Assessing Adequacy of University Rewards in Meeting Students' Needs

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ABSTRACT

The project aims to assess the influence of university reward systems on students' development and determine whether current practices align with students' needs. By employing acomprehensive mixed-methods approach, data will be collected from a diverse range of university students through surveys and qualitative interactions. The study will evaluate the effectiveness and sufficiency of existing reward structures in addressing students' varied demands, including academic success, personal development, and wellbeing. It will examine different incentives, their perceived effectiveness, and their alignment with students' preferences and goals. The research will also identify gaps in reward structures, focusing on fairness, inclusion, and recognition of non-academic achievements. The study's results will inform universities in enhancing their incentive structures, fostering a supportive environment that meets students' needs. By promoting motivation, engagement, and overall well-being, the research aims to enhance academic achievement and facilitate holistic student development.

Keywords: University reward systems,Satisfaction, Effectiveness, Goals, Sufficiency.

INTRODUCTION

Adequately meeting the needs of university students has emerged as a pressing concern in higher education. Today, universities face the challenge of providing an environment that supports students' holistic growth and success. Central to this challenge is the design and implementation of reward systems that align with students' needs, aspirations, and accomplishments. Assessing the adequacy of these reward systems is a complex endeavor that requires a comprehensive understanding of various factors. This essay explores the significance of reward systems in universities, their impact on students' behavior, academic performance, and psychological well-being, and the critical evaluation required to ensure theiralignment with students' needs.

Reward systems in universities play a pivotal role in shaping students' experiences and outcomes. Well-designed reward systems have the potential to catalyze student achievement and contribute to their personal and professional development. They can provide tangible and intangible incentives that motivate students to excel, fostering a positive learning environment. Rewards can take various forms, including financial incentives, academic recognition, accessto resources, and growth opportunities.

The assessment of university rewards carries implications for both individual students and higher education institutions. For students, rewards shape their behavior, provide motivation, and impact their academic performance and psychological well-being.

Additionally, rewards influence students' perceptions of the university's commitment to their success and holistic development. For higher education institutions, the evaluation of reward systems enables them to identify strengths and weaknesses, implement necessary changes, and cultivate an environment that fosters academic success and supports the holistic well-being of students.

LITERATURE REVIEW

Universities work to provide a setting that fosters student involvement and achievement in the higher education sector. The provision of incentives and awards to encourage and recognize student accomplishment is one component of this endeavor. By analyzing the prior research and scholarly discourse on the subject, this evaluation of the literature seeks to determine whether university awards are adequate in satisfying students' demands.

Humans can either be proactive and engaged or passive and alienated, in large part depending on the social context in which they are born and grow. As a result, studies influenced by the self-determination theory have concentrated on the social-contextual factors that promote or obstruct the development of healthy self-motivation and psychological well- being. Particularly, elements that support or inhibit intrinsic motivation, self-regulation, and wellbeing have been looked at (Ryan & Deci, 2000).

Cameron and Pierce (2002) stress the significance of varying rewards according to their informational and controlling components. They contend that controlling rewards that weaken autonomy can have negative consequences, whereas rewards that offer informative feedback and increase a person's sense of competence and autonomy are more likely to foster intrinsic motivation.

Elliott and Shin (2002) propose a framework that incorporates the academic experience, social experience, institutional experience, and personal development elements of student satisfaction. Every dimension has a few sub-constructs that reflect various aspects of the student experience. The authors talk about the difficulties in accurately gauging student satisfaction. To acquire in-depth information on students' thoughts and experiences, they advise combining quantitative and qualitative methods, such as surveys, focus groups, and interviews.

This research review emphasizes the significance of determining if university rewards are sufficient to suit students' requirements. It examines the theories of motivation, various forms of rewards, student happiness, fit with needs, cultural considerations, and difficulties with reward systems. By considering this body of data, colleges can create strategies that better serve students' needs and improve their entire educational experience. It is necessary to conduct further study to examine the changing nature of university awards and their influence on student outcomes.

RESEARCH METHOD

To ascertain their sufficiency of university rewards, targeted respondents of this research were polled online using Google Form. The respondent options are scaled from one (strongly agree) to five (strongly disagree) using a five-point Likert scale. 100 responses to this survey were gathered.

The demographics of the compiled respondents are shown in Table 1. Most of the respondents are male, with a percentage of 61%. However, 89% of total respondents are aged in the range of 16-24 years. Most of them are Malay (66%) and Malaysian (74%).

Table 1. Respondent Profile's Summary (N=100)

Response	Frequency	Percentage (%)
Gender		
Male	61	61
Female	39	39
Age		
16-24 years	89	89
25-34 years	5	5
35-44 years	6	6
Ethnicity		
Chinese	4	4
Iban	1	1
Indian	27	27
Kadazan	2	2
Malay	66	66
Nationality		
Malaysian	74	74
Non-Malaysian	26	26

Measures

This study uses the students' satisfaction scale measures from 1 (strongly agree) to 5 (strongly disagree). We applied sum of 24 items, including "I frequently utilize university rewards and incentives.", "I am satisfied with the university rewards and incentives I have utilized.", "I am aware of the university rewards and incentives available to meet my needs.", "The university rewards and incentives are effective in meeting my needs.", "The university rewards and incentives adequately address a wide range of student needs.", "I am satisfied with the level of communication and transparency regarding the availability and criteria of university rewards and incentives." to test the students' satisfaction.

Additionally, "I am aware of the various rewards and incentives provided by my university.", "I frequently engage with the rewards and incentives offered by my university.", "The rewards and incentives provided by my university significantly enhance student behavior and motivation.", "I have received rewards or incentives from my university that have positively influenced my academic achievement multiple times.", "I am very satisfied with the fairness and adequacy of the rewards and incentives offered by my university.", "I acknowledge that the rewards and incentives provided by my university are effectively designed to meet the needs and expectations of students." are applied to test effectiveness.

Next, "The rewards and incentives provided by my university align well with my individual goals and aspirations.", "The variety of rewards and incentives provided by my university align well with my academic and personal goals.", "I am very familiar with the specific rewards and incentives that are available to me based on my academic achievements and personal growth.", "The current reward systems at my university are highly effective in motivating and engaging students towards achieving their goals.", "I have personally benefited from rewards or incentives provided by my university that have significantly helped me progress towards my academic and personal goals.", "I acknowledge that the current reward systems at my university require improvements to better align with the goals and motivations of students." are applied to test students'

goals.

Lastly, "The rewards and incentives provided by my university significantly contribute to your overall satisfaction as a student.", "I am very satisfied with the variety and diversity of rewards and incentives offered by my university.", "The university rewards and incentives play a role in enhancing my engagement and motivation towards academic and personal growth.", "The current reward systems at my university effectively recognize and appreciate non-academic achievements and contributions of students.", "I have frequently felt that the university rewards and incentives were unfair or did not sufficiently acknowledge my efforts and accomplishments.", "Based on my overall satisfaction with the rewards and incentives provided, I am likely to recommend my university to others." are applied to test students' sufficiency.

RESULTS

Table 2 shows zero-order correlations between variables, descriptive statistics, and reliabilitydata. All evaluated variables exhibit dependability, ranging from .94 to .95.

Table 2. Descriptive Statistics, Cronbach's Coefficient Alpha, and Zero-order Correlations forAll Study Variables

Variables	1	2	3	4
1. Satisfaction	.956			
2. Effectiveness	.855**	.941		
3. Goals	.794**	.880**	.944	
4. Sufficiency	.836**	.861**	.900**	.941
Number of items	6	6	6	6
Mean	2.63	2.50	2.49	2.55
Standard deviation	0.99	0.93	0.99	0.97

Note: N = 100; *p < .05, **p < .01, ***p <.001. The diagonal entries represent Cronbach's coefficients alpha

Table 3. Regression Results Between x and x Example

Variables	Satisfaction
1. Effectiveness	.559***
2. Goals	-0.920
3. Sufficiency	.437***
R^2	.770
F Value	107.415
Durbin-Watson Statistic	1.928

Note: N = 100; *p < .05, **p < .01, ***p < 0.001

According to Table 3, the dependent variable is satisfaction, while the independent variables are effectiveness, goals, and sufficiency. The results showed that satisfaction was significantly and favorably connected to effectiveness and sufficiency. The output's R2 score is 0.770. It demonstrates that effectiveness and sufficiency have an impact on 77 percent of satisfaction changes. With a beta value of 0.437, sufficiency has the greatest impact on the dependent variable. Contrarily, effectiveness displayed beta values of 0.559. On the other hand, goals have a negligible impact on sufficiency.

DISCUSSION

This study investigated the factors influencing students' satisfaction with the rewards that universities offered. The results of the study demonstrate that students' satisfaction with university rewards is highly influenced by effectiveness and sufficiency. Effectiveness and sufficiency were two factors that had a direct impact on satisfaction. This study indicated that students' desire to receive reward by university is directly influenced by effectiveness, goals, and sufficiency. Additionally, the analytical findings show that the model put forward in this study can explain how the university reward can encourage the students to become more active and more motivated.

The most important component influencing satisfaction that motivates students to involve in voluntary in any activities in university, according to a comparison of the satisfaction's antecedents, was sufficiency. The most important element that affected students' motivation to get involved in university activities among the factor determining satisfaction was sufficiency.

Because sufficiency had such a strong impact on students' satisfaction, it was clear that the students' experience would have an impact on their decision to keep involved in university activities. This is because universities need students to handle the programme that they want to organize. As a result, students need something that they can get after helping the universityhandle the programme.

Effectiveness, which influences satisfaction directly or indirectly, is the second most important factor influencing students' satisfaction. As a result, even if students' satisfaction is primarily influenced by sufficiency, effectiveness is thought to satisfy their basic needs. For instance, the university must preserve and improve the primary benefits of the reward system. As a result, effectiveness will determine the university's viability, and students will be encouraged to continue to be involved in university activities.

Finally, goals was a statistical component that did not affect satisfaction. This demonstrates that goals does not directly alter students' satisfaction, it does have an indirect impact on satisfaction. To motivate the students, the university reward system may need to think about

improving the rewarding system to encourage current students to actively involve themselvesin university activities.

CONCLUSION

In conclusion, the evaluation of university incentives in satisfying students' requirements has given important insights into the efficiency and sufficiency of the existing incentive systems. This study's major findings offer light on the benefits and drawbacks of university incentives for satisfying students' wants.

First off, the current incentive programmes in place at universities significantly contribute to student motivation and engagement. Among the incentives frequently given to recognize students' accomplishments include scholarships, grants, acknowledgment, and academic honors. These prizes act as a concrete expression of gratitude, inspiring pupils to succeed intheir academic endeavors.

The evaluation of university incentives in satisfying students' demands serves as a springboard for additional conversations and initiatives to raise the efficiency and

sufficiency of incentive systems. Universities may establish a setting where students' accomplishments are adequately acknowledged and rewarded by emphasizing diversity, personalization, and open communication, which will boost motivation, engagement, and overall satisfaction.

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DECLARATION OF CONFLICTING INTERESTS

The authors declare that there is no conflict of interest.

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