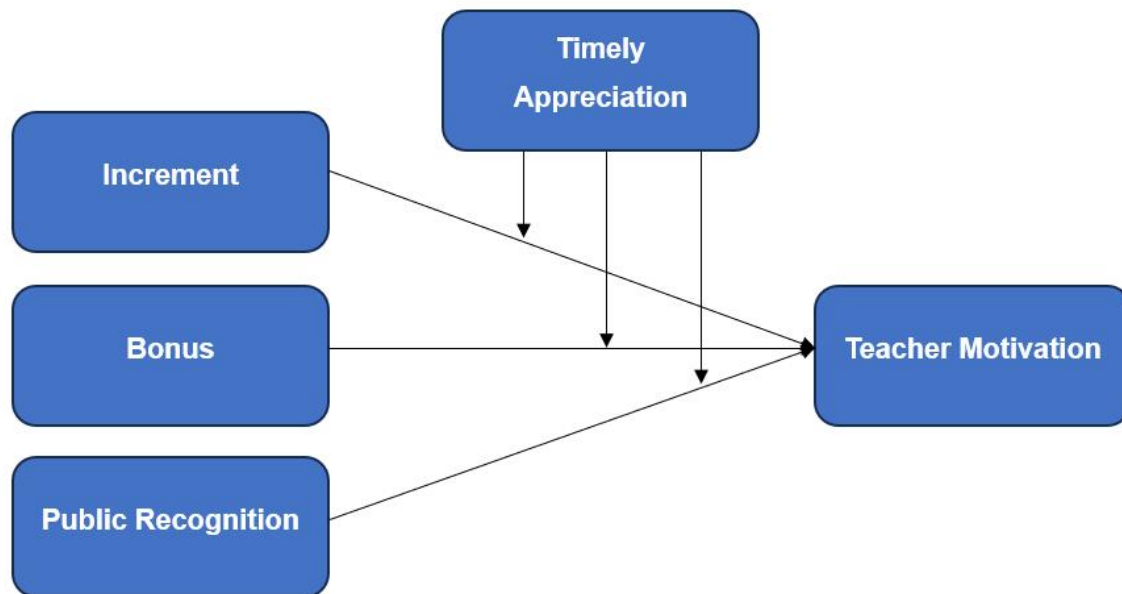


Figure 1 - Conceptual Framework

Methodology

Research Design

Quantitative design focuses mainly on the numbered data so that relationship between variables can be measured objectively. It has been used because of its alignment with the research objectives to test particular assumptions obtained from theories such as two factor and self-determination. Rationale behind the adoption of quantitative design is that it offers exact measurements of teacher motivation, rewards, and the moderating role play by appreciation in a timely manner. Statistical testing has been done so that patterns, relations and casual effects can be identified (Bloomfield & Fisher, 2019). The researcher has used deductive approach to test pre-developed assumptions to accept or reject existing theoretical frameworks in background of private school systems in Karachi.

Data Collection Methods

The key method for data collection was a structured survey questionnaire for this study. It was planned to take into consideration teachers' viewpoints based on increments, bonus payments, public appreciation and the time factor when these rewards are awarded to them. In a survey questionnaire, five-point Likert scale that ranged from 'strongly disagree' (1) to 'strongly agree' (5) was used. The questionnaire was divided into five comprehensive sections namely, demographics (capturing data from participants regarding their age, gender, years of experience and kind of school they are employed in), increments (perceptions of salary adjustments and their motivational effect), bonus payments (assessment of performance-based awards), public appreciation (evaluation of non-monetary motivators), and timely recognition (views on the role of time in intensifying the effectiveness of reward). Questionnaires were delivered to the desired set of sample population physically as well as online to teachers within primary and secondary private schools in Karachi. A pilot study was done with around 20 participants to cross check that survey instrument is reliable as well as clear in terms of getting desired responses from the sample population.

Sampling Techniques And Sample Size

The study uses a convenience sampling technique to choose respondents from the target sample population. The sample population involved teachers from different private schools in Karachi. Teachers were chosen from primary and secondary section and convenience sampling technique was adopted because it enabled the researcher to practically approach respondents and ensured timely collection of quantitative data while considering the research limitations (Fischer, Boone & Neumann, 2023). The researcher has made several efforts to practically approach teachers from different sets of schools so that representativeness and diversity can be observed. Researcher has employed a total of 200 teachers and this sample size found to be sufficient for statistical analysis and testing preestablished theories and assumptions covering the research problem. The chosen sample size ensured sufficient power to identify significant interplays while maintaining manageable data collection process (Chali, Eshete & Debela, 2022). Inclusion and exclusion criteria were also determined in this study. Teachers having at least one year of experience in private schools of Karachi were included in the study while teachers working in informal or public education environments were excluded from the list of approaching sampling population.

Data Analysis Techniques

After collecting primary quantitative data, the next step was to use suitable data analysis technique and interpret the collected data. The data was analyzed through prominent statistical software such as SPSS to make sure accuracy and reliability (Bloomfield & Fisher, 2019). Descriptive statistics was used to summarize the demographic profile data and generate a picture of the responses obtained from the targeted sample population. In this analysis, the responses were understood through different measures such as means, frequencies and percentages. Then reliability testing was done and Cronbach's alpha was calculated to evaluate the internal consistency of all the items listed in a survey questionnaire (Novosel, 2022). Then the researcher has used inferential statistics and regression analysis was used to evaluate the relationship between independent variables (increments, bonuses and public recognition) and the dependent variables (teacher motivation). Last priority was given to use moderation analysis (Duckett, 2021) in this study. In this technique, the researcher has used interaction terms to evaluate the moderating impact of timely recognition on the relation found between rewards and teacher motivation.

Ethical Considerations

Since this study has used human as core subject, research ethics play a central role. The researcher has made sure to follow ethical standards so that protection and respect of sample population can be maintained throughout the process of inquiry. The researcher has given attention to some areas to adhere to ethical protocols effectively. Informed consent was given top-most priority (Novosel, 2022) because it is very important to take permission from the teachers before approaching them for the process of primary data collection. Detailed insight was given to all participants regarding the rationale and purpose of performing this inquiry. Things were made clear to them to clear any doubts and consent was taken in a written form before asking them to fill out the survey questionnaire (Palanski et al., 2021). Respondents were given brief about the reason of doing this research and all their concerns were addressed before performing survey among them. It was made sure that responses remained anonymized to maintain the principles of privacy and confidentiality. All personal details were kept hidden and data was stored in a secure manner to avoid data breach and violation. The researcher has planned to report aggregated findings only in this study.

It was also made sure by the researcher that teachers (sample population) participate voluntarily

in the survey and no pressure can be given to them if they left the survey. No penalties were imposed on them if sample participants withdraw during any stage of the survey. Teachers were not pressurized by school management or peer groups to take part in the process of data collection. The researcher has made sure to let voluntary participation of the targeted sample participants (Wood et al., 2024). Ethical approach was taken from suitable academic and institutional review committee before starting the study. In the end, the researcher has determined to use data for only research purposes and avoid sharing it with the other party.

Results and Findings

Reliability Analysis

Reliability statistics is shown in the Appendix B, which reveals value of Cronbach Alpha. It is 0.956 for the 25 items listed in the questionnaire. This figure indicates high level of internal consistency and reliability. Cronbach's Alpha with value above 0.9 is usually found to be excellent because it signifies that the items are closely related and successfully determine underlying constructs of study, for example motivational impacts of rewards and timely appreciation on the teacher motivation. High reliability score reinforces validity of collected data and makes sure that the questionnaire items are aligned suitably with the stated research objectives. It also improves the credibility of the findings obtained through data interpretation. Keeping in mind the clarity of questionnaire and its division into well-drafted sections (demographic profiles, increment, bonus, public appreciation and timely recognition), the reliability score further confirms instrument's strengths in capturing the dynamics found among teacher motivation in private schools of Karachi.

Findings from Descriptive Statistics

Appendix C reveals descriptive statistics for variables along with increment, bonuses, public appreciation, timely recognition and teacher motivation. Descriptive statistics for increments reveal that teachers often consider salary enhancements as a key motivational factor in private schools. mean value varies between 3.5480 and 4.3320, signifying usually positive attitude towards salary enhancements. Remarkably, highest mean value (4.3320) links with suitably of the time period of increments. It suggests that timely salary improvements are extremely valuable. The standard deviations vary from 0.94392 to 1.19894 reveal moderate deviation in given responses. Generally, findings underline that ongoing and timely salary increments decrease financial challenge, enhance teacher focus and improve dedication. Many of responses

centred around positive perceptions towards the timely salary increments (median and mode = 4 or 5).

Findings for bonus payments propose that performance-based rewards positively impact the teacher motivation. Mean value vary from 3.4960 to 3.9320, which reveal that teachers consider bonus payments as moderately significant on their level of motivation. highest mean was recorded during data analysis, which was 3.9320 and it corresponds with the motivational impact of bonus payments on the quality of teacher process. However, lowest mean with value 3.4960 was also recorded and it corresponds with feelings of recognition through payment of bonus. Standard deviations, varying from 1.00156 to 1.11938, consistently revealed variability within the item. While teachers consider bonuses as motivational factor, there is some room for enhancing attitudes towards fair play, openness, and recognition in allotment practice.

Public recognition value shows that non-financial motivators play a key role in teacher motivation. Mean score ranged from 3.3480 to 3.6320. Highest mean value 3.6320 corresponds with teacher's emotion respected through public recognition while lowest value (3.3480) refers to acknowledgement promoting feeling of attachment. Standard deviations (0.97) show low changeability and proposed consistency in perception levels of teachers. Even though public appreciation is recognized, findings indicate that its influence might not be as significant as financial rewards. Many of respondents offered neutral and slightly positive response over this item.

Descriptive statistics indicate its central role in strengthening motivation. Mean score varies between 3.5920 and 4.3160, with highest mean (4.3160) revealing that timely appreciation makes sure teacher stay devoted to their duties. The lowest mean (3.5920) refers to quick appreciation after attaining a target. Standard deviations (0.95 -1.15) propose moderate variability. Generally, teachers consider timely recognition of contributions extremely motivation because quick recognition improve their morale, involvement, and motivate them for a long-time unlike late appreciation.

Teacher motivation is strongly impacted through rewards and recognition as mean score varies from 3.6560 to 4.1680. Highest mean (4.1680) refers to teachers looking for satisfaction within their roles. However, lowest mean (3.6560) refers to constant enhancement in teaching methodologies. Standard deviations vary from 0.91604 to 1.30863, with highest level of change in responses regarding enhancing teaching approaches. Findings reveal that timely and

significant rewards encourage dedication, involvement, and professional growth because many responses focused across positive attitudes (median and mode = 4 or 5).

Findings for Hypotheses Testing (Regression Analysis)

Appendix D reveals results for six hypotheses tested by regression analysis.

Hypothesis 1: Salary increments significantly influence teacher motivation.

Regression analysis for this hypothesis reveals an R^2 value of 0.698. It means that 69.8% of difference in teacher motivation is outlined by increments in salary. ANOVA table corroborates model's importance ($F = 573.030$, $p = 0.000$). Coefficient table indicates that the relation between salary increments and teacher motivation is quite important ($B = 0.845$, $t = 23.938$, $p = 0.000$). As a result, this hypothesis is accepted and confirmed that salary enhancements greatly increase teacher motivation.

Hypothesis 2: Periodic bonuses have a significant positive impact on teacher motivation.

Considering this hypothetical assumption, the regression model reveals R^2 value of 0.558, which means that 55.8% of teacher motivation is outlined through bonuses given periodically. Model is statistically strong ($F = 312.647$, $p = 0.000$). Co-efficient tables show a significant positive link ($B = 0.712$, $t = 17.682$, $p = 0.000$). therefore, this hypothesis is accepted and it was found that periodic bonus positively impacts teacher motivation.

Hypothesis 3: Public appreciation significantly improves teacher motivation.

Regression analysis for this hypothesis reveals an R^2 value of 0.299. It means that 29.9% of the variance in teacher motivation is outlined through open acknowledgement. ANOVA table verifies importance ($F = 105.984$, $p = 0.000$). Coefficients table reveals a positive and significant impact ($B = 0.494$, $t = 10.295$, $p = 0.000$). Hypothesis 3 is accepted and it supports the conclusion that public recognition improves teacher motivation, although less strong when compared with financial gains.

Hypothesis 4: Timely appreciation moderates the relationship between salary increments and teacher motivation.

Considering this hypothesis, the model's R^2 value of 0.745 reveals that 74.5% teacher motivation is outlined through salary increments and moderating role of timely recognition. ANOVA reveals importance ($F = 360.082$, $p = 0.000$). Coefficients indicate that interaction term (H4INTERCEPT) is important but negative ($B = -0.689$, $t = -6.719$, $p = 0.000$). This indicates what while timely recognition moderate relation and impact might differ following particular conditions. Thus, this

hypothesis 4 is rejected.

Hypothesis 5: Timely appreciation moderates the relationship between periodic bonuses and teacher motivation.

Regression analysis for this hypothesis reveals an R^2 value of 0.615. It means 61.5% of teacher motivation is outlined by bonus payments and the moderating impact of timely recognition. The model is important ($F = 196.949$, $p = 0.000$). Coefficients show key interaction (H5INTERCEPT $B = 0.096$, $t = 6.041$, $p = 0.000$) and a positive bond between motivation and bonus payments ($B = 0.412$, $t = 6.614$, $p = 0.000$). Consequently, this hypothesis is accepted and confirmed that timely appreciation improves motivational impact of bonuses on teachers' motivation.

Hypothesis 6: Timely appreciation moderate relation between public appreciation and teacher motivation

The model for this hypothesis gives an R^2 value of 0.357 and indicates that 35.7% of change in teacher motivation is outlined through public recognition and timely appreciation as a moderator. ANOVA verifies importance ($F = 68.691$, $p = 0.000$). Interaction term (H6INTERCEPT) is important but undesirable ($B = -0.803$, $t = -4.722$, $p = 0.000$). However, public appreciation has a positive impact ($B = 0.431$, $t = 8.982$, $p = 0.000$) and this results in acceptance of hypothesis. It confirms that timely recognition impacts the relation, although with mixed outcomes.

Discussion

This study helps to focus on the role of reward in sustaining teacher motivation in private schools in Karachi and moderating the effect of timely appreciation. The findings from regression and descriptive analyses were interpreted in light of existing literature, research questions, and research objectives.

Impact of Salary Increments on Teacher Motivation

The results help to understand that salary increments significantly influence teacher motivation which can be seen in the regression model for Hypothesis 1 ($R^2 = 0.698$, $p < 0.001$). This aligns with the prior research by Ephrahem, Okendo, and Salema (2023), which highlighted that ongoing salary adjustment alleviates financial burdens and allows teachers to focus on their salary increment with intrinsic motivators for sustained impact. The descriptive statistics indicate that timely increments that are particularly valued (mean = 4.3320), underscoring their role in enhancing commitment and reducing stress. This finding is directly linked to the research objective on inquiring about the impact of salary increments on motivation and answers the

research question about how the increment influence teacher motivation and how timely recognition moderates this relationship.

Timely recognition was found to moderate the relationship through the interaction term ($B = -0.689$, $P < 0.001$) suggest that complexities in how appreciation is perceived. This indicates that timely appreciation enhances the motivational effect of salary increment, the extent of its impact depends on context. This is consistent with findings of Kumari et al. (2021), who noted that delays can undermine the intended motivational effects.

Role of Bonuses in Sustaining Teacher Motivation

Hypothesis 2 was accepted, showing that performance-based bonuses significantly and positively impact teacher motivation ($R^2 = 0.558$, $p < 0.001$). This finding supports Kanwal and Habib (2022), who identified bonuses as instant rewards that provide a temporary boost in motivation. The descriptive results show moderately favourable perceptions of bonuses (mean = 3.9320), with performance-based incentives being seen as an effective tool for improving teaching quality. However, concerns about fairness and transparency were highlighted, echoing Luzon's (2022) argument that the success of bonus systems relies on equitable practices.

Timely appreciation was shown to enhance the effectiveness of bonuses ($R^2 = 0.615$, $p < 0.001$). The interaction term ($B = 0.096$, $p < 0.001$) confirms that prompt recognition amplifies the positive impact of bonuses. This aligns with the research objective of exploring the moderating effect of timely appreciation and answers the research question about how timely recognition improves the impact of bonuses. Studies by Siswanto et al. (2021) and Sosa and Giocomo (2021) further validate that timely rewards evoke immediate satisfaction and strengthen motivational outcomes.

Contribution of Public Appreciation to Teacher Motivation

Public appreciation was found to positively influence teacher motivation, though its effect was weaker than monetary rewards ($R^2 = 0.299$, $p < 0.001$). The descriptive results suggest that teachers value public acknowledgment (mean = 3.6320) but also indicate that it is less impactful in fostering a sense of belonging (mean = 3.3480). This finding aligns with Honig (2021), who emphasized the role of recognition in fulfilling emotional needs, and Pinto (2024), who noted variability in how public ceremonies are perceived. The findings support the research objective of evaluating the impact of public appreciation on teacher engagement and answer the research question regarding its role in maintaining motivation.

Timely recognition was shown to moderate this relationship ($R^2 = 0.357$, $p < 0.001$), though the interaction term ($B = -0.803$, $p < 0.001$) indicates mixed effects. While timely acknowledgment enhances motivation for some, others may prefer private, personal forms of appreciation. These findings reflect Daudi's (2021) argument that recognition preferences vary and highlight the importance of tailoring reward strategies to individual needs.

Overall Role of Timely Appreciation

The study consistently found that timely appreciation plays a crucial role in moderating the effects of rewards on teacher motivation. For all three reward types, salary increments, bonuses, and public recognition, timely acknowledgment amplified their impact, although the extent and direction of moderation varied. This finding directly addresses the research objective of examining the moderating role of well-timed appreciation and answers the research question about whether late appreciation minimizes the positive impacts of rewards. The importance of timing aligns with findings by Kumari et al. (2021) and Siswanto et al. (2021), who emphasized that instant rewards evoke stronger emotional responses and reinforce positive behaviours. Conversely, delays in rewards were found to diminish their motivational impact, as noted by Sosa and Giocomo (2021). The study reinforces the need for timely acknowledgment in both financial and non-financial reward systems to ensure sustained teacher motivation.

Alignment of Findings with Research Objectives and Questions

The findings help to observe the research questions and objectives:

Salary Increments and Motivation: The study helps to confirm that the increment in salary helps to enhance motivation with timely recognition that plays an important role in it. This helps to align with the understanding of objectives and the impact of increment on teachers' motivation and answers related to research question.

Bonuses and Innovation: When it comes to performance-based bonuses that were shown to improve motivation that is particularly when pairing with the timely appreciation. This helps to support the objective of determining the role of bonuses and answers the second research question.

Public Appreciation and Engagement: Public recognition was found to positively influence teacher engagement with focusing on acknowledgment enhancing the impact. This aligns with the evaluation of objectives and focusing on the role of public appreciation.

Impact of Late Appreciation: The study has a focus on delaying rewards and recognition of

reducing their effectiveness addressing the objectives of examining the moderating the role of timely appreciation and answering the fourth research question.

The findings have a focus on implication for school administration that seeks to enhance teacher motivation. There is a balanced approach that helps to combine with the financial incentives (salary bouses and increment) with the non-monetary rewards (public appreciation) is important. Moreover, ensuring the timely delivery of rewards can maximize their impact, fostering long-term motivation and commitment among teachers. Transparent practices in reward allocation and sensitivity to individual preferences for recognition are also critical for sustaining motivation.

Conclusion and Recommendations

The study analysed how rewards impact motivational stability among Karachi private school educators while also focusing on timely appreciation as an influence factor. Research showed that teacher motivation increases effectively when financial and non-financial rewards are provided and quick recognition strengthens their effectiveness. Insufficient salary growth serves as a critical motivator because it lifts teachers' economic concerns simultaneously strengthening their educational dedication. The analysis demonstrated that teachers who received prompt salary increments experienced an additional enhancement in motivation by applying improved dedication to their teaching duties. Employee commitment alongside job satisfaction grows alongside fair and regular salary adjustment systems because teachers need financial security to remain dedicated to their work.

The performance-based bonuses help to observe the influence of teacher motivation. Bonuses are associated with an improved higher level of commitment and teaching quality. The impact was found to be temporary if not complemented by other motivators. Timely appreciation enhances the motivational impact of bonuses that demonstrate immediate recognition and amplifies the perceived value that has a focus on encouraging sustained efforts. Non-monetary rewards including public recognition were shown to impact positively on the teacher motivation by fulfilling emotional needs for belonging and acknowledgement. As the influence of public appreciation was weaker compared to the financial rewards, it remained an important component of a holistic motivational strategy. The study established that the timing when people receive recognition matters because immediate recognition strengthens their positive emotions. Staff members presented diverse preferences regarding appreciation strategies between public and

private recognition which shows how organizations should develop customized recognition methods.

Research findings demonstrated that prompt acknowledgment acted as a moderator for rewards in every scenario. Timely rewards achieved stronger motivational effects through their ability to create both value awareness and instant satisfaction for the recipients. When rewards are delayed teachers experience frustration as well as lose their interest in continuing the activity. Reward system effectiveness depends on strategic timing because this determines the extent to which teachers feel motivated by their rewards. The study delivers practical findings to guide school administrators in their work. School administrators should employ a reward system that combines financial pay raises and monetary bonuses with formal recognition for their staff. On-time delivery of such rewards becomes essential to sustain teacher motivation and develop a supportive educational space. Evidence highlights the critical importance of building complete reward programs that deliver educator motivation improvements leading to better educational quality in private institutions.

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Appendix

A- Questionnaire

The questionnaire consists of 3 independent variables (Increment, Bonus, and Public Recognition) and 1 dependent variable (Teacher Motivation). All items are measured on a **5-point Likert scale**:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

ITEMS	SA	A	N	D	SD
Increment (IV)					
I feel motivated when my salary is increased regularly based on my experience or tenure.					
Increment in salary reflects the value of my contribution to the school.					
Salary increments help me stay committed to my teaching responsibilities.					
The timing of salary increments in my institution is appropriate.					
Regular salary increments reduce my financial stress and improve my focus on teaching.					
Bonus (IV)					
Performance-based bonuses encourage me to improve my teaching quality.					
I feel appreciated when I receive bonuses for achieving specific targets.					
Bonuses motivate me to work harder and achieve better results.					
The criteria for receiving bonuses in my institution are fair and transparent.					
Bonuses provide a sense of accomplishment and recognition for my efforts.					
Public Recognition (IV)					
Public acknowledgment of my achievements makes me feel valued as a teacher.					
Recognition by school leadership motivates me to maintain high performance.					

I feel proud when my work is publicly appreciated in meetings or ceremonies.					
Recognition strengthens my sense of belonging to the school community.					
Recognition motivates me more than general acknowledgment.					
Timely Appreciation (Moderator)					
Receiving appreciation immediately after achieving a target motivates me to maintain high performance.					
Timely acknowledgment of my contributions makes me feel valued and enhances my morale.					
I am more motivated when my achievements are appreciated without unnecessary delays.					
Timely recognition of my efforts ensures I remain committed to my responsibilities.					
Appreciation delivered promptly encourages me to sustain long-term motivation and engagement.					
Teacher Motivation (DV)					
I feel enthusiastic and engaged in my teaching responsibilities.					
I am motivated to continuously improve my teaching methods.					
I feel committed to my profession despite challenges.					
The rewards and recognition I receive timely inspire me to achieve better outcomes.					
I find satisfaction and fulfillment in my teaching role.					

B- Reliability Statistics

Table 1 - Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.956	25

C- Descriptive Statistics

Table 2 - Descriptive Statistics

Statistics								
	N		Mean	Media n	Mod e	Std. Deviati on	Minimu m	Maximu m
	Vali d	Missi ng						
Increment (IV)								
I feel motivated when my salary is increased regularly based on my experience or tenure.	250	0	3.5480	4.0000	4.00	1.19894	1.00	5.00
Increment in salary reflects the value of my contribution to the school.	250	0	3.7520	4.0000	4.00	1.12050	1.00	5.00
Salary increments help me stay committed to my teaching responsibilities.	250	0	3.8680	4.0000	4.00	1.07293	1.00	5.00
The timing of salary increments in my institution	250	0	4.3320	5.0000	5.00	.95574	1.00	5.00

is appropriate.								
Regular salary increments reduce my financial stress and improve my focus on teaching.	250	0	4.024 0	4.000 0	4.00	.94392	1.00	5.00
Bonus (IV)								
Performance-based bonuses encourage me to improve my teaching quality.	250	0	3.932 0	4.000 0	4.00	1.08632	1.00	5.00
I feel appreciated when I receive bonuses for achieving specific targets.	250	0	3.496 0	4.000 0	4.00	1.05377	1.00	5.00
Bonuses motivate me to work harder and achieve better results.	250	0	3.800 0	4.000 0	4.00	1.11938	1.00	5.00
The criteria for receiving bonuses in my institution are	250	0	3.664 0	4.000 0	4.00	1.00156	1.00	5.00

fair and transparent.								
Bonuses provide a sense of accomplishment and recognition for my efforts.	250	0	3.5040	4.0000	4.00	1.03841	1.00	5.00
Public Recognition (IV)								
Public acknowledgment of my achievements makes me feel valued as a teacher.	250	0	3.6320	4.0000	4.00	.96971	1.00	5.00
Recognition by school leadership motivates me to maintain high performance.	250	0	3.6160	4.0000	4.00	.98815	1.00	5.00
I feel proud when my work is publicly appreciated in meetings or ceremonies.	250	0	3.4680	4.0000	4.00	.97816	1.00	5.00
Recognition strengthens	250	0	3.3480	3.0000	3.00	.97504	1.00	5.00

my sense of belonging to the school community.								
Recognition motivates me more than general acknowledgment.	250	0	3.4120	3.0000	3.00	.99510	1.00	5.00
Timely Appreciation (Moderator)								
Receiving appreciation immediately after achieving a target motivates me to maintain high performance.	250	0	3.5920	4.0000	4.00	1.14840	1.00	5.00
Timely acknowledgment of my contributions makes me feel valued and enhances my morale.	250	0	3.7360	4.0000	4.00	1.06151	1.00	5.00
I am more motivated when my achievements	250	0	3.8760	4.0000	4.00	1.07762	1.00	5.00

are appreciated without unnecessary delays.								
Timely recognition of my efforts ensures I remain committed to my responsibilities.	250	0	4.3160	5.0000	5.00	.96533	1.00	5.00
Appreciation delivered promptly encourages me to sustain long-term motivation and engagement.	250	0	4.0240	4.0000	4.00	.95660	1.00	5.00
Teacher Motivation (DV)								
I feel enthusiastic and engaged in my teaching responsibilities.	250	0	3.9720	4.0000	4.00	1.07697	1.00	5.00
I am motivated to	250	0	3.6560	4.0000	5.00	1.30863	1.00	5.00

continuously improve my teaching methods.								
I feel committed to my profession despite challenges.	250	0	3.944 0	4.000 0	5.00	1.19439	1.00	5.00
The rewards and recognition I receive timely inspire me to achieve better outcomes.	250	0	3.840 0	4.000 0	4.00	1.11866	1.00	5.00
I find satisfaction and fulfillment in my teaching role.	250	0	4.168 0	4.000 0	4.00	.91604	1.00	5.00

D- Regression Analysis

Hypothesis 1

Table 3 – Model Summary for Hypothesis 1

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.835 ^a	.698	.697	2.17189

a. Predictors: (Constant), INCREMENT

Table 4 – ANOVA for Hypothesis 1**ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2703.053	1	2703.053	573.030	.000 ^b
Residual	1169.847	248	4.717		
Total	3872.900	249			

a. Dependent Variable: TEACHERMOTIVATION

b. Predictors: (Constant), INCREMENT

Table 5 – Coefficients for Hypothesis 1**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.088	.703		4.396	.000
INCREMENT	.845	.035	.835	23.938	.000

a. Dependent Variable: TEACHERMOTIVATION

Hypothesis 2**Table 6 – Model Summary for Hypothesis 2****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.556	2.62829

a. Predictors: (Constant), BONUS

Table 7 – ANOVA for Hypothesis 2**ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2159.736	1	2159.736	312.647	.000 ^b
Residual	1713.164	248	6.908		
Total	3872.900	249			

a. Dependent Variable: TEACHERMOTIVATION

b. Predictors: (Constant), BONUSSUM

Table 8 – Coefficients for Hypothesis 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.487	.759		8.549	.000
BONUS	.712	.040	.747	17.682	.000

a. Dependent Variable: TEACHERMOTIVATION

Hypothesis 3

Table 9 – Model Summary for Hypothesis 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.297	3.30770

a. Predictors: (Constant), PUBLICRECOGNITION

Table 10 – ANOVA for Hypothesis 3

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1159.558	1	1159.558	105.984	.000 ^b
	Residual	2713.342	248	10.941		
	Total	3872.900	249			

a. Dependent Variable: TEACHERMOTIVATION

b. Predictors: (Constant), PUBLICRECOGNITION

Table 11 – Coefficients for Hypothesis 3

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

	(Constant)	10.946	.864		12.663	.000
1	PUBLICRECOGNITION	.494	.048	.547	10.295	.000

a. Dependent Variable: TEACHERMOTIVATION

Hypothesis 4

Table 12 – Model Summary for Hypothesis 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.745	.743	2.00110

a. Predictors: (Constant), INCREMENT, H4INTERCEPT

Table 13 – ANOVA for Hypothesis 4

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2883.817	2	1441.908	360.082	.000 ^b
	Residual	989.083	247	4.004		
	Total	3872.900	249			

a. Dependent Variable: TEACHERMOTIVATION

b. Predictors: (Constant), INCREMENTSUM, H4INTERCEPT

Table 14 – Coefficients for Hypothesis 4

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.886	.770		7.647	.000
	H4INTERCEPT	-.689	.103	-.242	-6.719	.000
	INCREMENT	.734	.036	.726	20.142	.000

a. Dependent Variable: TEACHERMOTIVATION

Hypothesis 5

Table 15 – Model Summary for Hypothesis 5**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784 ^a	.615	.611	2.45824

a. Predictors: (Constant), BONUS, H5INTERCEPT

Table 16 – ANOVA for Hypothesis 5**ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2380.298	2	1190.149	196.949	.000 ^b
	Residual	1492.602	247	6.043		
	Total	3872.900	249			

a. Dependent Variable: TEACHERMOTIVATION

b. Predictors: (Constant), BONUS, H5INTERCEPT

Table 17 – Coefficients for Hypothesis 5**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.673	1.114		10.481	.000
	H5INTERCEPT	.096	.016	.395	6.041	.000
	T					
	BONUS	.412	.062	.432	6.614	.000

a. Dependent Variable: TEACHERMOTIVATION

Hypothesis 6**Table 18 – Model Summary for Hypothesis 6****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598 ^a	.357	.352	3.17422

a. Predictors: (Constant), PUBLICRECOGNITION, H6INTERCEPT

Table 19 – ANOVA for Hypothesis 6

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1384.212	2	692.106	68.691	.000 ^b
Residual	2488.688	247	10.076		
Total	3872.900	249			

a. Dependent Variable: TEACHERMOTIVATION

b. Predictors: (Constant), PUBLICRECOGNITIONSUM, H6INTERCEPT

Table 20 – Coefficients for Hypothesis 6

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.613	.902		13.991	.000
H6INTERCEPT	-.803	.170	-.251	-4.722	.000
PUBLICRECOGNITION	.431	.048	.477	8.982	.000

a. Dependent Variable: TEACHERMOTIVATION