

Internship Report
on
An Analysis of Motivational Techniques
Used for Retaining Teachers at
Milestone School and College



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on
An Analysis of Motivational Techniques Used for Retaining
Teachers at Milestone School and College

Prepared By Supervised By Tahura Akter Urmi
ID: 213-14-347 Mr. Md. Alamgir Hossan
Major in HRM Assistant Professor
Program: MBA Department of Business Administration
Department of Business Administration Faculty of Business & Entrepreneurship
Faculty of Business & Entrepreneurship Daffodil International University
Daffodil International University

Date of Submission: 03 November, 2025

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Letter of Transmittal

03 November, 2025
Mr. Md. Alamgir Hossan
Assistant Professor
Department of Business Administration
Faculty of Business & Entrepreneurship
Daffodil International University

**Subject: Submission of Internship Report on An Analysis of Motivational Techniques
Used for Retaining Teachers at Milestone School and College.**

Dear Sir,

I am very pleased to submit an internship report on the An Analysis of Motivational Techniques Used for Retaining Teachers at Milestone School and College. A three months

internship program approved by the Department of Business Administration, Daffodil International University.

In addition to the academic knowledge gained through this internship program and the preparation of this report, I have had the opportunity to become acquainted with existing human resources management policies and practices, particularly in Milestone School and College. I think the experience I gained from this study is a valuable asset in my life. It should also be noted that it would not have been possible to complete this report without your expert advice and cooperation. Kindly give me proper advice on my efforts and grant my paper to comply with the MBA program requirements.

Sincerely yours,

Sincerely yours,



.....

Tahura Akter Urmi

ID: 213-14-347

Major in HRM

Program: MBA

Department of Business Administration

Faculty of Business & Entrepreneurship

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Certificate of Supervisor

This is to certify that Tahura Akter Urmi, ID No: 213-14-347, Program: MBA, Major in Human Resource Management is a regular student of Department of Business Administration, Faculty of Business and Entrepreneurship, Daffodil International University. She has effectively completed her internship program at Milestone School and College. She has arranged her internship report under my coordinated supervision. Her assigned internship topic is **An Analysis of Motivational Techniques Used for Retaining Teachers at Milestone School and College**. I think the report is worthy of fulfilling the practical requirement of MBA degree.

I wish her happiness, prosperity and every success in life.



.....

(Md. Alamgir Hossan)

Assistant Professor

Department of Business Administration

Faculty of Business & Entrepreneurship

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Student's Declaration

I, the undersigned, hereby declare that the Internship Report **An Analysis of Motivational Techniques Used for Retaining Teachers at Milestone School and College** has been prepared by me under the guidance of Mr. Md. Alamgir Hossan, Assistant Professor, Department of Business Administration, Daffodil International University as a requirement for the accomplishment of MBA degree from the Dean, Faculty of Business & Entrepreneurship. It is also declared that this report has been prepared for academic purpose only and has not been/will not be submitted elsewhere for any other purpose.



.....
Tahura Akter Urmi

ID: 213-14-347

Major in HRM

Program: MBA

Department of Business Administration

Faculty of Business & Entrepreneurship

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Acknowledgment

The successful accomplishment of this MBA Internship Report is the result of the contribution and involvement of a number of people, especially those who took the time to share their thoughtful guidance and suggestions to improve the report. It is difficult for me to name and thank all of those people who have contributed to this report. There are some special people who cannot go without mention.

I express my gratitude to Iftekher Uddin (Director of Academic Affairs for Middle Section), Tariq Khan (Director and Principal), Sumaiya Akhter (Admin in Charge of Middle Section) and my colleagues for their support and guidance at HR Operations

Division of Milestone School and College.

I convey my sincere gratitude to my Academic Supervisor Md. Alamgir Hossan, Assistant Professor, Department of Business Administration, Daffodil International University without Sir's kind direction and proper guidance this study would be incomplete. I would also like to thank S.M. Raihan Uddin (Teaching Assistant of Academic Supervisor) for his friendly and helpful communication.

Executive Summary

This study investigates the various motivational techniques employed by teachers at Milestone School and College and evaluates their effectiveness in enhancing student engagement and academic performance. Recognizing motivation as a critical component of the learning process, the research focuses on identifying the strategies teachers use to inspire students and foster a positive educational environment.

The study adopted a mixed-method approach, combining qualitative interviews with selected teachers and quantitative survey data collected from students. Findings reveal that teachers at Milestone School and College employ a diverse range of motivational techniques, including positive reinforcement, goal-setting, use of multimedia tools, individualized feedback, and the creation of a supportive classroom culture. Teachers also

adapt their strategies based on students' learning styles, academic levels, and behavioral needs.

Results indicate that students respond most positively to techniques that involve personal recognition, interactive teaching methods, and encouragement for self-directed learning. However, the research also highlights certain areas for improvement, such as the need for more consistent application of motivational methods across departments and additional training for teachers in student psychology and motivation theory.

The study concludes that effective motivational strategies significantly contribute to students' academic success and overall development. It recommends that Milestone School and College invest in regular professional development workshops for teachers, incorporate student feedback into instructional planning, and promote a school-wide culture that values motivation and continuous learning.

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1.1 Introduction

In order to bring about improvement in school, teachers have an important role of play. The teachers are vested with authority to implement the tasks and activities that would promote effective growth and development of students. They need to implement the teaching-learning methods in such a manner that would not only enable the students to achieve academic goals, but also turn out to be effectual citizens of the country. To carry out their job duties in an appropriate manner and accomplish the desired outcomes, it is essential for the teachers to be motivated towards the implementation of their job duties. They need to augment their skills and competencies, primarily required in enhancing the overall system of education. In addition, it is vital for the teachers to enhance their professional skills and abilities. Depicting professionalism in their conduct would enable them to render an effective job performance.

Teacher motivation renders a significant contribution in the promotion of excellence in teaching and learning methods and bringing about improvements in the system of school education. Generally, motivated teachers are more likely to motivate students to bring about improvements in their academic skills. They need to implement their job duties with interest and enthusiasm and incur job satisfaction. It is essential to acquire an understanding of the factors that promote teacher motivation. As these are necessary to achieve educational goals in

every learning and educational institutions.

Within the educational institutions, to augment teacher motivation, it is necessary to make provision of infrastructural facilities, materials and resources. When they would access all the necessary materials and equipment, particularly the ones, which are needed to carry out their job duties in an appropriate manner, then they would feel motivated towards their work. Teachers not only in India, but in other countries of the world as well, educational frameworks and subjects, normally depict high levels of emotional symptoms. In some cases, they do not feel motivated towards their jobs. There are number of factors that cause demotivation, i.e. job dissatisfaction, stress, lack of resources and materials, lack of infrastructural facilities, and amenities, inadequate classroom and school environmental conditions, insufficient pay and reimbursements and so forth. Therefore, in order to promote teacher motivation, it is necessary to formulate strategies and approaches that would improve these factors, so teachers feel motivated towards the performance of job duties and in the achievement of educational goals. Teachers are regarded as the largest group of professionals. They are appreciated and held in high esteem within the society. But in some cases, they do not feel satisfied with their jobs. There are number of factors that enable the teachers to feel demotivated towards their jobs.

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Some of the important factors include, working environmental conditions, inadequate pay, lack of skills and abilities, lack of infrastructure, materials, technology and equipment, and so forth. In addition, satisfaction of the needs and work motivation are fundamental aspects within the course of employment of teachers, as due to identification of these aspects, they are able to achieve their desired goals and objectives. The individuals take up teaching jobs with the primary objective of feeling contented and promoting well-being of others and community.

Teacher motivation is regarded as an essential component to enhance classroom effectiveness. Within the classroom environment, there are number of aspects, upon which teachers need to pay attention. These include, implementation of teaching-learning methods, instructional strategies, putting into operation other activities, such as, role plays, games and other activities primarily that are meant to augment student learning. In addition to these, the teachers need to ensure that infrastructural facilities, equipment, machinery, technology and other materials are well-maintained. They usually give instructions to the students as well, regarding maintenance. When the teachers are putting into operation various teaching methods, they need to take into consideration number of factors. These are, needs and requirements of the students, their learning abilities, subjects and concepts, availability of materials and facilities and overall classroom environmental conditions.

1.2 Literature Review

In the current study, motivation and job satisfaction were used interchangeably as they are interwoven. Motivation is employed by employers to the humanization of the working conditions for employees in the organization (Zhang & Liu, 2019; Marongwe et al., 2020). As a result, even though several scholars have supplied their own distinct but somewhat comparable definitions, there is still no agreement on what motivation and job satisfaction are (Koebel et al., 2021). Motivation has been described as the teacher's will to teach, whereas job satisfaction is defined as the pleasant or positive emotional response obtained by evaluating one's work experience (Wang et al., 2020).

According to Pepe et al. (2021), motivation can be defined as the degree to which an employee likes or dislikes their job. Pepe et al. (2021) expanded their definition of job satisfaction to include an employee's attitude and aspects of passion for work. Among the aspects that can affect teacher motivation and job satisfaction are development (Lee & Bruvold, 2003), work improvement, the availability of teaching and learning materials, teamwork, appreciation, communication, colleagues, benefits, working environment, and safety. It is important to

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understand that these and many other factors influence how teachers view and commit to their work.

According to Wang et al. (2020), senior secondary school teachers play an essential part in the delivery of education, the creation of knowledge, the enrichment of national culture, and the deployment of the most effective educational skills and strategies, and thus need to be highly motivated to perform at their work. Teachers must be additionally able and creative, but also dedicated and well-rounded to achieve these goals (Leow et al., 2020).

Authors such as Koebel et al. (2021) have well documented that teachers are still confronting issues such as a lack of job security, low motivation, a lack of gratitude from leaders, poor leadership, poor working interpersonal interactions in the workplace, substandard workplace conditions and job execution, a lack of sense of self, and a lack of personal development. According to the mentioned authors, teachers' job satisfaction is generally dependent on the quality of people they work with, wage structure, nature of the profession, respectful treatment, a balance between personal and professional learning and growth, long-term career opportunities, and flexible working. Wang et al. (2020) believe that educational leaders' decision-making style, self-determination, transparency about roles, participatory decision making, incentives (Bairagi & 2019), communication, and connection with peers all

contribute to employee motivation and job satisfaction.

Increased workload and stress cause teacher demotivation and lower performance levels (Tortella et al., 2021). Teachers, particularly those in rural areas, suffered the most because they had to expend extra effort to design and deliver online lessons, manage virtual classrooms, provide technical support to students, and assess their work remotely, a practice about which many had little knowledge, skills, or experience (Dastgheib et al., 2022). Teachers were stressed and exhausted because of the increasing workload demand and pressure to learn new digital technologies, and this compromised teachers' confidence, motivation, and performance. Similarly, in Malaysia, Madiha (2012) carried out research about The Importance and Benefits of Teacher Collegiality in Schools and he came up with findings that teamwork was one of the most effective elements that increase teachers' sense of belonging to their institution as well as their career. Thus, he asserted that that with teachers who closely work collaboratively, the probability of leaving their school is low. The study suggested that teacher collegiality played a vital role in increasing teacher professional growth and development as well as professional commitment which led to school quality and student performance (Madiha, 2012).

1.3 Origin of the Study

The internship program is the most important part of the MBA program. I completed my internship at the Milestone School & College as part of the MBA program. And would like to conduct my study on "An analysis of Teachers Motivational Techniques-A Study on Milestone School and College".

1.4 Objectives of the Study

The study has been carried out with the following objectives:

- i. To identify the various motivational techniques used by teachers at Milestone School and College.
- ii. To analyze the relationship between teacher motivation strategies and students' classroom behavior and learning outcomes.
- iii. To recommend strategies for improving motivational practices in the teaching-learning process at Milestone School and College.

1.5 Methodology of the Study

The methodology defines how we go through all the processes of research and how to

proceed. Here include the steps of conducting the report and the explanation of the sources of data. This report has been prepared based on experience gathered during the period of internship.

1.5.1 Research Design:

The study is exploratory focusing on qualitative analysis and description. The report is based on primary sources of data as well as secondary sources of information. Interviewing the teachers and officers of the Milestone School and College, talking with the guardians.

1.5.2 Population:

I have collected data from Milestone School and College current employees, former employees, and guardians as well. The population size was fifty.

1.5.3 Sample Size:

There was a total of twenty respondents. I have collected data or responses from a group of fifteen individuals as part of my study or survey. Each respondent represents a data point contributing to my research objectives.

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1.5.4 Sampling method:

A convenience sampling method has been performed for selecting samples. Convenience sampling is a non-probability sampling technique where researchers select participants based on their ease of access or availability. In other words, individuals who are readily accessible to the researcher are included in the sample.

1.5.5 Data Analysis Technique:

MS Excel was used for data analysis. Using Microsoft Excel for data analysis involves various techniques and tools within the software to manipulate, visualize, and derive insights from data.

1.5.6 Sources of Data:

For preparing the report, data were collected from two sources, namely, Primary source and Secondary source as described below:

i. Primary Data:

The Primary data sources are:

- Questionnaires

- Interview with BOD
- Seeing personnel's daily activities
- Direct interview with employees

ii. Secondary Data:

The Secondary data are:

- Journals
- Magazines
- School Website
- Internet

1.6 Limitations of the Study

When I prepared this report, I faced some limitations. To make a report properly, experience is required but I have not that much experience to make this internship report perfect. The problems or limitations which I have faced are given below:

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- Each organization has its policy that is not disclosed to others. When collecting data some of the information they did not disclose to me.
- The officers and employees are very cooperative but they are too busy to give me time to get knowledge about practical activities.
- Difficulty in getting information on its internal operations.
- Some of the latest and important information are not available.
- Lack of experience was also a factor in preparing this report properly.
- Shortage of time for preparing the report in order.

Chapter-02

Organizational Overview

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2.1 About Milestone School & College

Milestone college is acclaimed for the quality of its teaching. An emphasis on innovative teaching and motivation and investment in high-quality facilities means that no fewer than the parents of 6000 students have entrusted Milestone with their children's education. Teachers are qualified, experienced and dedicated. Some of them have foreign degrees and working experience in foreign countries, others have outstanding academic result and working experience in cadet colleges and reputed government colleges, and the rest of them have a praiseworthy service record in this institution. Teachers place high value on providing its students with a fulfilling education in all disciplines including Science, Commerce and Arts. They work ceaselessly to provide the students with a solid academic foundation along with inculcating moral values in them.

Milestone School & College is a reputed educational institution committed to providing quality education and holistic development for students. Established with the vision of nurturing well rounded, knowledgeable, and responsible citizens, the institution offers academic programs from the primary to the higher secondary level.

The school emphasizes both academic excellence and character building through a balanced curriculum that integrates modern teaching methods with strong moral and ethical values. Highly qualified and dedicated teachers work to ensure that each student receives personalized

attention and guidance.

In addition to academics, Milestone School & College actively encourages participation in extracurricular activities such as sports, cultural programs, debates, and community service. These opportunities help students develop leadership, teamwork, and communication skills that prepare them for future challenges.

Through its commitment to discipline, integrity, and continuous improvement, Milestone School & College has earned the trust of students, parents, and the wider community as a center for educational excellence.

2.2 Mission

The Milestone School & College is set up to bring Bangladesh's standard education to the city's middle-class population. The educational structure is customized to enable students to acquire knowledge and skills that will enhance their ability to achieve success beyond high school in academic and professional areas. The system adheres to Bangladesh's national and international curriculum and incorporates the cultural values of Bangladesh into teaching.

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2.3 Vision

The main goal of this institution is to provide every student with the highest quality education. To achieve this goal, the basic knowledge of students in English is strengthened and developed so that they can face the challenges of the competitive world easily and effectively. **Facilities:** Multimedia Classroom with Projector and preloaded repository content that has animations, diagrams, visual aids, demonstrations, simulations & 3D interactivity. Also, Libraries, IT laboratories, scientific laboratories, generator support, national international events and ECA are available.

Extra-curricular Activities

Milestone School & College offers its students opportunities for non-class activities. These include a wide range of extracurricular activities such as: sports tournaments, competitions, sports events, theoretical presentations, cultural programmes, discussions, quiz competitions, art competitions, public speaking events and field trips. Students are motivated to participate in important cultural programs throughout the year. These activities are further upgraded by various team and club activities. The cultural team of the Milestone School & College has become one of the best cultural school team in recent years.

2.4 Objectives of Milestone School & College

- To provide a dynamic learning environment that fosters academic brilliance and

lifelong skills.

- To instill moral integrity, leadership skills and intellectual curiosity in students. • To equip students with the knowledge, discipline and confidence needed to excel in both personal and professional life.
- To develop students as responsible global citizens capable of thinking critically and contributing to society.
- To cultivate holistic growth not just academically, but through co-curricular activities, moral development, and character building.

2.5 Milestone School & College Values

Milestone School & College holds the following values and will be guided by them as the jobs are done:

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- Value the fact that we are a member of the Milestone School & College family. •

Creating an honest, open and enabling environment.

- Have a strong student focus
- Build relationships based on integrity, superior service and mutual benefit with teachers and staff.
- Work as a team to serve the best to our students
- Try to build students with independent minds and expect them to be committed towards family and nation.
- Value and respect people and make decisions based on merit
- Base recognition and reward on performance
- Responsible, trustworthy and law-abiding in all that we do

2.6 Classroom Teaching

Lessons are imparted in a comprehensive, illustrative manner fitting to the competency level of the students. Stress is given on interactive teaching method and teachers ensure the participation of all students through discussion, argument, analysis, practice and visual or practical demonstration. Apart from that, teachers also try to make teaching entertaining. If a student just attends classes regularly, he/she will not require any home tutor or hand notes before examination.

2.7 Liaison between College & the Guardian

We have introduced digital information's system through which we inform the Guardian through "SMS" / e-mail within 10:00 hrs. of every working day whether his ward is present / absent in the class. Likewise, we keep the Guardian informed through "SMS" and message whether his ward is improving / deteriorating in respect of Academics, discipline etc.

2.8 Training for the Faculty Members

Most of our teachers have completed five years' service in this school/college. We arrange special training for them to understand and apply appropriate methods of instructions, teaching techniques, classroom management etc. in every week. Most of them have brilliant academic records. Teachers in the English medium section have 'O' and 'A' level background. We pay our teachers handsomely in comparison to similar other educational institutions of our country. We have been successful in making a team of dedicated teachers in our school and college.

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2.9 Examination Procedure

Assessment tests are taken regularly of the students of playgroup and nursery to class III. Lectures are imparted in such a way so that the students do not require to prepare any note or memorize the text before the examination. Students lagging behind academically are duly informed to the parents about the instructions necessary for the development of their individual academic performance.

Weekly, fortnightly, monthly and sudden tests are taken calendar-wise. Subject-wise examination, each of 100 marks, is taken in a term and the term examinations are conducted out of 75 marks. The rest 25 marks are taken from the average of the marks obtained in weekly, fortnightly, monthly and sudden tests. Term end exams are conducted in the months of March, June, September and December.

2.10 Progress Report & Parents' Day

The progress report of the individual student is sent to his/her parents at the end of each term end examination for their information. The Parents' Day is organized at the end of each term. On the occasion of Parents' Day, teachers, form masters, in-charges, principal have productive discussions with the parents about the academic development and discipline of the students. The results are also preserved in the computer so that the parents may see them on working days.

2.11 School Uniform

Students are strictly required to come to college wearing proper school uniform with badges, name tag and identity card. Details about the school uniform for boys & girls are informed to the parents at the time of admission.

2.12 Calendar of Events

At the very beginning of a year, the calendar of events of the institution is sent to the parents for proper and clear information. For college section, the whole academic year is divided into four terms in the calendar of events. However, the school sections have three terms in an academic year. The calendar also includes dates of fortnightly, monthly and term end examinations and parents' days. Further to that, it also includes the dates of many other curricular and extra-curricular activities to be conducted in an academic year.

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2.13 Religious Occasions

For the hostel boarders performing evening prayer is compulsory. There is a separate prayer room in the hostel for boys. Attending Fazr and Magrib prayers from class-vi onward is compulsory for the Muslim students. The following religious festivals are celebrated with due respect and rituals. i) Shab-e-Qadar. ii) Eid-e-Miladunnabi. iii) Shab-e-Meraj. iv) Milad Mahfil. V) Hamdh, Naath and Azan competition. Students from other religions are also advised

/ Encouraged to perform their religious activities.

2.14 College Security Service

The college has a strong force of 40 guards under the command of a retired Captain of Bangladesh Army. They ensure security of our campuses. A set of guards remains vigilant during the rush hours so that no traffic jam occurs in front of the college campuses.

2.15 Set Rules

- Students are not allowed to go out of the college premises during the class hours without prior permission from the proper authority.
- Payment of tuition fees has to be completed within the first 10 days of each month. • Attending classes regularly and punctually is a must for each and every student of the institute.
- Absence due to physical or personal reasons over three days is to be informed to the college authority in black and white by the parents of the particular student. • Apart from

academic programs, participating in extracurricular activities, games and sports, physical exercise etc. is ensured with due interest.

2.16 Detention Classes

If any student shows negligence or carelessness in doing his everyday lesson, he/she is detained after the break of the college. A detainee student must attend detention class and complete his unfinished homework for the day. The college makes arrangement for his lunch and the parents are informed about it well in time.

2.17 Academic Session

College Academic session: July-June.

School Academic session: January-December.

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Nursery: January-December.

2.18 Parents' Day

There is a Parents' Day at the end of each term. Dates of the Parents' Day are shown on the calendar of events and also intimated to the guardians in writing at the end of each term end examination. Principal, Vice Principal, In-charges, Coordinators, Heads of all the Department and all faculty members remain present on the Parents' Day. This is a wonderful occasion where parents can discuss about the performance of his sons/daughters with the faculty members of the college.

2.19 Traits of the College

1	All the responsibilities are taken to flourish the merit of the students and to apply it to get the best out of them.
2	More emphasis is given on English so that the students can write and speak in English correctly
3	Necessary steps are taken to find out the latent qualities, creativity and humanitarian qualities of the students.
4	Importance is given to develop the physical and mental condition of each student.
5	Students are brought up in the hostel with affection and motherly love and care.
6	The knowledge of morality, modesty, beauty, discipline, religion and social customs are taught to the students fully.
7	Attempts are taken to make them ideal man/woman in the light of religious and intellectual perspectives.

Chapter-03

Motivational Techniques Used for Retaining Teachers at MSC

3.1 Importance of Motivation

Motivation is one of the important parts of managerial functions and Human Resource

management. A reputed company may become unsuccessful if fails to motivate its employees toward goal. There is a close relationship between motivation and performance. I am going to discuss about the importance of motivation. The most important of motivation are:

- **Profitable for organization**

Motivation is an important tool that leads the organization in profitable operations. Motivated workers perform their duties with full responsibility. The development of self-responsibility among the workers contributes for the best utilization of available resources like materials, money, machines and others. They concentrate on profitability of the organization.

- **Increase productivity**

Motivation contributes to develop working efficiency of employees. When employees are actually motivated, they improve their working efficiency. The development of working efficiency among workers leads to maximize production and productivity. Management can expand its business activities in large areas for organizational profitability and growth.

- **Encourage to adjust**

The change in the management system and organizational structure is essential to adjust an organization and its business activities according to changing environment. In some situation workers, specially, their unions may create resistance to change. They think about their job security and stability. The motivated workers have knowledge about the outcome of changes. They even better appreciate the management view points to the introduction of changes in the organization.

- **Proper utilization of human resources**

Manpower is the main active factor of production and is responsible for the best utilization of organizational resources. Motivation is the main instrument which creates the willingness among workers to do their work in the best possible way. In other words, motivated employees make the best utilization of their skills, knowledge, capabilities etc.

- **Contentment of employees**

The satisfaction of employees is essential for organizational effectiveness. Motivation helps satisfy employees and develop morality among them. Employees with high morale become dedicated to the organization. They also perform their jobs in the best manner. Generally, employees are motivated through facilities both financial and non-financial. Financial facilities

Motivation is an important tool, which helps to maintain coordination and develop a feeling of harmony among workers and management. It minimizes misunderstanding and disputes between the management and workers. The development of transparency about the internal matters stimulates the workers to perform their work efficiently. When workers get knowledge about their responsibility and return, they perform their work efficiently.

- **Help management to coordinate**

Motivation is the basis of coordination among all members of the organization. Motivated employees develop a better understanding among themselves. They appreciate their mutual problems and resolve differences through mutual consent. The main reason for the differences in approach among the workers is the lack of coordination. However, motivation helps to maintain coordination among the workers. The maintenance of coordination helps to develop the attitude of team spirit and group effort for common goals.

- **Reduce employee turnover**

It is known that a motivated and stable workforce is potential of the organization. Motivation directly or indirectly facilitates the stability of the workforce. Generally, frustrated and dissatisfied employees may think of leaving the organization for better opportunity. Motivated employees do not want to leave the organization and want to work for the organization with the best possible way. Therefore, the management needs to provide facilities to workers on the basis of their efficiency and experience.

- **Minimizes supervision cost**

Motivated employees perform their work themselves. In other words, the concept of self responsibility is developed among them and they perform work smoothly. For such employees, only guidance and timely suggestion is sufficient. Therefore, regular and close supervision is not required to such employees. Motivation indirectly contributes to minimizing supervision cost.

- **Achievement of organization goals**

Every organization is established to achieve definite objectives. Similarly, the main responsibility of the management is to focus on organizational objectives. Motivated workers put their effort toward the attainment of organization objectives. The best utilization of human

- **Encourage to work as a team**

Motivation creates cooperative relationships among all employees and workers. It is very

important for an organization's success. Not only that it helps solve any problem in a team spirit. All employees will also adapt more easily to changes. Fact is ultimately in the organizational benefit.

3.2 What is Motivation?

Motivation is the word derived from the word "motive" which means needs, desires, wants or drives within the individuals. It is the process of inspiring people to take actions to accomplish the goals. In the work, goal context the psychological factors stimulating the people's behavior can be –

- Desire For Money
- Success
- Recognition
- Job-Satisfaction
- Team Work, etc.

3.3 Motivational Approaches

What would it take to get you to do the most awful job imaginable? Maybe you are not motivated by money, perhaps helping people is more important to you, or recognition of your skills. But what motivates your students?

You might think that some subjects have an advantage; boys can't wait for PE, so they can play football, or science attracts them with promises of explosions and Bunsen burners. Motivation is a complex process. In the Eighties, John Keller produced the ARCS model for the motivational design of learning.

- Attention –this can be gained by a stimulating question, an inspiring reading or a video clip.
- Relevance –establishing significance increases student motivation. For example, use language and examples with which the learners are familiar. Tell students how the new learning will be helpful to them.

- Confidence –make sure that the content is not too challenging. Students need to feel confident that they can achieve some degree of success in activities.
- Satisfaction –at the end of the learning experience, students need to be rewarded, with a sense of attainment, or recognizing that a skill is beneficial, for example. Keller based his ideas partly on Abraham Maslow's work in the Forties and Fifties. Maslow defined

a hierarchy of needs, which basically says that a person's behavior will be dominated by those needs which have the greatest influence.

3.4 Motivational Techniques

Financial methods of motivation



Business

can use a range of methods to motivate their employees. Financial motivation involves motivating employees with money and things associated with money. The main methods of financial motivation used in business are wages, salaries, performance related pay, profit sharing, and financial fringe benefits.

Wages

Wages are an amount of money paid to an employee based on a number of factors, such as time rate, piece rate and overtime. It is important that a business pays a fair wage, which is similar to competitors, in order to keep good employees. Wages are used in a range of different roles such as retail employees, manufacturing employees and restaurant employees.

- Time rate is where an employee is paid based on the number of hours they work.
- Piece rate is where an employee is paid based on the number of products they produce.

Overtime is where an employee is paid an additional amount of money for working beyond their contracted hours.

Salaries

A salary is set amount of money paid to employees. Employees are paid a set amount per year, which is split into equal amounts each month. Salaries are usually paid in professional positions such as managers, teachers, doctors and pilots.

Profit sharing

Profit sharing is where a business gives employees a share of the business profits. This means that employees are likely to work harder - if the business makes more profit, then each

employee will gain more money.

Performance-related pay

Performance-related pay is payment that is based on the performance of employees - the better an employee performs, the more they are paid.

- A bonus is a form of additional remuneration; this is money paid to an employee for excellent performance. For example, in an electronics shop, a salesperson might be awarded a £500 bonus at the end of the year for selling a large number of TVs, or a customer services operator may get a bonus for having high customer satisfaction ratings.
- Commission is money paid in addition to a normal wage or salary to help motivate employees, or for hitting targets. Commission is usually given as a percentage of a sale or a specified amount of money per sale. For example, if a salesperson sells a car, they might receive 25 to 30 per cent of the profit as commission.

Fringe benefits

Many businesses use fringe benefits as a form of financial motivation. Fringe benefits are additional employment perks awarded to employees, such as staff discounts, a company car, a company mobile phone, free holidays, additional holiday allowance, free parking or transport, or free food and drink.

Non-financial methods of motivation

Non-financial methods of motivation involve motivating employees in ways that don't involve money. Non-financial methods of motivation include job enlargement, job rotation, job enrichment, empowerment and training.

Job enlargement

Job enlargement involves employees being provided with additional tasks as part of their daily role, for example a shop worker may work on both the tills and stacking shelves. The aim of job enlargement is to make a role more interesting and varied to motivate employees.

Job rotation

Job rotation involves an employee having more variety in their day-to-day role. It can motivate employees by avoiding them becoming bored with their job. There are two types of job rotation. In the first type of job rotation, the employee has a number of different job roles

in the business. For example, in a car manufacturing plant, this could mean an operator applying bumpers for part of the day, lights for part of the day and then wheels for the rest of the day.

In the second type of job rotation, the employee has a range of different duties within their role. For example, a software developer might spend part of the day developing a website and part of the day developing a software package.

Job enrichment

Job enrichment involves enhancing employees' roles through providing a wider range of more challenging tasks for them to complete during the working day. In addition, job enrichment often means giving employees more responsibility, allowing them to make more decisions and enabling them to have more of a say in how they complete their role. However, they continue to work at the same level in the chain of command.

- Common methods of job enrichment include:
 - completing a variety of tasks
 - having more flexibility in how a role is carried out
 - making more decisions
 - having more control of tasks and duties
 - developing additional skills
 - enhancing knowledge
- Job enrichment has a number of potential benefits, such as increased motivation, lower absence rates, increased productivity and higher staff retention.

Empowerment

Empowerment refers to the degree to which employees are able to make decisions about their day-to-day roles. Being more empowered means an employee has the ability to make more decisions, whereas being less empowered means an employee has limited decision-making responsibility.

Having a high level of empowerment can be a significant motivator for employees as it can make them feel valued and trusted by their employer.

Training

Training involves either on-the-job or off-the-job methods that aim to build skills, knowledge and experience. Training can motivate employees by making them more confident in their role, giving them valuable skills which may lead to future promotion, and making employees feel that they are valued by a business.

3.5 Factors Affecting Motivation

The magic component of workplace to lead a team is their motivation and engagement to work and goals. Motivation adds internal encourage among employees. Some of common factors regarding motivation as follows:

- **Worker's unity**

Workplace is all about people working together to achieve a consistent goal, so it's important that all the co-workers respect each other and never show lack of respect towards each other. If employees have good understanding of the work other perform and how their duties are adding value to the organization then it is easier to create a workplace where respect and responsibility prevail. Good relationship between employees also decreases the constant worry level and employees feel more relaxed at workplace.

- **Management approach**

Leader plays a key role in maintaining a conducive work situation. The leader should understand how to deal different employees. It is essential on the leaders that he should respect the employees and this would make others take a leaf out of his book and this would help in a culture of mutual respect and honor.

- **Managing Conflict**

Whenever people from different background or group of people work together then there is probability that a conflict will arise. So, it's important to manage the conflict in a way that it

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will not affect the environment of the workplace. Management shall make such policies and guidelines that help in resolving conflicts at its earliest and in the most comforting way. •

Fringe Benefits

Incentive where is on achieving financial results for the company are imperative, on the other hand they could very well be on how well on maintains him/herself at workplace and add to the peacefulness of the organization. Someone who promotes the notion of one organization adds calmness and shows respect, performance characteristics that are not material.

- **Workplace Culture**

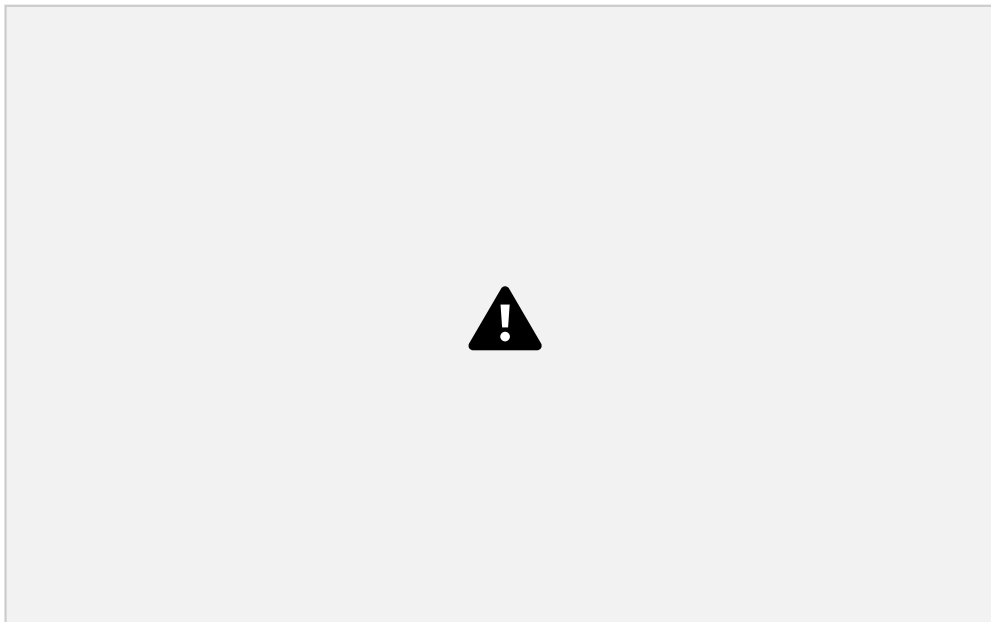
The Organizational Culture dictates the norms and behaviors that people show while at work. A culture of knowledge sharing, helping each other, communication, respect, one that has the

flexibility to absorb mistakes will have more motivated staff than one where mistakes are not tolerated, one where layers of structure exist that hinder communication and knowledge sharing.

- **Personal Growth Facility**

Learning at workplace is advantageous to both the employee and the organization. It helps to motivate the employee by providing enough opportunities where staff can share their skills, ideas and learn more to add value to the firm. If organization encourages employees in skills development, this would create motivated staff as they could see it as an opportunity to grow and a great way to learn from experience.

3.6 Theories of Motivation



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Content Theories: The content theories find the answer to what motivates an individual and is concerned with individual needs and wants. Following theorists have given their theories of motivation in content perspective:

- Maslow's Need Hierarchy
- Herzberg's Motivation Hygiene Theory
- McClelland's Needs Theory
- Alderfer's ERG Theory

Process Theories: The process theories deal with "How" the motivation occurs, i.e. the process of motivation and following theories were given in this context:

- Vroom's Expectancy Theory
- Adam's Equity Theory

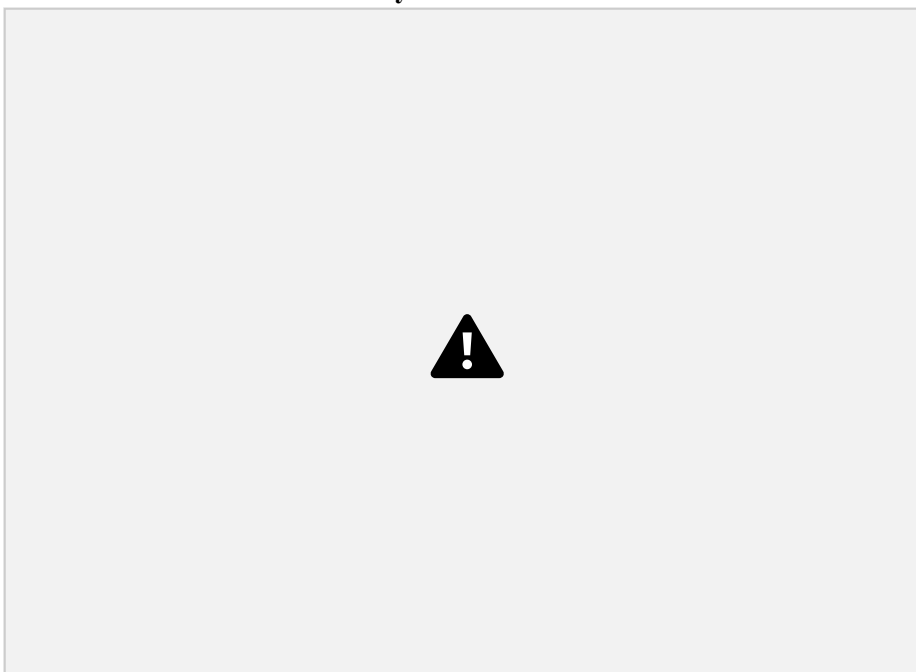
- Goalsetting Theory
- Reinforcement Theory

Thus, these theories posit that how an individual gets motivated to perform the task and what are the factors that contribute towards the motivation.

3.6.1 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". Abraham Maslow's theory proposed that human beings had different levels of needs in a particular order. He identified five levels of needs in order of hierarchy. The most basic needs are the biological and physiological needs. At the top is the need for self-actualization which Maslow defines as growth motivation.

According to Maslow, people's needs are voracious and there can be unending demands. Once needs in one level are met, people will show their want for the next level of needs. Maslow's theory helps to recognize different types of needs to motivate people.



physical survival to personal growth and self-actualization. In an educational setting, these levels can guide how a school supports students' development.

1. Physiological Needs (Basic Survival Needs)

What they are: Food, water, rest, and a comfortable environment.

Application in Milestone School & College:

- The school ensures a clean and safe environment with proper ventilation, lighting, and seating.
- Availability of drinking water and hygienic washrooms.
- The cafeteria provides nutritious meals or snacks to support students' energy levels.
- Class schedules include breaks so students can rest and eat.

2. Safety Needs (Security and Stability)

What they are: Feeling safe physically, emotionally, and mentally.

Application:

- A secure campus with guards, ID checks, and CCTV to ensure student safety.
- Clear rules and discipline policies to protect students from bullying or harassment.
- Counseling services and emergency procedures (fire drills, first aid, etc.).
- Stable and consistent routines so students feel secure and know what to expect.

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3. Love and Belonging Needs (Social Relationships)

What they are: Friendship, sense of belonging, and acceptance.

Application:

- Teachers create an inclusive and supportive classroom atmosphere.
- Group projects, clubs, and extracurricular activities (sports, debate, cultural programs) help students build friendships.
- Teachers and staff show care and respect for every student, fostering a sense of belonging.
- Orientation programs for new students to help them integrate smoothly.

4. Esteem Needs (Achievement and Recognition)

What they are: Respect, self-esteem, confidence, and recognition of accomplishments.

Application:

- Regular recognition of academic and extracurricular achievements through awards, certificates, and assemblies.

- Opportunities for leadership (e.g., class monitors, student council).
- Constructive feedback from teachers to help students build confidence.
- Encouragement of self-discipline, goal-setting, and responsibility.

5. Self-Actualization Needs (Personal Growth and Fulfillment)

What they are: Reaching one's full potential, creativity, and personal goals.

Application:

- Encouragement of independent thinking, creativity, and innovation in learning.
- Career counseling and guidance to help students pursue their passions.
- Opportunities for research projects, talent shows, competitions, and community service.
- A focus on holistic education — developing moral, intellectual, and emotional maturity.

3.6.2 Theory X and Theory Y

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book 'The Human Side of Enterprise'. Theory x and theory y are still referred to commonly in the field of management and motivation. The managers with theory X assumptions are characterized by certain character, e.g. Authoritarian style and tight control.

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They do not appear to promote development, and create a restraining culture. Employees hardly get any motivation under such leadership.

The managers with theory Y assumptions practice a different style which is beneficial, empowering and developmental. Employees feel more motivated while working with such managers.



1. Theory X in Milestone School & College

Characteristics of Theory X management:

- Strict control and supervision
- Rules, regulations, and authority-driven environment
- Little trust in self-motivation
- Rewards and punishments used to enforce discipline

Application Examples:

Discipline and Attendance:

The school may enforce strict attendance, punctuality, and dress code policies. **Examination and Assessment:**

Teachers may closely monitor exams and assignments to prevent cheating or laziness. **Administrative Supervision:**

School management may ensure that teachers submit lesson plans and reports on time through strict deadlines.

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© Daffodil International University For Underperforming Students:

Students who don't study regularly might be monitored, given warnings, or assigned extra supervision.

2. Theory Y in Milestone School & College

Characteristics of Theory Y management:

- Encourages participation, creativity, and self-direction
- Believes people are motivated by internal satisfaction

- Focus on trust, collaboration, and empowerment

Application Examples:

Teacher Empowerment:

Teachers are encouraged to design creative lessons, use new teaching methods, and contribute ideas for school improvement.

Student Motivation:

Students are given opportunities for project-based learning, leadership roles (e.g., student council), and extracurricular activities.

Collaborative Decision-Making:

Teachers and staff may be included in meetings to plan school events or policies. **Recognition and Encouragement:**

Students and teachers are appreciated for initiative, creativity, and teamwork.

3.6.3 ERG motivation theory Alderfer

Clayton P. Alderfer's ERG theory from 1969 condenses Maslow's five human needs into three categories: Existence, Relatedness and Growth.

1. Existence Needs

Include all material and physiological desires (e.g., food, water, air, clothing, safety, physical love and affection) Maslow's first two levels.

2. Relatedness Needs

Include social and external esteem; relationships with significant others like family, friends, co-workers and employers. This also means to be familiar and feel secure as part of a group or family. Maslow's third and fourth levels.

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3. Growth Needs

Internal esteem and self-actualization; these impel a person to make creative or productive effects on himself and the environment (e.g., to progress toward one's ideal self). Maslow's fourth and fifth levels. This includes desires to be creative and productive, and to complete meaningful tasks.

Even though the priority of these needs differs from person to person, Amberg's ERG theory prioritizes in terms of the categories' compactness. Existence needs are the most real, and easiest to verify. Relatedness needs are less concrete than existence needs, which depend on a relationship between two or more people. Finally, growth needs are the least concrete in that

their specific objectives depend on the uniqueness of each person.



Need Type	Examples at Milestone	Outcome
Existence	Safe campus, clean environment, fair pay	Stability and comfort
Relatedness	Clubs, teamwork, respectful culture	Sense of belonging
Growth	Learning opportunities, leadership roles, etc.	Self-actualization

3.6.4 Herzberg's Two-Factor Theory

The Two Factor Theory of Motivation (otherwise known as dual-factor theory or motivation hygiene theory) was developed by psychologist Frederick Herzberg in the 1950s. Analyzing the responses of 200 accountants and engineers who were asked about their positive and negative feelings about their work, Herzberg found 2 factors that persuade employee motivation and satisfaction.

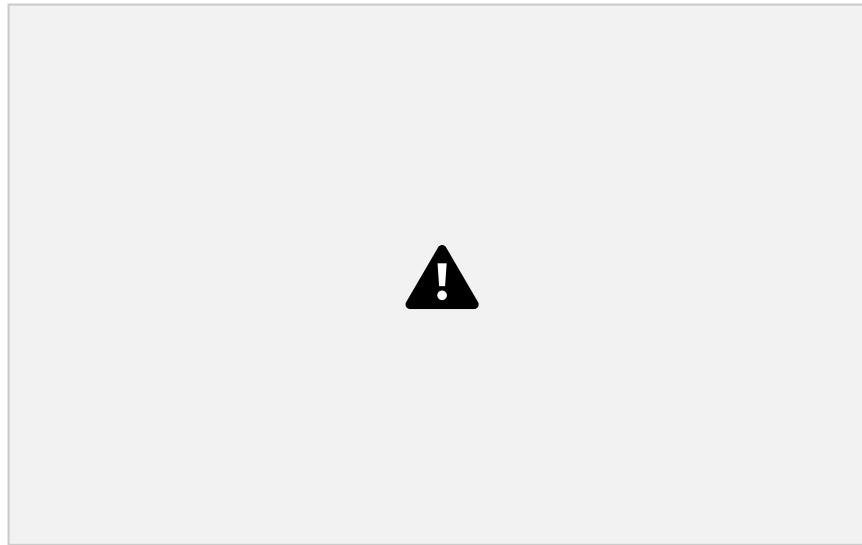
- They are called “motivators” because they lead to job satisfaction and motivation when present. (e.g., achievement, responsibility, personal growth).

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- These relate to the content of the work and personal growth. They tap into an individual's internal drive and desire for meaning, challenge, and achievement.
- These are intrinsic to the job itself. They relate to the content of the work. They are essential for creating job satisfaction and motivation.

According to Herzberg's findings, while motivator and hygiene factors both influenced motivation, they appeared to work completely independently of each other... While motivator factors increased employee satisfaction and motivation, the absence of these factors didn't

necessarily cause dissatisfaction. Likewise, the presence of hygiene factors didn't appear to increase satisfaction and motivation but their absence caused an increase in dissatisfaction.



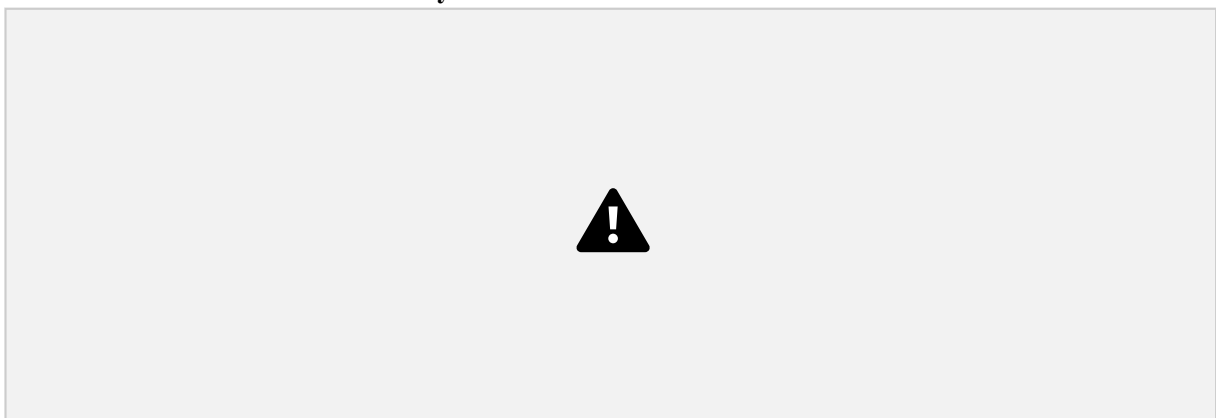
Category	Examples at Milestone	Outcome
Hygiene Factors	Clean campus, fair rules, safety, salaries	Prevent dissatisfaction
Motivator Factors	Recognition, leadership, growth, achievement	Create true motivation and satisfaction

3.6.5 Vroom's Expectancy Theory

One of the most widely accepted explanations of motivation is offered by Victor Vroom in his Expectancy Theory” It is a cognitive process theory of motivation. The theory is founded on the basic notions that people will be motivated to exert a high level of effort when they believe there are relationships between the effort they put forth, the performance they attain, and the outcomes/ rewards they receive.

The relationships between notions of effort, performance, and reward are depicted in Figure

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Thus, the key constructs in the expectancy theory of motivation are:

1. Valence:

Valence, according to Vroom, means the value or strength one places on a particular outcome or reward.

2. Expectancy:

It relates efforts to performance.

3. Instrumentality:

By instrumentality, Vroom means, the belief that performance is related to rewards. Thus, Vroom's motivation can also be expressed in the form of an equation as follows: $\text{Motivation} = \text{Valence} \times \text{Expectancy} \times \text{Instrumentality}$

Being the model multiplicative in nature, all the three variables must have high positive values to imply motivated performance choice. If any one of the variables approaches to zero level, the possibility of the so motivated performance also touches zero level.

Element	Example at Milestone	Result
Expectancy	Clear learning goals, teacher support, feedback	Students believe effort improves results
Instrumentality	Fair grading, visible rewards, recognition	Students see link between performance and outcomes
Valence	Valuable rewards (certificates, praise, scholarships)	Students value outcomes

A) Financial Motivations

1) Good Salary

Salaries are confidential between the employees concerned and the management. The minimum salary offered to teachers and admin staffs is Tk15000. Teachers' salary differs according to their experience, skill, number of subjects they teach, etc. Helping staff are paid minimum Tk4000. However, all employees receive full salary along with summer vacation, winter vacation, ten days of Eid Holidays.

2) Increment:

Increment plays a very vital role in an organization. In Milestone School & College, the amount of Increment varies from designation to designation. Sometimes the outstanding performers get 10% to 15% increments on their regular salary pay. Management nominates employees for the increment based on their outstanding performance.

3) Promotion:

Promotion to positions of greater responsibility or leadership is a key motivational tool used by Milestone School and College to retain and encourage high-performing teachers. The prospect of promotion appeals to a teacher's professional ambitions and long-term career goals, offering recognition for dedication, experience, and continuous skill development.

At Milestone, internal promotion is prioritized before recruiting externally. When a vacancy arises in a senior academic or administrative role, the institution first considers existing staff members who have demonstrated consistent performance, leadership potential, and commitment to the institution's values. Typically, teachers become eligible for promotion after serving 2 to 3 years, provided they meet performance and professional development criteria.

This system not only motivates teachers to strive for excellence but also ensures organizational stability. Promoting from within helps preserve institutional knowledge, enhances staff loyalty, and reduces the cost and time associated with hiring and training new personnel.

4) Employee Group Insurance

Milestone School and College prioritize the health, safety, and well-being of its employees. To ensure financial security in times of need, the institution provides group insurance coverage for all its staff. This type of insurance offers an affordable and efficient way to manage risk and

premium from its own funds and staff allowances, reflecting its commitment to staff welfare and protection.

B) Non-Financial Motivations

1) Orientation & Periodic Training

They arrange orientation courses for newly recruited teachers. Also “periodic trainings” are mentioned: continuing professional development (CPD) type events.

2) High-quality & Qualified Staff

Milestone emphasizes hiring qualified, experienced, dedicated teachers—some with foreign degrees, overseas experience, or strong academic / service records. That itself is a motivating factor: being among peers who are high caliber, recognition that the institution values quality.

3) Recognition:

Recognizing teachers for their dedication and performance is an inexpensive yet highly effective motivational tool at Milestone School and College. In an environment where academic excellence and commitment are paramount, acknowledging the efforts of educators not only boosts morale but also encourages continued high performance.

Milestone School and College periodically select a “Teacher of the Year”, presenting them with a formal certificate of appreciation. This recognition serves as a public acknowledgment of their contribution and sets a benchmark for others. In addition, top-performing teachers’ messages or profiles are featured in the institution’s monthly or yearly publications, allowing their achievements and teaching philosophies to be shared with students, parents, and fellow staff.

4) Supportive Environment / Institutional Reputation

The management seems to work to maintain a reputation of excellence. Teaching faculty are praised publicly; parents entrust their children partly because of teacher quality. There is a sense of professionalism, high expectations, merit.

They have multimedia classrooms, ICT labs, modern laboratories, which give teachers better tools for teaching. Enriched AC libraries and digitization of activities (including teaching) are

part of the infrastructure.

6) Recognition & Feedback (Implicitly via Student/Parent/Guardian Contact, Academic Results)

Teachers are likely to receive recognition via results: good academic performance by students is a source of motivation. Milestone points out that many students get better GPA in HSC than SSC under their teaching. Close contact with guardians (parents) and being aware of students' academic state suggests that teachers get feedback (from guardians / students) which can validate their work.

7) Co-ordination & Collective Responsibility

There's coordination among guardians, form masters, students, teachers, and administration. This implies that teachers are part of a team rather than isolated. Also, weekly / monthly / yearly tests (Monthly Tests, Fortnightly Tests, Spot Tests) require teacher involvement in frequent assessments and follow-up. Teachers are involved in remediation (detention classes etc.) for slower learners.

8) Moral / Value-Based Motivation

The institution stresses moral, spiritual, and character development, not just academic. Teachers are part of conveying the moral teaching, discipline, heritage, tradition. Being part of such an institutional culture can give intrinsic motivation (sense of purpose, alignment of values).

9) Work Environment / Support Systems

The "continuous motivation through a counselling cell" for students is mentioned; though this is for students, the existence of student well-being support tends to reduce teacher burden, conflicts, etc., indirectly motivating teachers. Safety & security for both students & staff is taken seriously. A safe, secure environment can be highly motivating.

10) Leaves:

Employment law gives employees different types of leave in work place. Milestone School and College allow employees with paying leave as per company leave policy. Employees have to inform the HR to take advance leave. Milestone School and College have own leave

form. Employees have fillip form to enjoy by notifying the acceptable reason.

SL	Particulars	Days
1.	Sick Leave	14
2.	Casual Leave	10
3.	Earned Leave	20
4.	Maternity Leave	120

11) Paying Salaries on Time:

Paying the employees the paycheck on time can motivate employees to some extent. There are organizations which takes time to pay salaries, sometimes on the 15th day of the month. Milestone School and College pay their employees salary and bonus on time. Generally, within the first week of the month the employees receive their salary on bank account as well as cash.

12) Refreshment:

Teaching is a demanding profession that requires continuous focus, energy, and engagement. To help maintain consistent performance and reduce fatigue, Milestone School and College provides regular refreshments to its teachers during working hours.

Teachers are offered tea or light refreshments in the morning and afternoon, creating brief but valuable moments to relax, recharge, and interact with colleagues. These refreshment breaks not only contribute to physical and mental well-being but also foster a sense of community among staff members.

Such simple yet thoughtful initiatives play a role in improving overall job satisfaction and sustaining a positive working environment.

13) Employee Suggestion Box:

Some of the best ideas are generated from employee suggestion boxes that can lead to improve every part of the business. To generate continuous positive feelings of empowerment, Milestone School and College has kept a suggestion box in the office. It is a good way to get suggestions which require to be implemented, recognized, and rewarded by management.

14) Praising Teachers:

Praising teachers publicly for their hard work and achievements is a simple yet powerful

motivational strategy practiced at Milestone School and College. A few sincere words of appreciation from school leadership especially when given in front of colleagues or students can significantly boost a teacher's morale and commitment.

At Milestone, teachers who demonstrate exceptional dedication, creativity in teaching, or positive impact on students are often acknowledged during meetings, assemblies, or official communications. This public recognition reinforces a culture of respect and appreciation, and encourages other teachers to strive for excellence as well.

Rather than focusing only on criticism or correction, the leadership at Milestone prioritizes encouragement and recognition, making praise a key tool in maintaining high motivation and a positive working environment.

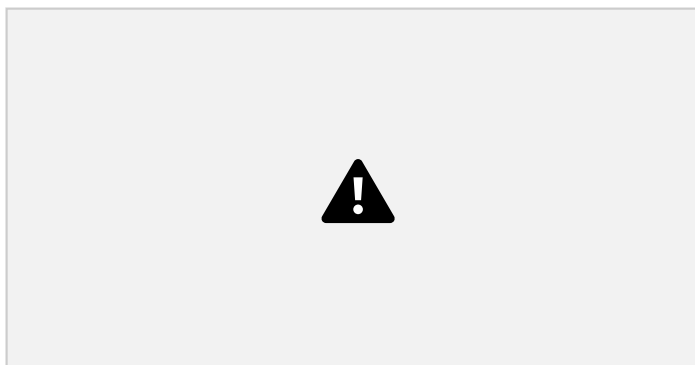
15) Flex Time:

Flexible office timings are very useful for the employees. Flex Time is a type of office timing, where the employees can have relax from office timings according to his/her preference on different days. In Milestone School and College, an employee can get 1 hour 30 minutes as flex time in a week.

16) Gift and Reward:

Milestone School and College provide vinous gifts to the employees and workers. It makes them happy. The items of Milestone School and College include T-shirt, Calendar, Mug, Plate, Diary. In the gift, the name and logo are visible.

- ☐ Employees: Shirt, Calendar, Diary ☐ Workers: T-shirt, Calendar
- ☐ Distributor / Dear: Umbrella, Mug, Dinner Set, Computer



17) Team Work:

Team work is very useful for the employees to create the feelings of equity and cooperate. Besides, they get chance to mix with senior personnel and learn the skill of problem solving. As a result, they feel like to be a senior executive and grow inner motivation. For this reason,

Milestone School and College encourage to work in a team.

18) Tactful discipline:

Milestone School and College maintain strong discipline in all office. There is computerized attendance system to track the daily timing of employees. Everybody has to follow office dress code.

19) Working Condition:

The economical growing trend also effects the working environment of the employees. It is the basic need of the employees to work in pleasant. The working environment of the Milestone School and College is quite neat and clean and comfortable. The office is also equipped with personal safety and fire fighting instruments.

20) Training and Skill Development

Milestone School and College are committed to the continuous professional development of its staff. Regular training programs are organized to enhance the expertise, skills, knowledge, and overall effectiveness of teachers and administrative personnel. The institution has a dedicated training center within its main campus, equipped with modern facilities and qualified trainers. Participation in training sessions is mandatory for all newly appointed staff members to ensure they align with the institution's standards and educational philosophy.

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4.1 Analysis of Findings on Questionnaire

1. The school recognizes and appreciates teachers' efforts and achievements.



25% 40%
10%

20%

Figure-01: The school recognizes and appreciates teachers' efforts and achievements.

Interpretation: Based on the data provided, the results indicate that a majority of respondents disagree that the school recognizes and appreciates teachers' efforts and achievements. Specifically, 40% of participants disagreed and 25% strongly disagreed with the statement. Meanwhile, only a small proportion expressed positive views, with 10% agreeing and 5% strongly agreeing. Additionally, 20% of respondents remained neutral. This suggests that there is a prevailing perception among teachers that their efforts and achievements are not adequately acknowledged by the school, highlighting a potential area for improvement in staff recognition and appreciation initiatives.

The school
provides
opportunities
for
professional



development and training.

Strongly Agree Agree Neutral Disagree Strongly Disagree

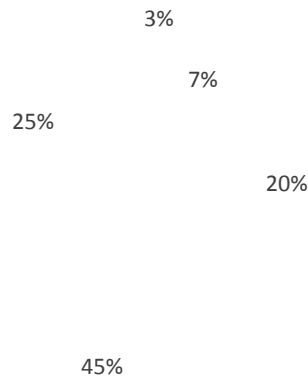


Figure-02: The salary and other financial benefits are sufficient and motivating.

Interpretation: Based on the data, it appears that most respondents are dissatisfied with their salary and financial benefits. A significant 45% disagreed and 25% strongly disagreed that their compensation is sufficient and motivating, indicating a widespread perception that pay and benefits do not meet expectations. Only 10% of respondents (3% strongly agree and 7% agree) felt positively about their financial rewards, while 20% remained neutral. Overall, these results suggest that the current salary structure and financial incentives may not be effectively motivating staff and could contribute to lower morale or job dissatisfaction if not addressed.

development and training.

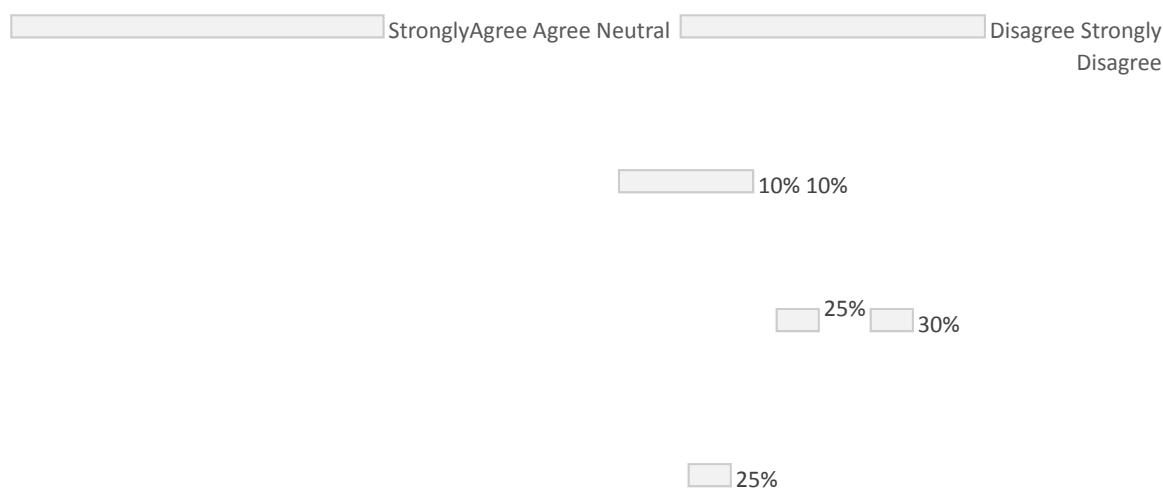


Figure-03: The school provides opportunities for professional development and training.

Interpretation: The data indicates that 40% of respondents (10% strongly agree and 30% agree) believe that the school provides opportunities for professional development and training, suggesting that a portion of the staff recognizes efforts in this area. However, 35% of respondents (25% disagree and 10% strongly disagree) do not share this view, indicating that many feel such opportunities are insufficient or lacking. Additionally, 25% of respondents remain neutral, possibly reflecting uncertainty or mixed experiences. Overall, while some staff appreciate the school’s initiatives, there appears to be significant room for improvement in ensuring consistent and accessible professional development opportunities for all.

motivates teachers.

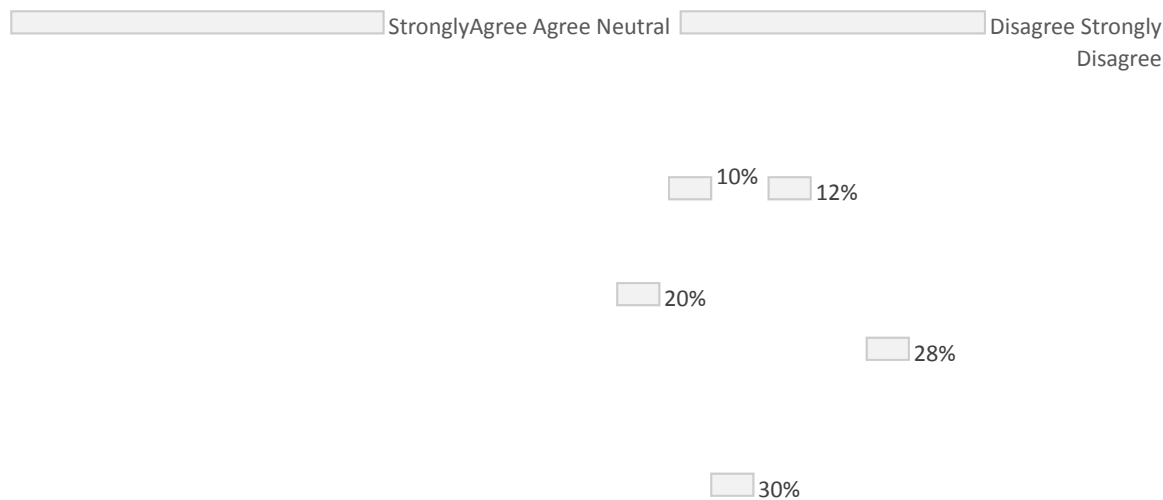


Figure-04: The leadership and management style of the administration motivates teachers.

Interpretation: The results show that 40% of respondents (12% strongly agree and 28% agree) believe that the leadership and management style of the administration motivates teachers, indicating that a fair number of staff members view the administration positively. However, 30% of respondents remain neutral, which may suggest uncertainty or mixed perceptions about the effectiveness of leadership practices. Meanwhile, another 30% (20% disagree and 10% strongly disagree) feel that the administration's leadership style does not effectively motivate teachers. Overall, while a portion of the staff recognizes motivating leadership, the results highlight the need for the administration to strengthen its engagement and motivational strategies to inspire greater confidence and morale among teachers.



and career advancement.

Strongly Agree Agree Neutral Disagree Strongly Disagree

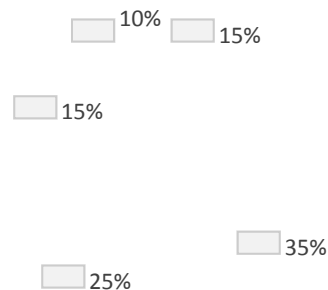


Figure-05: Teachers are given fair chances for promotion and career advancement.

Interpretation: The results indicate that 50% of respondents (15% strongly agree and 35% agree) feel that teachers are given fair chances for promotion and career advancement, suggesting that half of the staff perceives the system as equitable. Meanwhile, 25% remain neutral, which may reflect uncertainty or limited awareness of the promotion process. On the other hand, 25% of respondents (15% disagree and 10% strongly disagree) believe that opportunities for career advancement are not fairly provided. Overall, while a majority acknowledge fairness in promotions, a significant portion of teachers either feel uncertain or perceive inequities, highlighting an area where the school could enhance transparency and support for professional growth.

school is supportive and comfortable.

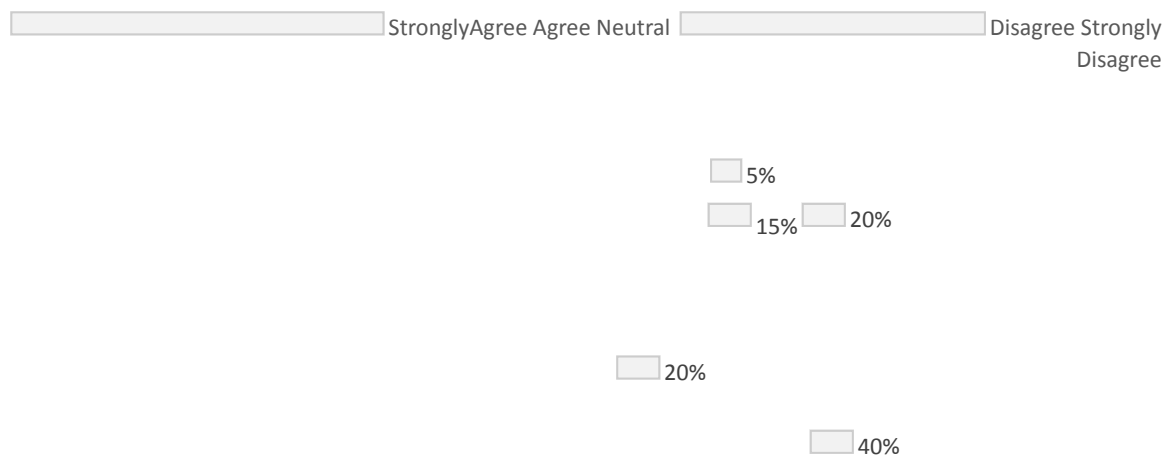


Figure-06: The working environment at the school is supportive and comfortable.

Interpretation: The results show that 60% of respondents (20% strongly agree and 40% agree) perceive the school's working environment as supportive and comfortable, indicating that a majority of teachers are satisfied with the workplace atmosphere. Meanwhile, 20% of respondents are neutral, which may reflect mixed experiences or uncertainty about the level of support provided. A smaller portion, 20% (15% disagree and 5% strongly disagree), feel that the working environment is not sufficiently supportive or comfortable. Overall, the findings suggest that while most teachers appreciate the positive environment, there is still room for the school to address concerns and enhance comfort and support for all staff members.



between teachers and administration is open and effective.

Strongly Agree Agree Neutral Disagree Strongly Disagree

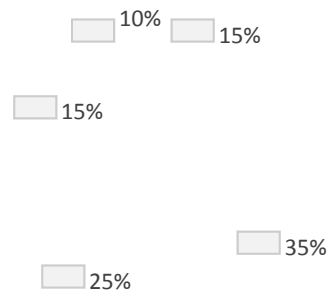


Figure-07: Communication between teachers and administration is open and effective.

Interpretation: The data reveals that 50% of respondents (15% strongly agree and 35% agree) believe that communication between teachers and administration is open and effective, indicating that half of the staff feel positively about the flow of information and interaction. However, 25% of respondents remain neutral, suggesting some uncertainty or mixed experiences regarding communication practices. Meanwhile, 25% (15% disagree and 10% strongly disagree) feel that communication is not sufficiently open or effective, highlighting concerns that may affect collaboration and trust. Overall, while many staff members perceive communication positively, there is a clear need to enhance openness and effectiveness to ensure better understanding and cooperation between teachers and administration.

recognizesteachers through non-financial rewards (certificates, appreciation, etc.).

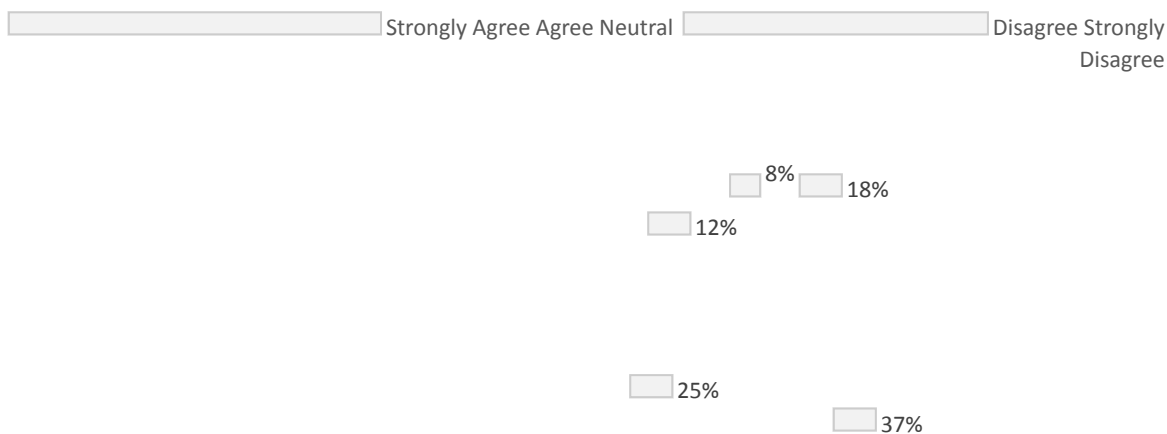


Figure-08: The school recognizes teachers through non-financial rewards (certificates, appreciation, etc.).

Interpretation: The results show that 55% of respondents (18% strongly agree and 37% agree) feel that the school effectively recognizes teachers through non-financial rewards such as certificates and appreciation, indicating that a majority value the acknowledgment they receive. However, 25% remain neutral, which may suggest uncertainty or inconsistent experiences with recognition practices. Meanwhile, 20% of respondents (12% disagree and 8% strongly disagree) believe that the school does not adequately recognize teachers through such means. Overall, the findings suggest that while non-financial recognition is appreciated by many, there is still room for the school to improve consistency and visibility in acknowledging teachers' contributions.

manageable.

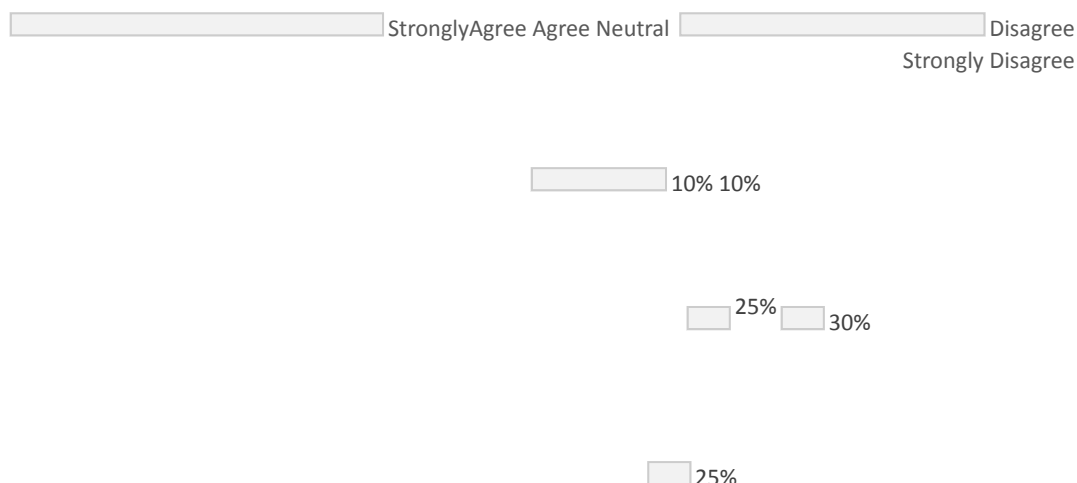


Figure-09: The workload assigned to teachers is reasonable and manageable.

Interpretation: The data shows that 40% of respondents (10% strongly agree and 30% agree) feel that the workload assigned to teachers is reasonable and manageable, suggesting that a portion of teachers find their responsibilities balanced. However, 25% remain neutral, indicating some uncertainty or variability in workload experiences. On the other hand, 35% of respondents (25% disagree and 10% strongly disagree) believe the workload is excessive or difficult to manage, highlighting concerns about work pressure and its potential impact on teacher well-being. Overall, the results suggest that while some teachers are comfortable with their workload, a significant number feel it needs to be reviewed for better balance and sustainability.

techniques used by the school make me
want to continue working here.

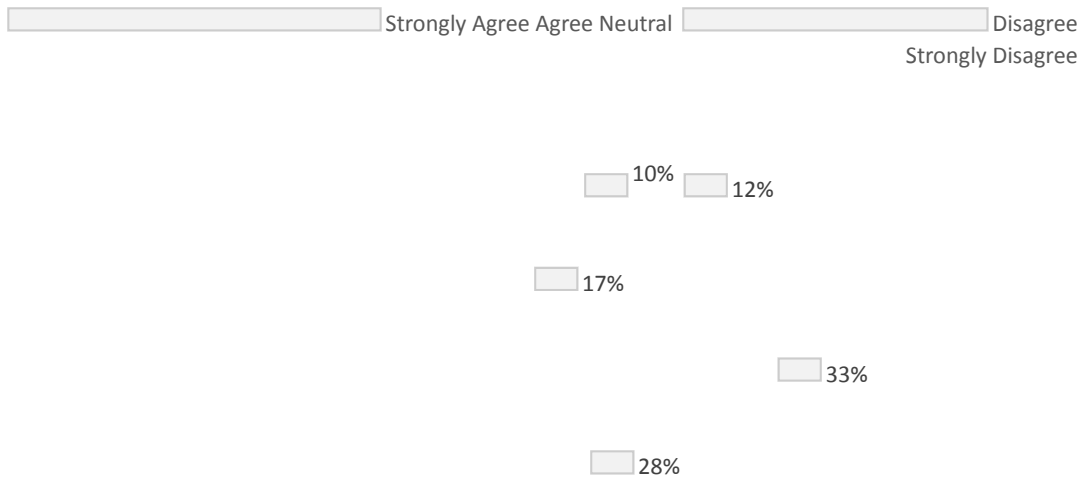


Figure-10: The motivational techniques used by the school make me want to continue working here.

Interpretation: The results indicate that 45% of respondents (12% strongly agree and 33% agree) feel motivated by the school's techniques to continue working there, suggesting that nearly half of the staff respond positively to these efforts. However, 28% remain neutral, which may reflect uncertainty or mixed experiences with the motivational strategies in place. Meanwhile, 27% of respondents (17% disagree and 10% strongly disagree) feel that the techniques are insufficient or ineffective in encouraging their commitment. Overall, while a portion of teachers finds the school's motivational methods engaging, there is a significant need to enhance and diversify these strategies to retain and inspire more staff.

internal strengths and weaknesses, as well as external threats that may exploit opportunities and strengths, also neutralizing threats and weaknesses, by using the mission of the organization as a context.

A) Strengths:

- 1) **Recognition & Appreciation:** Regular acknowledgment of teachers' efforts through awards, "Teacher of the Month" programs, or public appreciation.
- 2) **Professional Development Opportunities:** Workshops, seminars, and training programs help teachers feel valued and improve their skills.
- 3) **Collaborative Environment:** Supportive administration and team-based teaching encourage motivation through shared goals.
- 4) **Performance-Based Incentives:** Bonuses or promotions linked to achievements can drive productivity.
- 5) **Autonomy in Teaching:** Allowing teachers some flexibility in lesson planning or teaching methods fosters creativity and intrinsic motivation.

B) Weaknesses:

- 1) **Inconsistent Recognition:** Not all efforts may be equally appreciated, leading to frustration or demotivation.
- 2) **Limited Growth Pathways:** Teachers may feel stuck if promotions or advanced responsibilities are scarce.
- 3) **Workload Pressure:** Excessive administrative tasks or large class sizes can undermine motivation.
- 4) **Overemphasis on Performance Metrics:** Focusing mainly on results rather than holistic teaching efforts may reduce intrinsic motivation.

C) Opportunities:

- 1) **Collaborations with Educational Experts:** Inviting external trainers or mentors can inspire teachers and enhance skills.
- 2) **Technology Integration:** Providing tools for digital teaching, virtual classrooms, and innovative pedagogy can motivate teachers to innovate.

- 3) **Peer Recognition Programs:** Creating peer-led appreciation and feedback systems to build morale.
- 4) **Research & Innovation Support:** Encouraging teachers to undertake educational research or pilot new teaching methods can increase engagement.

- 5) **Community & Parental Engagement:** Positive feedback from parents and students can reinforce teacher motivation.

D) Threats:

- 1) **High Competition & Comparisons:** Constant performance comparisons may create stress and reduce satisfaction.
- 2) **Budget Constraints:** Limited resources for incentives, workshops, or professional development can reduce motivation.
- 3) **Societal Expectations & Workload:** External pressures, such as societal respect for teachers or extra-curricular duties, may reduce focus on teaching.
- 4) **Burnout & Turnover:** Continuous pressure to perform without adequate support can lead to teacher fatigue and attrition.
- 5) **Changing Educational Policies:** Frequent curriculum or policy changes may cause uncertainty, reducing motivation.

4.3 Findings of the Study

- 1) **Competitive Salary and Benefits:** The study found that Milestone School and College provide competitive salaries for teachers and administrative staff, with clear differentiation based on experience, skill, and responsibilities. All employees receive full salaries during vacations and holidays, which contributes to financial stability and motivation.
- 2) **Increment and Reward System:** Performance-based increments ranging from 10% to 15% for outstanding employees serve as an important financial motivator. The institution effectively links salary increments to employee performance, fostering a culture of excellence.
- 3) **Promotion Opportunities:** Internal promotions are prioritized over external recruitment, motivating teachers to improve their skills and demonstrate consistent performance. Career advancement opportunities align with employees' professional ambitions and enhance staff loyalty.

- 4) **Employee Insurance Coverage:** Group insurance schemes for all staff, including coverage for non-teaching personnel by the institution, reflect a strong commitment to employee welfare and financial security, serving as a motivational tool.
- 5) **Training and Professional Development:** Orientation programs for new teachers and periodic professional development sessions enhance employees' skills and knowledge,

boosting both confidence and competence in their roles.

6) **Recognition and Appreciation:** Teachers receive formal recognition through awards, publications, and public praise, which enhances morale, encourages high performance, and promotes a culture of appreciation.

7) **Supportive and Professional Environment:** The institution maintains high professional standards, provides modern teaching resources and infrastructure, and emphasizes teamwork, collective responsibility, and safety, all of which contribute to non-financial motivation. 8)

Work-Life Balance and Flexibility: Policies such as paid leaves, flex time, and regular refreshment breaks support employee well-being, reduce stress, and improve overall job satisfaction.

9) **Intrinsic and Value-Based Motivation:** Milestone emphasizes moral, spiritual, and character education, creating a sense of purpose and alignment of values among teachers, which serves as a strong intrinsic motivator.

10) **Employee Participation and Empowerment:** Initiatives such as suggestion boxes, teamwork opportunities, and open feedback channels empower employees, fostering engagement, innovation, and a sense of ownership in institutional success.

Chapter-05

Recommendations and Conclusion

5.1 Recommendations

- 1) **Enhance Salary Transparency:** While competitive salaries are offered, providing clearer guidelines on salary structures and progression could increase employee trust and motivation. Transparent communication regarding pay scales may also reduce dissatisfaction or ambiguity.
- 2) **Structured Performance Review:** Establish a more formalized and frequent performance appraisal system to ensure that increments and promotions are consistently linked to measurable achievements. This can help in motivating employees to strive for excellence.
- 3) **Expand Career Development Opportunities:** In addition to internal promotions, the institution could offer mentorship programs, cross-departmental experiences, or advanced training to further enhance employees' professional growth.
- 4) **Strengthen Employee Insurance and Welfare Programs:** Expanding coverage options, such as including family members in health insurance or introducing wellness programs, can increase employees' sense of security and loyalty.
- 5) **Increase Recognition Channels:** Beyond awards and publications, consider peer-to-peer recognition programs, digital badges, or "spot awards" for exceptional contributions to keep motivation consistent and frequent.

6) **Foster a Collaborative Environment:** Encourage more team-based projects and inter departmental initiatives to strengthen collective responsibility and peer learning, further enhancing job satisfaction.

7) **Improve Work-Life Balance:** Introduce additional flexible working options, such as remote teaching days or extended flex time, especially for senior or long-serving staff, to reduce stress and enhance retention.

8) **Promote Value-Based Initiatives:** Regular workshops or forums on moral, ethical, and character education for teachers themselves can reinforce intrinsic motivation and commitment to the institution's vision.

9) **Encourage Employee Feedback and Innovation:** Regularly review suggestions from the employee suggestion box and create structured follow-ups or recognition for implemented ideas to make staff feel their input has real impact.

10) **Enhance Training and Skill Development:** Introduce specialized training on emerging educational technologies, modern pedagogy, and leadership skills to continuously improve teacher competence and institutional performance.

5.2 Conclusion

Milestone School and College leadership is based on the effective use of advanced technology, innovative service and sound business management by talented employees. They add more value with a faster response at a lower cost. They carry out their skills, creativity and teamwork.

Each employee is responsible for the highest standards of behavior in all aspects of their work, including honesty and fairness. As responsible citizens and employees, they fulfill their commitments. They treat customers and company resources consistently with the respect they deserve. I thoroughly enjoyed the working in Milestone School and College during the three month internship program. All employees were nice and very helpful to me. This organization's working environment is excellent.

Finally, I would like to state that Milestone School and College proudly possess the ideal HR structure, determination and ability to control the school sector in Dhaka.

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Appendix

Dear Respondent,

I am Tahura Akter Urmi, a student of Master of Business Administration (MBA) of Daffodil International University. As part of my graduation doing internship Milestone School and College and as part of my internship program and conducting survey on An Analysis of Motivational Techniques Used for Retaining Teachers at Milestone School and College. Thanks in advance for your valuable feedback.

(Please tick mark (✓) as your desired answer)

	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	The school recognizes and appreciates teachers' efforts and achievements.	☐	☐	☐	☐	☐

2	The salary and other financial benefits are sufficient and motivating.	☐	☐	☐	☐	☐
3	The school provides opportunities for professional development and training.	☐	☐	☐	☐	☐
4	The leadership and management style of the administration motivates teachers.	☐	☐	☐	☐	☐
5	Teachers are given fair chances for promotion and career advancement.	☐	☐	☐	☐	☐
6	The working environment at the school is supportive and comfortable.	☐	☐	☐	☐	☐
7	Communication between teachers and administration is open and effective.	☐	☐	☐	☐	☐
8	The school recognizes teachers through non-financial rewards (certificates, appreciation, etc.).	☐	☐	☐	☐	☐
9	The workload assigned to teachers is reasonable and manageable.	☐	☐	☐	☐	☐
10	The motivational techniques used by the school make me want to continue working here.	☐	☐	☐	☐	☐





