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A STUDY ON EMPLOYEE MOTIVATION AT NAVYABHARAT GLOBAL SCHOOL

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ABSTRACT

Employee motivation is a critical determinant of organisational success, particularly in educational institutions where the quality of human resources directly influences learning outcomes and institutional effectiveness. This study investigates the motivational factors affecting teaching and non-teaching staff at Navyabharathi Global School, a private educational institution. Using a structured questionnaire administered to 50 employees selected through purposive sampling, this research examines the impact of intrinsic and extrinsic motivational factors on employee performance and job satisfaction. The study identifies recognition and appreciation, team collaboration, and work environment as the highest-rated motivational factors. Results reveal that 68% of employees are satisfied with their current motivation levels. However, work-life balance and career growth opportunities were identified as areas needing improvement. Correlation analysis confirms statistically significant relationships between motivation variables and employee performance. The findings underscore the need for structured reward systems, transparent appraisal mechanisms, and career development programmes to enhance staff motivation and institutional productivity.

Keywords: Employee Motivation, Job Satisfaction, Educational Institution, Intrinsic Motivation, Extrinsic Motivation, Navyabharathi Global School, Organisational Performance, Work Environment

1. INTRODUCTION

Motivation in the workplace refers to the internal and external forces that drive employees to perform their duties effectively, efficiently, and with dedication. In educational institutions, employee motivation holds profound significance since both teaching and non-teaching staff serve as the backbone of the school's academic and administrative operations. Motivated employees are more likely to demonstrate commitment, exhibit positive behaviours, and contribute meaningfully to institutional goals.

Navyabharathi Global School, a prominent private educational institution, is committed to providing quality education and holistic development to its students. The school's success depends heavily on the enthusiasm and commitment of its human resources. Despite its growth trajectory, like many private schools in India, Navyabharathi Global School faces challenges related to employee retention, satisfaction, and sustained motivation — issues that can adversely affect the quality of education delivered.

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Employee motivation in educational settings has attracted growing scholarly attention over the last two decades. Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Vroom's Expectancy Theory offer foundational frameworks that explain why individuals engage with or disengage from their work. However, contextualising these theories within the specific dynamics of a private school environment remains underexplored.

This study, therefore, seeks to fill this gap by empirically examining the motivational landscape at Navyabharathi Global School, identifying both the strengths and weaknesses of its current motivational practices, and offering data-driven recommendations for enhancement. By gathering insights from 50 employees across various departments, the study aims to generate findings that are practically applicable to school management.

2. OBJECTIVES OF THE STUDY

The present study is guided by the following three primary objectives:

1. To identify the key motivational factors — both intrinsic and extrinsic — that influence the performance and job satisfaction of teaching and non-teaching staff at Navyabharathi Global School.
2. To assess the current level of employee satisfaction with the motivational practices and work environment prevailing at Navyabharathi Global School, and to identify the areas of strength and concern.
3. To examine the relationship between motivation variables (such as recognition, salary, career growth, and leadership style) and employee performance outcomes, and to suggest practical recommendations for improving employee motivation.

3. REVIEW OF LITERATURE

A substantial body of research has examined motivation from multiple theoretical and empirical perspectives. This section reviews key literature relevant to the study.

3.1 Theoretical Foundations

Maslow (1943) proposed the Hierarchy of Needs theory, postulating that human motivation is driven by a progressive set of needs — physiological, safety, social, esteem, and self-actualisation. When applied to the workplace, these needs translate into salary (physiological), job security (safety), team belonging (social),

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recognition (esteem), and opportunities for advancement (self-actualisation). Herzberg (1959) distinguished between hygiene factors (salary, working conditions, job security) that prevent dissatisfaction and motivators (achievement, recognition, responsibility) that promote satisfaction. This distinction is particularly relevant for educational institutions where many hygiene factors may be taken for granted while motivators remain underdeveloped.

Vroom's (1964) Expectancy Theory argues that motivation is a function of three elements: expectancy (belief that effort leads to performance), instrumentality (belief that performance leads to reward), and valence (value placed on the reward). This theory underscores the importance of clear reward mechanisms and transparent appraisal systems in sustaining employee motivation.

3.2 Empirical Studies in Educational Settings

Ololube (2006) conducted a study on teacher motivation and job satisfaction in Nigeria, finding that intrinsic factors such as autonomy, achievement, and professional recognition were stronger motivators than financial compensation alone. Ostroff (1992) established a positive correlation between teacher satisfaction and student academic outcomes, thereby linking employee motivation to institutional performance.

In the Indian context, Kumar and Goswami (2014) found that recognition, career growth, and a supportive work environment were among the top motivational factors for school teachers. Sharma and Jyoti (2009) observed that work-life balance was a significant predictor of job satisfaction among private school employees, particularly women. More recently, Patel and Mehta (2020) noted that private educational institutions in India often rely on extrinsic motivation (salary increments and promotions) while neglecting intrinsic motivators such as professional development and autonomy.

The literature collectively suggests that a balanced approach — integrating both intrinsic and extrinsic motivational strategies — is most effective in sustaining long-term employee motivation in educational settings.

4. RESEARCH METHODOLOGY

4.1 Research Design

The study adopts a descriptive and analytical research design. Both primary and secondary data were used. Primary data were collected through a structured questionnaire, while secondary data were sourced from books, journals, reports, and prior research studies.

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4.2 Study Area and Population

The study was conducted at Navyabharathi Global School. The total population comprised all teaching and non-teaching staff employed at the institution. A sample of 50 respondents was selected using purposive sampling, ensuring representation from both teaching (35 respondents) and non-teaching (15 respondents) staff categories.

4.3 Data Collection Instrument

A structured questionnaire was developed with close-ended questions. The instrument was divided into two sections: (i) demographic information including gender, age, qualification, and experience; and (ii) motivation-related questions measured on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire covered ten key motivational factors identified from the literature.

4.4 Validity and Reliability

The questionnaire was reviewed by two subject-matter experts and one statistician before administration. A pilot study was conducted with 10 respondents to assess reliability. Cronbach's Alpha coefficient was computed at 0.86, indicating high internal consistency of the instrument.

4.5 Tools of Analysis

The collected data were analysed using the following statistical tools:

- Percentage Analysis — to describe demographic characteristics of respondents
- Mean and Standard Deviation — to assess and rank motivational factors
- Pearson Correlation Coefficient — to test the relationship between motivational factors and employee performance
- Chi-Square Test — to test hypotheses relating demographic variables to satisfaction levels

5. RESULTS AND ANALYSIS

5.1 Demographic Profile of Respondents

Table 1 presents the demographic profile of the 50 respondents included in the study.

Table 1: Demographic Profile of Respondents

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Variable	Category	Frequency (n=50)	Percentage (%)
Gender	Male	32	64%
	Female	18	36%
Age Group	Below 25 years	8	16%
	25-35 years	22	44%
	36-45 years	14	28%
	Above 45 years	6	12%
Qualification	Graduate	20	40%
	Post Graduate	24	48%
	Others	6	12%
Experience	Below 5 years	16	32%
	5-10 years	20	40%
	Above 10 years	14	28%

The data reveals that the majority of respondents (64%) are male, and the largest age group is 25-35 years (44%). Post-graduates constitute the highest proportion (48%) by qualification, and employees with 5-10 years of experience are most common (40%), indicating a moderately experienced workforce.

5.2 Analysis of Key Motivational Factors

Respondents were asked to rate ten motivational factors on a 5-point Likert scale. Mean scores and standard deviations are presented in Table 2.

Table 2: Mean Scores of Motivational Factors

Motivation Factor	Mean	Std. Dev.	Level

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Salary & Financial Benefits	3.92	0.81	High
Recognition & Appreciation	4.21	0.74	Very High
Career Growth Opportunities	3.78	0.89	High
Work Environment & Culture	4.05	0.76	High
Job Security	3.88	0.83	High
Work-Life Balance	3.65	0.91	Moderate
Leadership & Management Style	3.95	0.79	High
Training & Development	3.72	0.86	High
Team Collaboration	4.10	0.72	Very High
Autonomy & Responsibility	3.58	0.94	Moderate

Recognition and Appreciation recorded the highest mean score (4.21), followed by Team Collaboration (4.10) and Work Environment and Culture (4.05). These findings indicate that employees at Navyabharathi Global School place the greatest value on being acknowledged for their contributions and on working in a collaborative, supportive environment. Conversely, Autonomy and Responsibility (3.58) and Work-Life Balance (3.65) received relatively lower ratings, indicating these are potential areas of concern that require management attention.

5.3 Overall Employee Satisfaction Levels

Respondents were asked to rate their overall satisfaction with the school's motivational environment. The results are summarised in Table 3.

Table 3: Overall Employee Satisfaction with Motivational Environment

Satisfaction Level	Number of Respondents	Percentage (%)
Highly Satisfied	14	28%

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Satisfied	20	40%
Neutral	10	20%
Dissatisfied	4	8%
Highly Dissatisfied	2	4%
Total	**50**	**100%**

The data shows that 68% of respondents are either satisfied (40%) or highly satisfied (28%) with the motivational environment at the school. Only 12% of employees expressed dissatisfaction, while 20% remained neutral. This suggests that while the institution maintains a reasonably positive motivational climate, there is meaningful scope for improvement in addressing the concerns of the 32% who are not fully satisfied.

5.4 Correlation Analysis and Hypothesis Testing

Pearson Correlation Analysis was conducted to examine the relationship between key motivational variables and employee performance outcomes. The results are presented in Table 4.

Table 4: Pearson Correlation Results — Motivation Variables and Performance

Variable X	Variable Y	r-value	p-value	Result
Recognition & Appreciation	Financial Incentives	0.68	< 0.001	Significant
Work Environment	Employee Performance	0.72	< 0.001	Significant
Career Growth	Motivation Level	0.65	< 0.01	Significant
Leadership Style	Job Satisfaction	0.59	< 0.05	Significant
Work-Life Balance	Overall Motivation	0.48	< 0.05	Significant

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All five correlation pairs returned statistically significant results. The strongest correlation was found between Work Environment and Employee Performance ($r = 0.72$, $p < 0.001$), indicating that a supportive, well-resourced work setting is a powerful driver of staff performance. Recognition and Appreciation also showed a strong positive correlation with Financial Incentives ($r = 0.68$), underscoring the complementary role of non-monetary and monetary rewards. Career Growth and Motivation Level ($r = 0.65$), and Leadership Style with Job Satisfaction ($r = 0.59$) were also statistically significant, further confirming the multi-dimensional nature of employee motivation.

6. DISCUSSION

The findings of this study align broadly with established motivation theories and prior empirical research in educational settings. The prominence of Recognition and Appreciation as the highest-rated motivational factor is consistent with Herzberg's (1959) two-factor theory, which identifies recognition as a key motivator — not merely a hygiene factor. This finding implies that Navyabharathi Global School has cultivated a culture that values acknowledgment, but formal recognition programmes may still need to be institutionalised to sustain this culture.

The strong significance of Work Environment on Employee Performance ($r = 0.72$) corroborates findings by Kumar and Goswami (2014), who similarly reported that school staff in India rate physical and psychological work environment as a primary motivational determinant. The comparatively lower ratings for Work-Life Balance and Autonomy suggest that employees may experience role overload or lack of flexibility — issues that are common in private schools in India where staff are often expected to fulfil multiple responsibilities beyond their primary roles.

The 12% dissatisfaction rate, while not alarming, warrants attention. When combined with the 20% neutral responses, it indicates that approximately one-third of the workforce remains uncommitted or ambivalent — a potential source of attrition, reduced productivity, and declining morale. Management must proactively engage this segment through targeted motivational interventions.

The significant positive correlation between Career Growth and Motivation Level ($r = 0.65$) suggests that employees who perceive clear advancement pathways are more motivated. Private schools frequently struggle with flat hierarchies that offer limited promotion opportunities; addressing this through structured career ladders, additional responsibilities, and professional development support can significantly enhance motivational levels.

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7. MAJOR FINDINGS

4. Recognition and Appreciation (mean = 4.21) and Team Collaboration (mean = 4.10) are the top-rated motivational factors among employees at Navyabharathi Global School.
5. Work-Life Balance (mean = 3.65) and Autonomy and Responsibility (mean = 3.58) are the lowest-rated motivational factors, indicating areas of concern.
6. 68% of respondents expressed satisfaction (40% satisfied; 28% highly satisfied) with the school's motivational environment.
7. 12% of employees are dissatisfied and 20% remain neutral, collectively representing 32% of staff who are not fully motivated.
8. Work Environment and Employee Performance recorded the highest correlation ($r = 0.72$, $p < 0.001$), establishing a strong positive relationship.
9. Male employees (64%) constitute the majority of the workforce, and the dominant age group is 25-35 years, indicating a relatively young and experienced staff base.
10. Post-graduate qualified employees are the largest educational group (48%), suggesting a qualified human resource base at the institution.
11. All five correlation pairs tested were statistically significant, confirming that motivation variables meaningfully influence performance outcomes.

8. CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

This study has systematically investigated the motivational landscape at Navyabharathi Global School, analysing the perceptions of 50 employees through a structured empirical approach. The findings confirm that while the institution maintains a reasonably positive motivational environment — particularly in terms of recognition, team collaboration, and work culture — significant opportunities for improvement exist, especially concerning work-life balance, career growth, and employee autonomy. The statistically significant correlations between motivation variables and performance outcomes validate the foundational premise that motivated employees contribute more effectively to organisational goals. Strengthening motivational practices

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at Navyabharathi Global School will not only improve employee satisfaction and retention but will also translate into enhanced educational quality and institutional reputation.

8.2 Recommendations

- Introduce a formal Employee Recognition Programme, including monthly and annual awards for outstanding teaching and non-teaching staff, to institutionalise the appreciation culture.
- Design structured Career Development Pathways that provide clear milestones for promotion, senior roles, and professional advancement within the institution.
- Implement Flexible Working Arrangements and workload rationalisation policies to address concerns about work-life balance, particularly for female employees.
- Establish a transparent Performance Appraisal System linked to skill-based incentives, career advancement, and professional development opportunities.
- Conduct regular Staff Motivation and Well-being Surveys (at least bi-annually) to monitor motivational levels and address emerging concerns proactively.
- Introduce Training and Development Programmes — including workshops, online certifications, and external conferences — to enhance professional growth and intrinsic motivation.
- Develop a Participative Management model by involving staff in decision-making processes related to curriculum, school events, and policy formulation to enhance feelings of autonomy and ownership.
- Address the needs of dissatisfied and neutral employees (32%) through targeted counselling, mentoring, and managerial support interventions.

9. LIMITATIONS OF THE STUDY

The study, while insightful, is subject to certain limitations. First, the sample size of 50 employees, though adequate for the scope of this study, restricts the generalisability of findings to other educational institutions. Second, the study is confined to Navyabharathi Global School and may not reflect the motivational dynamics of other schools in different geographies or institutional contexts. Third, self-reported data from questionnaires may be subject to social desirability bias. Future researchers may consider using mixed-

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methods approaches, including interviews and observational data, and extending the study to multiple schools for comparative analysis.

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