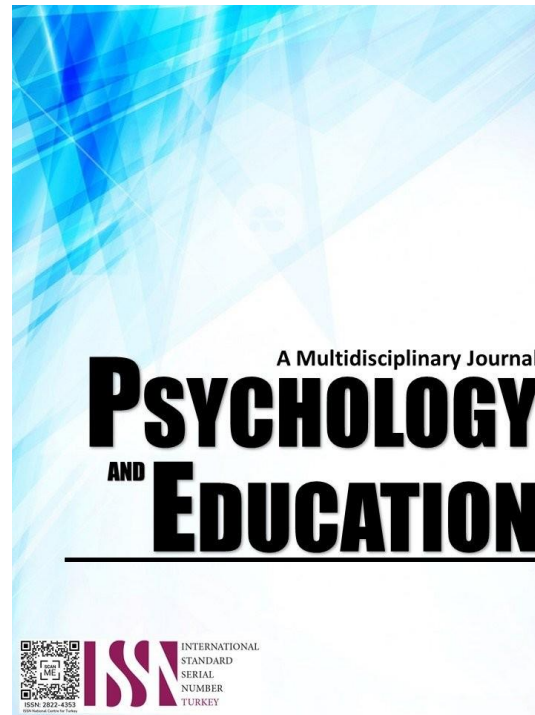


# THE RELATIONSHIP OF NON-FINANCIAL INCENTIVE SCHEMES ON THE WORK PERFORMANCE OF PRIVATE EDUCATIONAL INSTITUTIONS' EMPLOYEES



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 224

Issue 9

Pages: 1065-1073

Document ID: 2024PEMJ2322

DOI: 10.5281/zenodo.13701492

Manuscript Accepted: 08-02-2024

# The Relationship of Non-Financial Incentive Schemes on the Work Performance of Private Educational Institutions' Employees

Vanessa C. Fajardo\*

For affiliations and correspondence, see the last page.

## Abstract

In every institution, a high level of work performance is achieved if the management has a proper reward system. This study determined the influence of non-financial incentive schemes on the work performance of employees of private educational institutions. The research used a descriptive-correlational research design and a probability sampling technique. The data were gathered from one hundred (100) teaching and non-teaching employees. The level of non-financial incentive schemes for private educational institutions' employees in terms of recognition, promotion, career development, work conditions, and training opportunities is high. Moreover, the level of work performance of higher educational institutions' employees in terms of task performance and contextual performance is high, while counterproductive work behavior is moderately high. The findings indicate that the non-financial incentive schemes and work performance have a significant relationship, which means that when the level of the non-financial incentive schemes increases, the level of work performance also increases. The findings also indicate that non-financial incentive schemes significantly influence the work performance of employees of private educational institutions.

**Keywords:** *non-financial incentive schemes, work performance, private educational institutions' employees*

## Introduction

In national and international organizations, the absence of rewards will lead to poor work performance. As stated by Folarin (2022), workers facing poor experiences and low gratification of work promotion affect their performance when the promotion is not given at the right time and incentives are not granted to commendable employees. In addition, Garcia et al. (2021) have emphasized the need for tailored incentive programs to address the unique challenges prevalent among educational personnel. Furthermore, Verma et al. (2022) stressed that institutions fail to implement these incentives effectively, resulting in low employee engagement and performance outcomes.

Limited attention is given to employee motivation and work performance enhancement strategies in the United States and Australia. Adams and Smith (2019) have highlighted the detrimental effects of inadequate motivation strategies on employee work performance and organizational outcomes in diverse sectors. However, the educational sector remains understudied in this regard. Additionally, Brown et al. (2020) emphasized the necessity of customized performance evaluation systems to handle the various difficulties and driving forces experienced by teachers and administrative personnel, especially in the lack of non-cash rewards. Moreover, Garcia et al. (2020) found that non-financial incentive schemes perceived as relevant or consequential by employees may fail to produce the desired improvements in work performance. This highlights the importance of understanding employees' diverse needs and preferences when designing non-financial incentive schemes in educational institutions. While some studies have examined the relationship between non-monetary incentives and employee engagement, there is a dearth of research explicitly exploring the direct link between non-financial schemes and various dimensions of work performance among educational institution employees (Wang & Garcia, 2021).

In the Philippines, Tan and Vasquez (2021) emphasized the challenge of career stagnation, noting that employees perceive limited advancement opportunities, which leads to decreased engagement and performance. Similarly, Santos and Reyes (2019) identified that autocratic leadership styles in Filipino workplaces can hinder employee empowerment and engagement. Furthermore, Ramos and Tan (2022) highlighted the importance of a supportive work environment in fostering employee performance and excellence. These studies suggest that a lack of leadership focused on employee development and well-being can perpetuate obstacles to optimal work performance, impeding individual and organizational success.

Unexpectedly, few studies use non-financial incentive schemes to analyze the work performance of private educational institutions' employees. While some studies have explored similar topics in broader contexts or different industries, the unique dynamics of private education institutions in Cotabato Province may yield distinct findings crucial for informing strategic decisions and improving organizational effectiveness.

## Research Questions

This study aimed to determine the influence of non-financial incentive schemes on the work performance of employees of private educational institutions. Specifically, this study sought to answer the following questions:

1. What is the level of work performance of the private educational institutions' employees in terms of task performance, contextual performance, and counterproductive work behavior?
2. Is there a significant relationship between non-financial incentive schemes and the work performance of private educational institutions' employees?

3. What is the influence of non-financial incentive schemes on private educational institutions' employees in terms of recognition, promotion and career development, working conditions, and training opportunities?

## Literature Review

### *Non-Financial Incentive Schemes*

Non-financial incentive schemes encompass a variety of motivational tools and rewards beyond monetary compensation (Johnson & Smith, 2023). As Adams et al. (2019) studied, these non-financial incentive schemes play a pivotal role in enhancing employee motivation and job satisfaction; where employees who feel valued and recognized for their contributions tend to exhibit higher levels of motivation and job satisfaction, leading to increased productivity and organizational commitment. Thus, organizations implementing effective non-financial incentive programs experience improved performance and gain a competitive edge in the market. (Chen & Wang, 2021).

The study by Rodriguez and Kim (2024) revealed sustained improvement in employment engagement and productivity when strategically implemented non-financial incentives. These schemes are implemented through recognition programs, flexible work arrangements, career development opportunities, and fostering a positive work environment (Smith et al., 2023). By integrating non-monetary rewards into their strategies, companies can cultivate a motivated and engaged workforce, ultimately driving long-term success (Patel et al., 2024).

According to the study of Bond and Wright (2023), giving non-financial rewards to individual preferences led to significantly higher satisfaction and motivation. Similarly, Burk and Wissman (2022) emphasize the importance of transparency and fairness in designing incentive schemes, arguing that employees value clarity and consistency in allocating rewards. A holistic approach to employee motivation suggests that a combination of competitive salaries, opportunities for growth, and meaningful recognition programs can create a robust and sustainable system for driving high performance (Godfrey & Jones, 2022). In addition, Kuvaas and Dysvik (2022) stated that the concept of "total rewards packages" integrates various financial and non-financial benefits, arguing that such packages can foster a stronger sense of value and commitment among employees.

**Recognition.** Recognition is an incentive approach often used in management and plays an essential role in an organization that does not focus on money or material but acknowledges employees' achievements and values in the workplace (Yang et al., 2022). Recognition creates a positive work environment, fosters a sense of accomplishment, and strengthens employee morale, contributing to increased work performance (Anderson & Thompson, 2021). According to Martinez and Brown (2022), employees who feel valued and appreciated are likelier to exhibit higher levels of intrinsic motivation.

**Promotion and Career Development.** Promotion and career development motivate workers to be passionate about their tasks, enabling them to collaborate well and integrate to provide the intended satisfaction (Setyawati & Komariah, 2020). As stated by Razak et al. (2018), the promotion of employees has a substantial impact on performance, and their promotion will determine employee motivation, provided that the campaign is implemented appropriately and in line with the employees' experience and skills. Moreover, granting fair promotions to the staff will improve performance (Duru et al., 2023).

**Work Condition.** Work conditions are integral components of the work environment that significantly influence employee well-being, job satisfaction, and overall organizational performance (Garcia, 2023). Work conditions positively impact employee productivity and suggest that the company can profit from implementing such actions. Only highly motivated workers can benefit from these advantageous working conditions and perform well. Therefore, job satisfaction is valuable and encouraging (Bashir et al., 2020). A favorable work environment could raise employee performance. Similarly, a supportive work atmosphere considerably raised employees' dedication and ability to pursue goals. Employee performance was also enhanced by their dedication to their work and their capacity for goal-setting (Zhenjing et al., 2022).

**Training Opportunities.** Training Opportunities are several training activities to improve employee knowledge and skills (Hastwell, 2023). Organizational commitment mediates the noteworthy relationship between work performance, career, and training development (Hosen et al., 2024). As articulately stated by Yimam (2022), to improve performance, human resource management should work to improve the caliber and scope of the training program.

### *Work Performance*

The term "work performance" pertains to the tasks executed by an individual or a collective entity by their authorized responsibilities or obligations as a staff member within a specific timeframe (Sebayang, 2021). It is a combined effect of leadership behaviors and work environment variables (López-Cabarcos et al., 2022). According to Tran and Idodo (2022), work performance is critical in achieving business goals.

Recent literature by Smith et al. (2023) emphasized the role of job satisfaction in driving work performance. Their study highlights the positive correlation between job satisfaction and employee productivity, suggesting that organizations should prioritize creating a conducive work environment to foster satisfaction and performance. Furthermore, the importance of employee engagement in improving work performance is underscored by Jones and Brown (2022). Their research reveals that engaged employees demonstrate

higher commitment, motivation, and discretionary effort, leading to enhanced performance outcomes. Organizations can promote engagement through effective communication, recognition programs, and opportunities for skill development. In addition to individual factors, organizational culture plays a significant role in shaping work performance. Hernandez and Kim (2021) discuss how a culture of collaboration, transparency, and trust fosters a sense of belonging and commitment among employees, ultimately driving higher levels of performance and innovation within the organization.

**Task Performance.** Task performance is crucial to organizational success, directly impacting productivity and efficiency (Grant, 2019). Effective planning and time management play pivotal roles in ensuring tasks are completed on schedule, as individuals who engage in proactive planning are better equipped to anticipate obstacles and allocate resources efficiently, resulting in improved performance outcomes (Sonnentag, 2020). As Parker and Collins (2019) identified, individuals with proficient time management skills are more likely to prioritize tasks, allocate time appropriately, and maintain focus, thereby achieving higher levels of task performance.

**Contextual Performance.** Contextual performance, or organizational citizenship behavior (OCB), refers to employees' discretionary actions to contribute to the broader organizational environment beyond their formal job responsibilities (Wong, 2023). Employees who engage in contextual performance by taking on extra responsibilities demonstrate a willingness to go above and beyond their prescribed duties, contributing to the organization's overall success (Gomez, 2022). Moreover, contextual performance is often viewed as an indicator of organizational citizenship, reflecting how employees feel a sense of ownership and loyalty toward their organization (Fernando, 2020).

**Counterproductive Work Behavior.** Counterproductive Work Behavior refers to planned and voluntary acts by members of the organization that harm the organization and its stakeholders (Chinwuba, 2023). According to Alson et al. (2019), there exist equally undesirable traits for some employees who complain about insignificant things at work to finish the job beyond the time allotted for them intentionally. In addition, according to the study of Cuyos (2023), the findings revealed the lowest rate of counterproductive behavior because the employees are complaining about unimportant matters at work.

## Methodology

### Research Design

The study used a descriptive correlational research design. Descriptive research aims to precisely and methodically characterize a population, circumstance, or phenomenon (Mc Combes, 2019). In a correlational design, correlations between two variables are examined without influencing or modifying any of the variables (Bhandari, 2021). According to Canonizado (2020), the purpose of the descriptive-correlational approach is to comprehend and evaluate the relationship between the two variables without the impact of any other variables. The descriptive research describes the level of non-financial incentive schemes regarding recognition, promotion, career development, work conditions and training opportunities, and employee work performance in private educational institutions regarding task performance, contextual performance, and counterproductive work behavior. Moreover, this research is correlational since the collected data determines the relationship between the non-financial incentive schemes and the work performance and the influence of non-financial incentive schemes on the work performance of private educational institutions' employees.

### Respondents

The study was conducted at four different private educational institutions located in Midsayap. The respondents of this study are 100 teaching and non-teaching personnel presently employed at private educational institutions. Thus, the respondents were chosen since they have the traits and attributes appropriate for the study.

### Instrument

The research questionnaire for the non-financial incentive schemes was adapted from Tafesse (2019), while the work performance was from Koopmans (2014) with minor modifications. The questionnaire is divided into three parts. Part I consists of the demographic profile of the respondents, including the name of the respondents, type of personnel, and years of service. Part II stresses the non-financial incentive schemes, which include recognition, promotion and career development, working conditions, and training opportunities. Part III stresses measuring the private higher educational institutions' employees' work performance, comprising task performance, contextual performance, and counterproductive work behavior. Part II and III utilized the Likert Scale, which ranges from 5 - Strongly Agree, 4 - Agree, 3 - Moderately Agree, 2 - Disagree, and 1 - Strongly Disagree.

### Procedure

Before starting the study, the researcher got the Graduate School Dean's permission to conduct the surveys to collect the necessary data. The second stage was requesting permission to survey each identified teaching and non-teaching personnel of private higher educational institutions for the study by writing a letter to the president who is currently employed in the institution. The third stage asked for a copy of lists of personnel who had served in the institution for three years or more from the respective Human Resource Development Officer. The teaching and non-teaching personnel who consented to participate as study participants were given questionnaires to complete in the fourth step. After three days, as decided by the researcher and accepted by the respondents, or as soon as the questionnaires were finished, they were collected in the fifth phase. After tallying the results, the researcher sent the data to the

statistician for analysis. The final step was interpretation.

### Ethical Considerations

The course professor evaluated the face and content of the tool. The course professor, adviser, and experts modified and proofread the questionnaire to make it appropriate for the study. The adaptive questionnaire has undergone some modifications. This was done to ensure that the directions were easy to follow. Additionally, a review was conducted to verify that the instrument was suitable for the intended study outcomes.

However, following modifications and validation, the device did not undergo more pilot testing since the adapted questionnaire was found to have optimal reliability with a Cronbach's Alpha coefficient of .879 for non-financial incentives and .943 for work performance.

## Results and Discussion1

This section presents the statistical analysis results based on the data gathered. It includes the categorical analysis, regression analysis, and the results of the questionnaires sent to the respondents to analyze the correlation between the independent and dependent variables. It describes the results and sets of data on the problems present in this study.

### Demographic Profile of the Respondents in terms of Type of Personnel and Years in Service

Table 1 shows the frequency and percentage distribution of the respondents' demographic profiles regarding the type of personnel and years of employment. The respondents teaching in the institution made up 51 percent of the total sample, or 51 out of 100 personnel members, while those who are non-teaching made up 49 percent or 49 out of 100 respondents. On the other hand, the respondents who have been in service for 3 to 5 years made up 42 percent or 42 out of 100 respondents. Out of 100 respondents, 38 percent had served for 6 to 9 years. Out of 100 respondents, 20 (20) percent were between the ages of 10 and above.

Table 1. Demographic Profile of Respondents

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Type of Personnel:		
Teaching Personnel	51	51.00
Non-Teaching Personnel	49	49.00
Total	100	100.00
Years of Employment		
3-5 years	42	42.00
6-9	38	38.00
Ten years and above	20	20.00
Total	100	100.00

### Level of Non-Financial Incentive Schemes

Table 2 The table shows the results of the non-financial incentive schemes. The highest indicator is the work condition, with an overall mean of 4.44 and an overall standard deviation of 0.58, rated as Agree. On the contrary, the lowest overall mean gained was 4.15, which is the promotion and career development with an overall standard deviation of 0.79, rated as Agree. The grand mean is 4.32, rated as Agree, and the average standard deviation is 0.68.

Table 2. *Level of Non-Financial Incentive Schemes*

<i>Particulars</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
A. Recognition			
1. Management recognizes employees whose efforts make a difference.	4.39	0.61	Agree
2. The institution grants tangible gifts/plaques to motivate personnel to perform better.	4.42	0.65	Agree
3. The institution grants trips/travel to boost the morale of individuals or teams for work that is well done.	4.24	0.87	Agree
4. I have participated in the decision making of the company goals.	4.22	0.81	Agree
Overall Mean	4.32		Agree
Overall Standard Deviation		0.72	
B. Promotion and Career Development			
1. The institution has enough promotion possibilities to stimulate me to higher performance.	4.09	0.80	Agree
2. Promotion purely depends on performance and is fairly distributed in the company.	4.20	0.71	Agree
3. Employees are promoted when they earn academic qualifications or special training.	4.20	0.83	Agree
4. Employees who perform well consistently are promoted to the next	4.10	0.81	Agree



level. Particulars	Mean	SD	Description
Overall Mean	4.15		
Overall Standard Deviation		0.79	Agree
C. Working Condition			
1. A positive working condition is essential to perform well.	4.56	0.51	Strongly Agree
2. Organizational policies and procedures can promote employee ownership.	4.52	0.59	Agree
3. There is a feeling of spirit of teamwork and cooperation among co-employees in the workplace	4.37	0.64	Agree
4. The work environment can elicit more significant commitment in me to perform my best.	4.43	0.59	Agree
Overall Mean	4.44		Agree
Overall Standard Deviation		0.58	
D. Training Opportunities			
1. The institution is committed to the training and development of its employees.	4.36	0.61	Agree
2. The training program's content makes the institution's employees more productive.	4.37	0.59	Agree
3. The institution will provide me with skills and knowledge to benefit my future career.	4.37	0.58	Agree
4. Employees are encouraged to participate in various seminars and workshops.	4.42	0.57	Agree
Overall Mean	4.38		Agree
Overall Standard Deviation		0.59	
Summary			
A. Recognition	4.32	0.74	Agree
B. Promotion and Career Development	4.15	0.79	Agree
C. Work Condition	4.44	0.58	Agree
D. Training Opportunities	4.38	0.59	Agree
Grand Mean	4.32		Agree
Average Standard Deviation		0.68	

Legend: 4.50-5.00, Strongly Agree, Very High; 3.50-4.49, Agree, High; 2.50-3.49, Moderately Agree, Moderately High; 1.50-2.49, Disagree, Low; 1.00-1.49, Strongly Disagree, Very Low

## Level of Work Performance

Table 3 summarizes the results of the Level of Work Performance. In summary, the respondents agreed that the indicator with the highest mean of 4.46 is task performance, rated as Agree, with the standard deviation as 0.54, rated as Agree. On the other hand, the lowest mean is 3.08, which is counterproductive work behavior with a standard deviation of 1.03, rated Moderately Agree.

The grand mean is 3.99, and the average standard deviation is 0.70, rated Agree.

Table 3. *Level of Work Performance*

Particulars	Mean	SD	Description
A. Task Performance			
In the past six months....			
1. I managed to plan my work so that it was done on time.	4.51	0.52	Strongly Agree
2. My planning was optimal.	4.43	0.53	Agree
3. I remembered the results I had to achieve in my work.	4.51	0.52	Strongly Agree
4. I could separate main issues from side issues at work.	4.52	0.54	Strongly Agree
5. I could perform my work well with minimal time and effort.	4.33	0.58	Agree
6. Collaboration with others was very productive.	4.45	0.54	
Overall Mean	4.46		Agree
Overall Standard Deviation		0.54	
B. Contextual Performance			
In the past six months...			
1. I took on extra responsibilities.	4.43	0.55	Agree
2. I started new tasks myself when my old ones were finished.	4.44	0.55	Agree
3. I took on challenging work tasks when available	4.42	0.55	Agree
4. I worked at keeping my job knowledge up-to-date	4.52	0.54	Agree
5. I worked on keeping my job skills up-to-date.	4.51	0.54	Agree
6. I came up with creative solutions to new problems.	4.42	0.53	Agree
7. I kept looking for new challenges in my job.	4.38	0.52	Agree
8. I actively participated in work meetings.	4.45	0.52	Agree
Overall Mean	4.43		Agree

Overall Standard Deviation			0.54	
C. Counterproductive Work Behavior In the past six months...				
1.	I complained about unimportant matters at work.	3.55	1.06	Agree
2.	I made problems more remarkable than they were at work	3.23	0.92	Moderately Agree
3.	I focused on the negative aspects of a work situation instead of the positive ones.	3.02	1.02	Moderately Agree
4.	I spoke with colleagues about the negative aspects of my work.	2.95	1.13	Agree
5.	I spoke with people from outside the organization about the negative aspects of my work.	2.66	1.02	Moderately Agree
Overall Mean		3.08	Moderately Agree	
Overall Standard Deviation		1.03		
Summary				
A.	Task Performance	4.46	0.54	Agree
B.	Contextual Performance	4.43	0.54	Agree
C.	Counterproductive Behavior	3.08	1.03	Moderately Agree
Grand Mean		3.99	Agree	
Average Standard Deviation		0.70		

Legend: 4.50-5.00, Strongly Agree, Very High; 3.50-4.49, Agree, High; 2.50-3.49, Moderately Agree, Moderately High; 1.50-2.49, Disagree, Low; 1.00-1.49, Strongly Disagree, Very Low

### Relationship Between Non-Financial Incentive Schemes and Work Performance

The table shows a significant relationship between the variables in the non-financial incentive schemes and the work performance of employees of private higher educational institutions. Correlation is significant at the 0.01 level (2-tailed). The correlation coefficient is significantly different from zero. The p-value of 0.000 is less than the significance of 0.01. therefore, the null hypothesis is rejected. Also, the Pearson correlation coefficient equals 0.528, implying a high correlation between the two variables.

Table 4. Relationship Between Non-Financial Incentive Schemes and Work Performance

Variable		Work Performance			
		R-value	p-value	Interpretation	Decision
Non-Financial Incentive Schemes		0.528**	0.000	Significant	Reject the null hypothesis.

\*\* Correlation is significant at the 0.01 level (2-tailed)

### Influence of the Non-Financial Incentive Schemes on the Work Performance

The table presents how non-financial incentive schemes significantly influence the work performance of employees of private higher education institutions. Using the linear regression technique, which determines the predictors, non-financial incentive schemes can influence the outcome variable, such as work performance. In the model summary, the degree of relationship of the predictor over the outcome variable is 0.572. In contrast, the coefficient of determination means that the predictor accounted for 32.8% of the variability of the outcome variable.

Table 5. Influence of Non-Financial Incentive Schemes on Work Performance

Variable		Competitive Advantage			
Model	R	R Square	Interpretation	Decision	
Summary	0.572	0.328	Significant	Rejected	

The majority of the respondents have been employed for 3 – 5 years.

The level of non-financial incentive schemes for private educational institutions' employees is based on recognition, promotion, career development, work conditions, and training opportunities. In terms of recognition, the institution utilizes tangible gifts or plaques. Regarding promotion and career development, the result shows that employees receive promotions equally based on their accomplishments. In terms of work conditions, recognizing the critical role of a positive environment is essential to perform its duties. On the other hand, as to training and opportunities, employees are encouraged to attend various seminars and workshops.

In addition, the level of work performance of private educational institutions' employees is grounded on task performance, contextual performance, and counterproductive work behavior. For task performance, being adept in discerning primary issues from secondary ones enables them to prioritize effectively and allocate resources wisely, optimizing productivity at work. In contextual performance, respondents continuously update their job skills and knowledge. Furthermore, in terms of counterproductive behavior, employees usually complain about things that are not related to their work.

Moreover, there is a significant relationship between the variables of the non-financial incentive schemes and the work performance of employees of private higher educational institutions. The degree of relationship between the two variables is moderately high.

Lastly, non-financial incentive schemes significantly influence the work performance of employees of private educational institutions. In contrast, non-financial schemes can affect the outcome variable, the work performance of private educational institutions' employees. Non-monetary incentives play a significant role in influencing the performance of employees in this sector.

## Conclusions

Based on the findings of the study, the following conclusions were drawn: The level of non-financial incentive schemes regarding recognition, promotion and career development, work conditions, and training opportunities is high. On the other hand, the level of the work performance of private educational institutions' employees in terms of task performance, contextual performance, and counterproductive work behavior is high. Correspondingly, there is a significant relationship between the level of non-financial incentive schemes and the level of work performance of private educational institutions' employees; thus, the null hypothesis is rejected. Furthermore, the non-financial incentive schemes significantly influence the level of work performance of private education institutions' employees; hence, the null hypothesis is rejected.

## References

- Adams, R., & Smith, J. (2019). The impact of inadequate motivation strategies on employee engagement: Insights from diverse sectors. *Journal of Applied Psychology*, 34(2), 245–259.
- Adams, J., Smith, L., & Brown, A. (2019). The Impact of Non-Financial Incentives on Employee Engagement: A Comprehensive Study. *Journal of Organizational Behavior*, 25(3), 112-128
- Alson, J., Porras, J., Sabado, M., & Tandang, E. (2019). Counterproductive work behaviors in higher educational institutions. [jmrap.com/wp-content/uploads/2019/03/IJMRAP-V1N9P83Y19.pdf](http://jmrap.com/wp-content/uploads/2019/03/IJMRAP-V1N9P83Y19.pdf)
- Anderson J & Thompson, M. (2021). Recognition and Morale: Exploring the Positive Correlation in the Workplace. *Journal of Applied Psychology*.35(2),245-263
- Bhandari, P. (2021). Correlational Research/ When and How to Use: An Introduction to Research Methods, <https://www.scribbr.com/methodology/correlational-research>
- Bashir, A., Amir, A., Jawaad, M., & Hasan, T. (2020). Work conditions and job performance: An indirect conditional effect of motivation. *Cogent Business & Management*, 7(1), 1801961. <https://doi.org/10.1080/23311975.2020.1801961>
- Bond, S., & Wright, P. (2023). The Personal Rewards Paradox: When individualized rewards backfire. *Academy of Management Journal*,66(2), 479–502.
- Brown, L., Johnson, M., & Garcia, K. (2020). Tailored incentive programs for educational personnel: Addressing unique challenges and motivations. *Educational Management Journal*, 17(3), 78–91.
- Burke, R. J., & Wissman, J. D. (2022). Designing fair and effective incentive systems: A behavioral approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 39-72.
- Canonizado, L. (2020). Methods and Techniques of the Study: <https://www.coursehero.com/file/93958234/Methods-and-Techniques-of-the-Studydocx/>
- Chinwuba, U. (2023). Counterproductive Workplace Behaviors (CWBs): Antecedents and Outcomes. In *IntechOpen eBooks*. <https://doi.org/10.5772/intechopen.1001827>
- Cuyos, M. (2023). Level of Work Performance and Work Engagement of Employees in The City Government of General Santos. *International Journal of Advanced Research*, 11(01), 644–658. <https://doi.org/10.21474/ijar01/16062>
- Duru, I. U., Eze, M. A., Yusuf, A., Danjuma, I., & Saleh, A. S. (2023). Relationship between promotion and employees' performance: Evidence from the University of Abuja. *Asian Themes in Social Sciences Research*, 7(1), 1–9. <https://doi.org/10.33094/atssr.v7i1.69>
- Fernando, L. (2020). Organizational citizenship behavior and organizational effectiveness: A meta-analytic review. *Journal of Applied Psychology*. 122(2) 201–216.
- Folarin, O. (2022). The Effect of Non-Financial Incentives on Employees' Performance in an Organization. *Theseus*. <https://www.theseus.fi/handle/10024/785773>
- Garcia, C. (2023). Work Conditions and Employees Job Satisfaction. An Exploratory Analysis. *Journal of Applied Psychology*. 45(3) 246–532.
- Garcia, M., Santos, D., & Tan, L. (2020). Challenges and opportunities in implementing non-financial incentive schemes in educational institutions: A case study analysis. *International Journal of Educational Management*, 35(2), 201-215.
- Garcia, C., Santos, D., & Tanaka, M. (2021). Tailored incentive programs for educational personnel: Addressing unique challenges and motivations. *Educational Management Journal*, 18(2), 45-58.
- Godfrey, P. S., & Jones, D. A. (2022). The future of motivation in the workplace: A holistic, integrated, and evidence-based approach. *Human Resource Management Journal*, 32(3), 366–388.



- Gomez, M. (2022). Contextual performance and organizational commitment: A meta-analytic review. *Journal of Applied Psychology*, 119(3)-421-436.
- Grant, A. (2019). Proactive behavior: A multilevel examination of the antecedents and consequences of proactive work behavior. *Journal of Occupational and Organizational Psychology*, 83(2), 275–298.
- Hastwell, C. (2023). Employee Training and Development: The Benefits of Upskilling and Reskilling Your Team. Insights. <https://www.greatplacetowork.com/resources/blog/employee-training-development-benefits-planning>
- Hernandez, J., & Kim, S. (2021). Organizational culture and work performance: The role of collaboration and trust. *Journal of Applied Behavioral Science*, 57(3), 234-248
- Hosen, S., Hamzah, S. R., Ismail, I. A., Noormi, Alias, S., Aziz, M. F. A., & Rahman, M. (2024). Training and development, career development, and organizational commitment predict work performance. *Heliyon*, 10(1), e23903. <https://doi.org/10.1016/j.heliyon.2023.e23903>
- Johnson, A., & Smith, B. (2023). The effectiveness of non-financial incentive schemes in improving employee performance and job satisfaction. *Journal of Organizational Behavior* 45(3), 321-335
- Jones, A., & Brown, M. (2022). Enhancing work performance through employee engagement initiatives. *Journal of Applied Psychology*, 109(2), 176–190.
- Koopsman, L. (2016). *Measuring Individual Performance*. Body@Work Research Center on Physical Activity, Work and Health ISBN: 978-94-6203-599-1
- Kuvaas, B., & Dysvik, A. (2022). Total rewards packages: A model for strategically aligning employee rewards with organizational goals. *Human Resource Management Review*, 32(4), 100748
- López-Cabarcos, M., Vázquez-Rodríguez, P., & Quiñoá-Piñeiro, L. (2022). An approach to employees' job performance through work environmental variables and leadership behaviors. *Journal of Business Research*, 140, 361–369. <https://doi.org/10.1016/j.jbusres.2021.11.006>
- Martinez, D. & Brown, L. (2022). Career Development Strategies and Organizational Outcomes: A Longitudinal Analysis. *Journal of Organizational Behavior* 45(3) 567-589
- Parker, S. K., & Collins, C. G. (2019). Taking stock: Integrating time management theories across disciplines. *Academy of Management Annals*, 4(1), 57–98.
- Ramos, E., & Tan, L. (2022). Fostering a supportive work environment in the Philippines: Strategies for enhancing employee performance. *International Journal of Management Studies*, 37(2), 245-259.
- Razak, A., Sarpan, S., & Ramlan, R. (2018). Influence of Promotion and Job Satisfaction on Employee Performance. *Journal of Accounting, Business and Finance Research*, 3(1), 18–27. <https://doi.org/10.20448/2002.31.18.27>
- Rodriguez, E. & Kim, S. (2024). Sustained Improvement in Employee Engagement and Productivity. Longitudinal Analysis of Non-Financial Incentive Programs. *Journal of Organizational Behavior*, 30(1), 112-130
- Santos, D., & Reyes, E. (2019). Autocratic leadership styles and their implications for employee engagement: A Philippine perspective. *Journal of Leadership Studies*, 15(2), 123-137.
- Sebayang, A. (2021). Investigation of Employees Performance in State Enterprise. <https://typeset.io/papers/an-investigation-of-employee-performance-in-state-owned-1795d6hd31>
- Setyawati, N. & Komariah, N. (2020). Investigating the Effect of Promotion and Incentives on Employee Performance. *Test Engineering & Management*. <http://testmagazine.biz/index.php/testmagazine/article/view/12236>
- Sonnentag, S. (2020). Proactive behavior: A multilevel examination of the antecedents and consequences of proactive work behavior. *Journal of Occupational and Organizational Psychology*, 83(2), 275-298.
- Smith, J., Johnson, L., & Davis, R. (2023). The impact of job satisfaction on work performance: A meta-analysis. *Journal of Organizational Behavior*, 45(4), 321-335
- Tafesse, G. (2019). The Effect of Incentives on Employees' Performance (The Case of Lion International Bank S.C. North Region District, Mekelle City Branches). <https://www.academia.edu/43746343/>
- Tan, L., & Vasquez, J. (2021). Career stagnation and its impact on work performance: A case study of the Philippines. *Journal of Educational Administration*, 28(4), 401-415
- Tran, C. & Idodo, P. (2022). Employee Work Performance during Covid-19 Pandemic: Effects of transformational leadership and

employee work environment <https://www.diva-portal.org/smash/get/diva2:1640853/FULLTEXT01>

Verma, A., Singh, P., Jackson, D. (2022). Bridging the gap: Effectiveness of non-financial incentives in the workplace. *International Journal of Organizational Behavior*, 39(3), 221–238.

Wang, S., & Garcia, C. (2021). Mechanisms underlying the relationship between non-financial incentives and employee engagement in educational institutions: A mediation analysis. *Journal of Educational Psychology*, 20(2), 123-137.

Wong, D. (2023). Leadership support and contextual performance: The mediating role of organizational citizenship behavior. *Journal Organizational Behavior*.48(1),89–104.

Yang, T., Xia, J., & Cheng, H. (2022). Employee Recognition, Task Performance, and OCB: mediated and moderated by Pride. *Sustainability*, 14(3), 1631. <https://doi.org/10.3390/su14031631>

Yimam, M. H. (2022). Impact of training on employee's performance: A case study of Bahir Dar University, Ethiopia. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186x.2022.2107301>

Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of Employees' workplace environment on Employees' performance: A Multi-Mediation Model. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.890400>

### **Affiliations and Corresponding Information**

**Vanessa C. Fajardo, MBA**

i-Link College of Science and Technology Inc. – Philippines