

The Relationship Between Non-Monetary Motivation and Employee Loyalty

A Study on Springdale International School

Prepared by:

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ID: 111 182 083

Major: HRM and Marketing

Course: INT 4399

SoBE

This report is submitted to the school of Business and Economics, United International University as a partial requirement for the degree fulfillment of Bachelor of Business Administration

The Relationship Between Non-Monetary Motivation and Employee Loyalty: A Study on Springdale International School

Submitted to:

Name: Mr. Jakowan

Designation: Assistant professor, SoBE
Deputy Director, IQAC

Major: HRM

Submitted by:

Name: Sanjida Alam

ID: 111 182 083

Major: Human Resource Management, Marketing

Registration Trimester: Spring 2025



**School of Business and Economics
United International University**

Date of submission: November 16th, 2025

Letter of Transmittal

16th November, 2025

Mr. Jakowan

Assistant Professor, Human Resource Management
School of Business & Economics (BBA), UIU
Madani Avenue, United City
Dhaka-1212, Bangladesh


Dear Jakowan Sir,

I am very pleased to submit my report titled **The Relationship Between Non-Monetary Motivation and Employee Loyalty**, for the course **INT 4399**. My report has been put together directly from the findings sourced from my workplace at the very coveted IB school, **Springdale International School (SDIS)**. The report presents the findings, analysis, limitations and recommendations regarding the internal HR operations of the said school.

For the report, I have gathered data from various quantitative method including surveys, questionnaire; as well as various qualitative data from interviews, historical data, FGD. My direct sources include faculty members, operational and admin staff, parents, and of course, the HR department with whom I have worked very closely throughout the whole process. I have analyzed every piece of data carefully, and tried to ensure accuracy, clarity, and relevance to the title. Apart from that, I have tried my best to make the report as comprehensive as possible in hopes to identify the issues clearer, as well as to help better decision-making for the future, if need be.

You have provided me with tremendous guidance throughout this process, and I am very grateful for the opportunity and honor to be able to work under your supervision. If you require any further explanation, additional data, or clarifications, I will be more than happy to assist you.

Sincerely,



Sanjida Alam
Student, SoBE, UIU
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Certification of Similarity Index

Declaration of the Student

I, Sanjida Alam, hereby declare that the report titled “**The Relationship Between Non-Monetary Motivation and Employee Loyalty- A study on Springdale International School (SDIS)**” in partial fulfilment of the requirement for the award of degree of BBA from United International University (UIU), is a record of my original work.

I hereby submit report for **INT 4399 to Mr. Jakowan, the Assistant Professor for HRM at United International University.**

I further declare that the contents of my report are original and authentic, and the findings and analysis are for academic purposes only.

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Sanjida Alam".

Regards, Sanjida Alam

Student ID: 111 182 083

Department: BBA, HRM

Corporate Evidence



Date: June 19, 2025

To,

Ms. Sanjida Alam,

Dear Ms. Sanjida,

This is with reference to your interview for Co Teacher Position and subsequent discussion you had with us at the interview on June 12, 2025. On the following terms and conditions.

1. **Position:** Co Teacher
2. **Job Location:** Gulshan- 2, Dhaka
3. **Remuneration:** Monthly Gross Salary BDT 25,000.00
4. **Commencement of the Position:** August 6, 2025
5. **Working Hours:** Sunday to Thursday and your working hours will be **8:00 a.m. to 3:00 p.m.**

We congratulate you on your appointment and assure you to get full support for your professional growth and development.

Sincerely,

Mr. Juned Rabbani

Head of School

Received.
Sanjida Alam
24.6.25

Witness

Anika Zarin Sabah

Executive- Human
Resources



Acknowledgement

I would like to extend my sincere and heartfelt gratitude to everyone who supported and guided me throughout the process of putting together of this report on "The Relationship Between Non-Monetary Motivation and Employee Loyalty- A study on Springdale International School".

First and foremost, I extend my sincere thanks to my supervisor, Mr. Jakowan, for his constant guidance, feedback, support, and immense patience throughout the process. His patience and kindness have been a monumental part of being able to complete this report.

I would also like specially thank the HRD of SDIS as well for being for including, involving, and allowing me with primary and secondary data for the report. Their willingness to share their experiences and perspectives provided the base and foundation for this research. This report would not have been possible without their help.

I am also deeply grateful all the participants of the study who went out of their way to help me enrich and put together my report. My heartfelt gratitude extends to my workplace, colleagues and peers, staff, administrative team, parents, as well as, former staff for their honest opinions, experiences, critiques and stimulating discussions which helped create a very powerful and valuable picture of our motive for this report.

Further, I would like to credit every individual and team who provided access to valuable and relevant resources which eventually facilitated the process.

Lastly but not least, I am very grateful to everyone involved, especially my university, Mr. Jakowan, and SDIS, for giving me the honor of being able to indulge myself in such a valuable and eye-opening experience through this report.

Executive Summary

This report examines how **non-monetary motivation points**: the likes of credit, acknowledgment, recognition, autonomy and authority, career development, and a supportive work culture- **affect employee loyalty**. Employee loyalty will be measured by the likes of organizational citizenship, unsaid invisible effort, engagement and participation, and intention to stay-to their workplace, namely **Springdale International School**.

The report consists both of **primary and secondary data**, and uses a means of various methods through surveys, questionnaires, casual interviews, group discussions, testimonies, anonymous experiences and critiques, and more. In doing so, the report has been able to capture a brilliant insight into employee psychology, satisfaction, feelings, and of course, motivations.

Every methodology in the report shed light on how non-monetary motivators are positively and significantly correlated with employee loyalty, as opposed to monetary motivators.

Through this report, we will further learn the significance of reward systems and intangible and intrinsic motivators which not only ensure employee loyalty, but also benefits the organization and every stakeholder involved.

FOR INTERNSHIP

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[Supervisor has the discretion to make any change, if necessary]

CHAPTER 1: INTRODUCTION

1.1 Background of the Report

Employee enthusiasm is unanimously acknowledged as the top crucial element in the achievement and success of organizations. Although financial rewards, like wages, bonuses, and allowances, etc, certainly hold substance, most employees would like to differ. This gives us a very contradictory and valuable piece of information regarding the mismatch of reward system in the eyes of employers and employees. Non-financial motivators, like including acknowledgment, expansion of job roles, professional and personal development, job autonomy, and a healthy workplace also hold a massive significance in motivating employees, if not more.

Employee loyalty is demonstrated through their readiness to stay with their employer, to contribute unsaid, unexpected effort beyond their job description (willingly), and to align oneself with the organization's objectives and goals. These are always associated with reduced turnover rates, higher job performance, improved mindset, and a positive outlook about the establishment.

In academic institutions like Springdale International School (SDIS), human resource and human capital is absolutely imperative. Here, the human resource, being majorly teachers and professors and instructors, create not only the backbone of the institution, but also build the backbone of entire generations. Hence, earning the teachers loyalty and keeping the teachers happy and motivated isn't just top-level priority, but absolutely mandatory for both the future of the school and its children.

The loyalty of teachers can directly affect student's trust, mood, achievement, and performance. It also affects staff retention, the school's image and aura among contemporary industry competitors.

Unfortunately, despite the significance of this issue, many schools in Bangladesh and other regions still heavily depend exclusively on financial incentives like the compensation

package, bonus, etc., as their main motivation provider. They often neglecting non-financial and non-monetary elements such as professional growth, acknowledgment, appreciation, job independence, workplace culture, opportunities for career development, intuitive management practices, and work-life balance.

1.2 Objectives of the Report

The general object of this report is to examine how non-monetary factors affect employee loyalty at large, but specifically at Springdale International School.

However, through this report, we will be able to identify more effectively and accurately about what non-monetary motives form the list of motivators, which motivator is most in demand, employee's perception of each motivator. We will further be able to gauge the extent of employee loyalty that comes with successfully motivating the employees, and explore demographic variables affecting loyalty.

Lastly, this report will simultaneously be able to offer SDIS a look into their weak points, point of improvement, and identify where finite resource needs to be allocated.

Our final objective through this report will be to allow any relevant party, namely SDIS, to understand and get an insight into employee loyalty, what they can do, and how they can do it, in order for the establishment to make better, more fruitful, and effective decision-making for the future.

1.3 Rationale of the Report

The rationale of this report is simple yet controversial. It's rationale is to explore and challenge the conventional capitalist mind-set where there is a strong belief that "money gets the job done". This report challenges this statement.

In this report, we examine the correlation between various forms of non-monetary motivation and employee loyalty at Springdale International School. We explore the viewpoints of teachers and staff regarding non-financial motivational elements very closely/ This research aspires to pinpoint which/when/how non-monetary incentives correlate most closely with employee loyalty.

1.4 Scope and Limitations of the Report

Scope of the report

Institutional Coverage

The study for this report has been conducted at a renowned IB school in Gulshan 2. It is school to some of the most elite parent clienteles and offer kids all age groups (2 years old to 18 years old) and grade level (from nursery to pre-university level). SDIS covers EYP, PYP, MYP, and CD. This allowed our report to explore a vast rang and complete range of teaching dynamics among teachers.

Demographic coverage

Our report has been created from firsthand, primary data which have been directly sourced from the author, who worked directly with the SDIS's HR team, teaching team, assistant staff, and former participants. Participants range from new entrants to seasoned teachers and board members who worked in the school for years.

Both female and male work at SDIS where the age group of the working team start from 25 and goes up to 60 years of age.

We have both single and married participants, and many participants are parents who have their children enrolled at SDIS.

Methodology

Majority data collected and put together to complete this report have been primary and qualitative data. An extensive use of one-on-one interviews, surveys, questionnaires, and group discussions was utilized to create a concrete information pool for the report. Apart from this, a very substantial input from many anonymous participants (both current and former staff) have been infused into this report to ensure transparency and honesty and authenticity.

Limitations of the report

Disclosure

The salaries, bonuses, benefits, etc of each individual is very personal and private to them. Hence, they have only specified every amount in ranges (where required).

Participants

Many participants who contributed to the creation of this report did so under anonymity, or wished to remain unnamed fearing retaliation from employer. Honoring their concern for privacy is utmost priority to me, and hence, their request and condition for participation in this report was honored.

Access to information

I have been able to work directly and very closely with the HRD for SDIS. However, there are certain information which are very sensitive and exclusively to the school (e.g., salary

of highest-level members/ what amount parent's pay for a shadow teacher/etc.). Hence, access to such information has been compromised for the privacy and job-safety of many participants.

Utilization

Although the essence of the study remains the same, this study and report is conducted on the HR elements and operations of one specific school, and does not reflect or paint a picture for all competitor/contemporary schools.

Apart from this, please note that operations are dynamic and everchanging. Hence, the report does not include nor encourage any long-term retrospective solution (e.g., 10 years from now)

1.5 Definition of Key Terms

1. IB- The International Baccalaureate. This curriculum offers four age-specific educational programs:
 - a) Primary Years Programme (PYP)
 - b) Middle Years Programme (MYP)
 - c) Diploma Programme (DP)
 - d) Career-related Programme (CP)

2. HOP- Head of Primary

Is the Head of PYP program and overlooks the entire structure and framework of SDIS Junior section.

3. HRT- Homeroom Teacher

Equivalent to main and primary teacher assigned to a specific classroom

4. Co-teacher

Teacher who collaboratively works with the HRT and is equally in charge and in authority of the classroom

5. Shadow Teacher

Is a specialized teacher who offers one-on-one support to a specific student who is/may be in need of extra attention due to learning/behavioral/cognitive challenges.

6. CCA- Child Care Assistant

Staff involved in the day-to-day and operational assistance of young children which may include, but is not limited to, washroom assistance/to and from escort/first-aid help/preparing classrooms prior to class, clean-up, etc.

7. ManageBac

A software used exclusively by teachers to create, implement, track, and monitor the operations of the curriculum and academic year

CHAPTER 2: COMPANY AND INDUSTRY PROFILE

2.1 Company Analysis

2.1.1 Overview and History

Springdale International School is a fairly new, but rapidly growing educational institution based in Dhaka, Bangladesh. It was founded about 5 years ago with a vision to introduce globally recognized education using the International Baccalaureate (IB) framework to the masses.

In doing so, the school was built with a strong focus on inquiry-based learning and child centered education that is of global standards. Contrary to many English medium school in Dhaka, Springdale set itself apart by creating a learning environment that focused not only on academic achievement, but also prioritized learning through inquiry and curiosity, character building, creativity, and emotional and cognitive development. Even though the school is very young and new, it has made massive strides in the industry within in a short time.

Thanks to the leadership's strong vision, the dedicated faculty, and its commitment to continuous improvement, earned a solid reputation among parents, competitors, and educators. The school's approach to teaching and learning is based on IB practices and the core principles of the IB curriculum, which include nurturing open-minded, reflective, and responsible global citizens. To no surprise, the school has therefore attracted attention from both local and expatriate families (mainly Indian, Pakistani, Arab gulf) who want their children to experience a modern, holistic education.

Springdale International School's journey reflects how a clear mission, modern planning, and strong operations can help an organization grow steadily even in a competitive education sector.

2.2 Growth

Today SDIS is one of the top English Medium schools that offer IB curriculum in the whole of Bangladesh. An institution that started of less than 5 years ago with just a few students and a teachers is today home to near 800 local and foreign students and a decorated and seasoned arsenal of local and foreign educators as well.

On SDIS's latest achievement, it was achieved and secured IB accreditation for it MYP on 2025, September.

2.3 Services

SDIS offers IB curriculum education starting from nursery up until A levels. It accommodates students of all backgrounds an nationalities. With such a diverse student service portfolio, SDIS is aware that the need for many separate demands may arise. As a result, it offers special languages classes, e.g. French, and focuses of religious studies like Islamiyat due to most students coming from a Muslim background.

Apart from this, SDIS is very student inclusive institution where they warmly welcome students who may have difficulty or academic challenges. Many students who have conditions or special needs like speech delay, ADHD, hyperactivity, etc., are especially

taken care of by the school's arsenal of specialized shadow teachers. These teachers are extremely well trained and often have a background or history of dealing with difficult or special needs students.

The school also hold extra after school programs through ESL (English as second language) for students with English difficulty (mainly for foreigners) and SSS (Special Support Sessions) for students who need that little extra attention from teachers.

Apart from all this, SDIS hold regularly after school programs for students who would like to hone their ECAs. This includes karate, basketball, swimming.

2.4 SDIS Operations

School staff must arrive by 8 am in the morning, and clock in for work through via the punch machine. That's when the clock starts. Just 1 minute after the clock strikes 8 am is seen as "late arrival".

Assembly is at 8:15 am and class begins by 8: 30 am.

The number of periods in a weekday varies from grade to grade. For example: Pre-Kindergarten has 6 periods in a day, each spanning 40 minutes. They have a snack break after 2nd period which usually last 30-40 minutes.

Special classes, e.g. Bangla and Visual Arts, are conducted by specialist teachers. And regular primary subjects of Math, English, Unit of Inquiry (UOI), are typically conducted by both the Homeroom teacher and the co-teacher.

School for pre-kindergarten ends by 12:10 pm. However, teachers do not leave until 3:30 pm, during teach they must plan, implement, check, monitor, all required student activities and any school related work they may have.

2.5 SWOT Analysis

Strength

- A very prestigious parent clientele
- Prime location

Opportunity

- Work closely with teachers to understand their dynamic better
- Employ a licensed student counselor with a pediatric psychology background

Weakness

- Lack of space
- Very low teachers' morale

Threats

- Schools with open spaces and large playgrounds
- Employee loyalty

CHAPTER 3: INTERNSHIP EXPERIENCE

3.1 Position, Duties, and Responsibilities

I have been hired by SDIS as a Co-teacher on June 2025, effective from August 6th. However, I have been put on rotating positions within the school as a means to polish my skills and increase adaptability for PYP. As a result, I have been able to access and explore the human resource department of the school where I was able to learn about the different HR activities, alongside doing my co-teaching.

My duties and responsibilities include, but is not limited to:

1. Contribute in creating study plans
2. Create charts
3. Create class materials
4. Write down homework
5. Check classwork
6. Implement craft and art activities in alignment with specialist teacher
7. Implement sport activities in alignment with specialist teacher
8. Maintain class harmony and order, and kids 'safety
9. Pay special attention to special needs children
10. Teach and proxy for specialist teacher

Apart from these duties, I am also involved in:

1. Working with HR
2. Learning about relevant job descriptions
3. Conflict resolution protocols
4. Payroll/attendance/absent recordkeeping

3.2 Training & Development

One of the first things I noticed when I started working for SDIS was that I was not offered nor provided any training or onboarding orientation.

I was simply logged into the system, assigned to my classroom, and told that work has begun. No rule book nor policy book was provided. As a result, I felt very overwhelmed and lost the first few weeks. I constantly felt like I was having to ask my busy peers for the smallest things, information, rules, etc. apart from this, the only way I was learning was through making random mistakes. Which, was demotivating and embarrassing. Whatever “policy” information was given to me, was via phone prior to my interview; never in writing. Every mistake was met with calls to HR or HOP office, followed by a thorough assessment of the mistake.

I initially assumed that it may have been a one-off incident due to busy session start. But I observed the same pattern repeating with new teachers joining SDIS after me.

After a little digging into the matter, I found out that the school and HR expects new employees to learn from observation or peers. Which in itself, is a broken system since nobody looks over this matter.

3.3 Evaluation and Findings

Positive

Low bureaucracy

Actions are immediate. One very unique thing about SDIS is that any and all issue/complaint/etc. is met with very immediate action. There is little to no lengthy paperwork and bureaucracy and solutions and resolutions are put into effect almost immediately after it's been registered by higher authority. This is true for almost all kinds of issues like peer conflicts, parent/student issues, etc.

Work distribution

Workload is often divided and shared among colleagues, as opposed to being burdened on a few. Everybody contributes to the workload starting from the HRTs to the shadow teachers whenever and however possible. This makes work easier, but also more enjoyable.

Job rotation

Each new teacher is put on job rotation whenever and wherever relevant. This includes acting as a proxy or sub, departmental exchanges, role expansion and compression. Although challenging, this is an excellent way to learn new skills beyond the job roles.

Negative

Power play

There is a very strong and evident case of hierarchy and power distance in the institution. Many talented and hardworking individuals are swept under the rug because they are young, while experience and mature staff are prioritized even when they have little substance to add to certain matters.

Hierarchy

HRTs, justifiably, are very important and core members of the teaching unit. However, it was very obvious that the institution is very biased and partial towards HRTs, exclusively. As a result, other teaching positions and teaching levels, like that of co-teachers and shadow teachers and specialist teachers, are often overlooked. New comers are also excluded from substantial trainings and workshops.

Many trainings and workshops are exclusively designated for HRTS.

Groupism

SDIS very clearly has an issue with groupism. Now, while it may be very normal in workplaces and institutions to form groups naturally, it is but very important to note that this groupism does not hold influential power over the institution. In SDIS, it does.

Many anonymous and former staff have come forward saying certain groups of HRTS have influenced and manipulated their work life. This includes PTO, promotions, transfers, training and development, etc. In many extreme cases, I have first hand intel and testimonies of bullying and harassment to the point where a few employees have had to voluntarily resign.

Favoritism

SDIS has a very strong case of favoritism and nepotism operating in its internal culture. Promotions and layoffs are often a case of word-of-the-mouth from a higher management member, as opposed to performance.

Many teaching staff have expressed that they have been unfairly or poorly treated all because their immediate senior prefers someone else over them.

Pay disparity

Although the focus on the report is on non-monetary motivation, there is no denying that compensation is a lot more than just money. A lot of very skilled and experienced teacher with a very decorated career are often paid very low compared to some other teacher who are simply....more confident.

Many teachers who work in same grades and positions have also found that they are paid 2 very different salaries.

There is no denying that confidence, reference, and presentability is being chosen over performance and competence in many cases when it comes to offering a package to the teachers.

Consequently, many employees feel demotivated because they are left feeling inadequate or taken advantage of.

3.4 Testimonies

- *“I have been working for over 2 years now. My job roles have expanded, along with pay, but I have yet to see much appreciation and gratefulness for the backbreaking work we do” - anonymous”*
- *“I have been trying to register for IB training from school. But the school shows little regards for it. Meanwhile I can see many management favorites getting into the training for free. And I couldn’t register despite wanting to pay for it. Heartbreaking -anonymous*
- *“I have a 20 minute lunch break. I don’t bring lunch from home. So I usually get lunch from the pastry store next to school. It takes less than 8 minutes to go to the store, pay for food, and come back to school. But I have been called and given an earful regarding leaving premises without*

permission. Apparently I have to take permission before leaving the school.....DURING MY OWN LUNCH HOUR which is specifically and exclusively my own time. Now I have to wait by the HR for an average of 10-20 minutes to seek permission to leave the premises for a 7-minute walk. I stopped buying lunch. It's annoying. What's even more annoying is that I see other teachers leave the school during their breaks for almost an hour or so to run errands nearby...with no permission whatsoever"-anonymous

- *"I have poured my heart and skills and time and everything into my job. For years. But what gets the promotions and acknowledgements is being more present and louder. Especially in front of the HR."- anonymous*
- *"I have been humiliated by seniors by the smallest of things, many a times. Sometimes, it wasn't even my fault. Either way, there is a certain approach to constructive criticism and disciplining. But some members of the school think they can speak to you anyway they want. I plan on leaving by the next session"- anonymous*
- *"My potential feels wasted"- anonymous*

3.5 Skills Applied

ECCD (Early Childhood Care and Development)

Working as a teacher for SDIS, I have been able to utilize my ECCD skills to the maximum, and more. I have been able to apply my theoretical and conceptual framework in real life through dealing with young children and facing actual obstacles beyond just coursework. Apart from practicing just patience and teaching skills, I have had the exposure of tending to children with different types of special needs, dealing with parents, as well as, going beyond school syllabus to help certain children with specialized demands like diet/play/leisure/etc.

HR

I have had the privilege of access to many HR aspect of SDIS. This gave me a gateway to explore my major beyond just class work. I have been able to contribute what I learned throughout my degree in UIU to go ahead and contribute to the HR of SDIS. This includes suggestions for job specifications, roles and duties, administrative work, etc.

Technology

SDIS requires all its employees to have a certain level of technological feat. This is especially important given that almost all of the coursework is done by the help of devices and technology, especially for MYP and upwards. Hence, I was able utilize my technological skills through creating presentations, conducting online classes, interactive communication, and so on.

3.6 Findings of the study

Survey

I have conducted a survey comprising of current and former SDIS teaching staff who have interviewed willingly, both with name and anonymously, for my report. Apart from just the survey, they have also filled out a questionnaire comprising of similar survey questions. This has been done in order to ensure and maintain consistency and reliability of the information provided.

8 out of 40 staff members have willingly taken the survey. This makes up of 20% of SDIS junior section personnel.

Link to survey: <https://forms.gle/ZCHvsa7dTrjnZiou6>

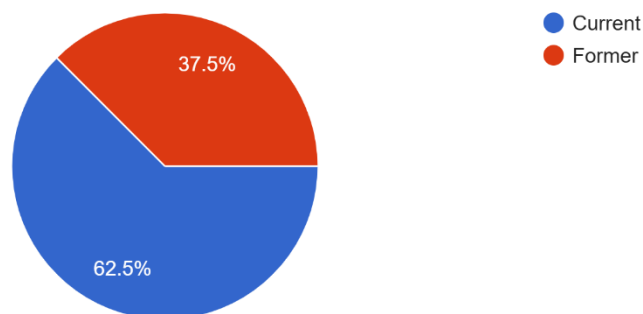
Link to questionnaire: <https://forms.gle/FV3qRN5a65EjaMqY6>

Some of the questions and responses to the survey are attached below (with visual data):

Graphs and Interpretations

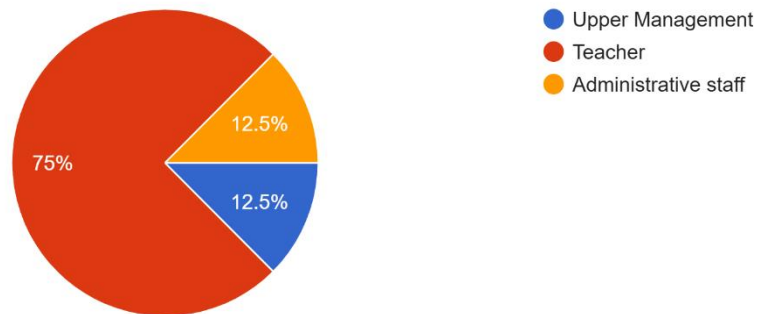
Are you currently working at Springdale International School, or are a former member?

8 responses



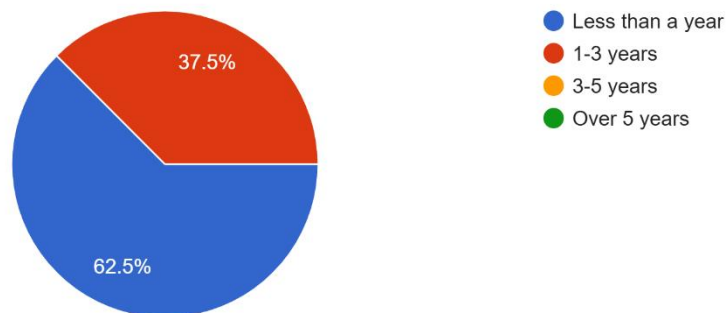
What is your role at Springdale International School?

8 responses



How many years have you worked at your workplace?

8 responses

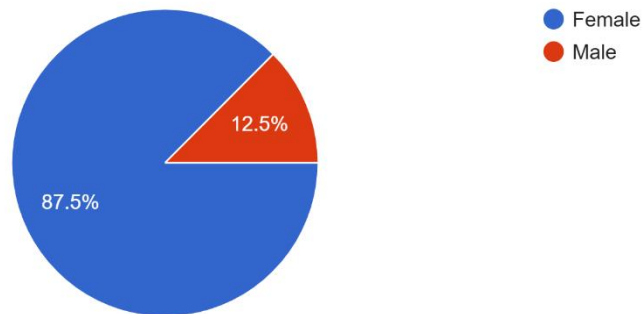


Findings:

Employees who have worked for the institution for over a year seem to harbor more willingness to stay and work, as opposed to new employees who worked less than a year.

What is your gender?

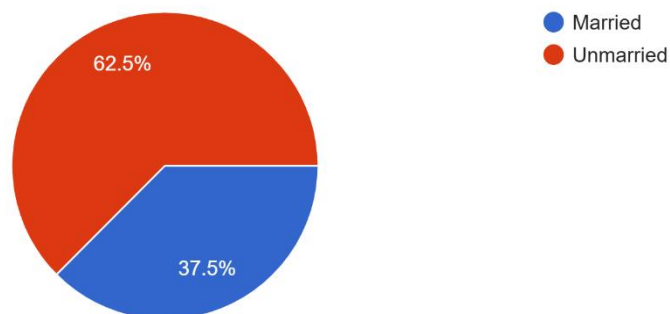
8 responses



Observation: More females apply for teaching jobs, especially in EYP and PYP, than their male counterparts.

What is your marital status

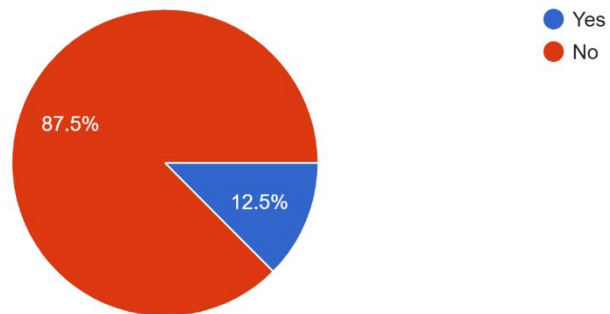
8 responses



Observation: Married individuals are more likely to stay and stick to a job they may not enjoy to ensure stability and uninterrupted income source, whereas unmarried individuals are more likely to take off and explore more solutions.

Do you have children?

8 responses

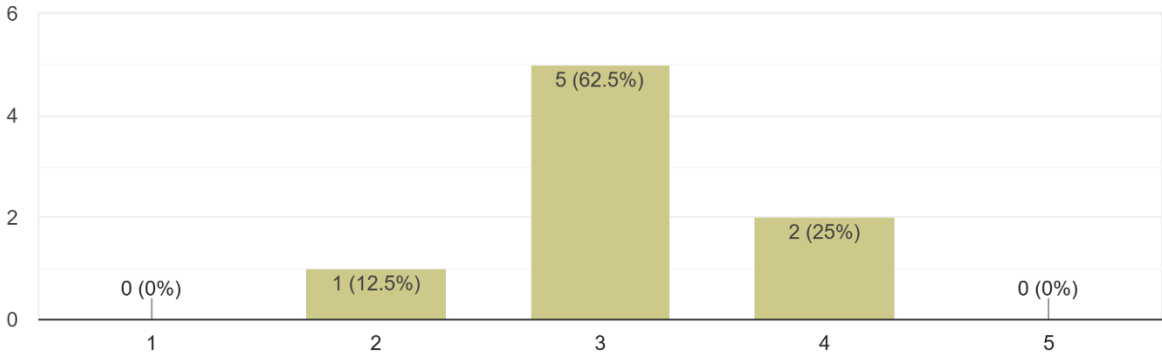


Observation: People with children are less likely to leave the institution, than their unmarried counterparts. As reasoning, they said this is due to stability, convenience.

Strongly disagree = 1
Strongly agree = 5

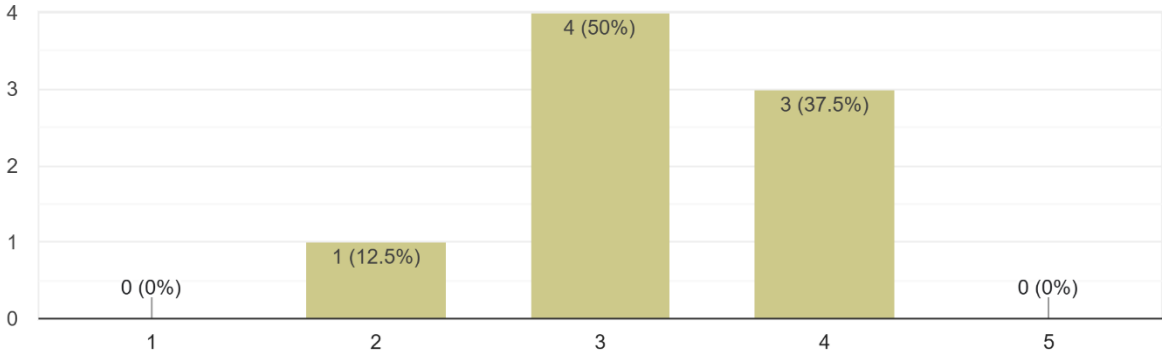
6. I feel recognized by my supervisors when I perform well

8 responses



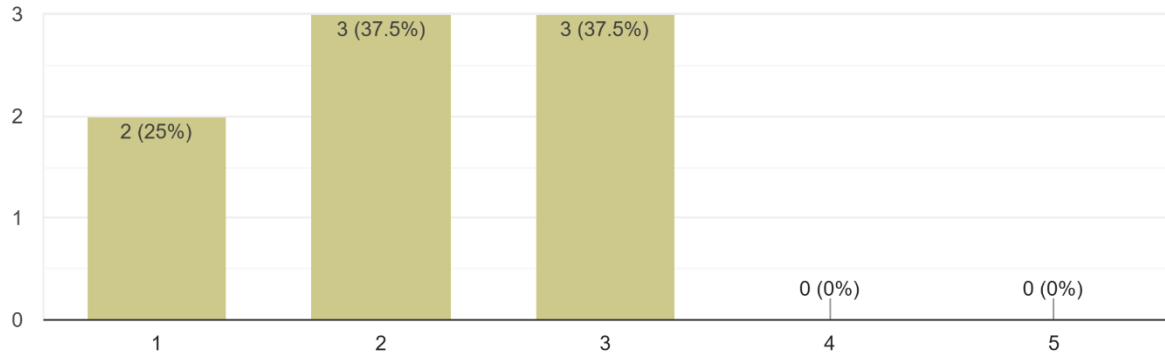
7. I receive meaningful praise or appreciation for my work beyond just salary.

8 responses



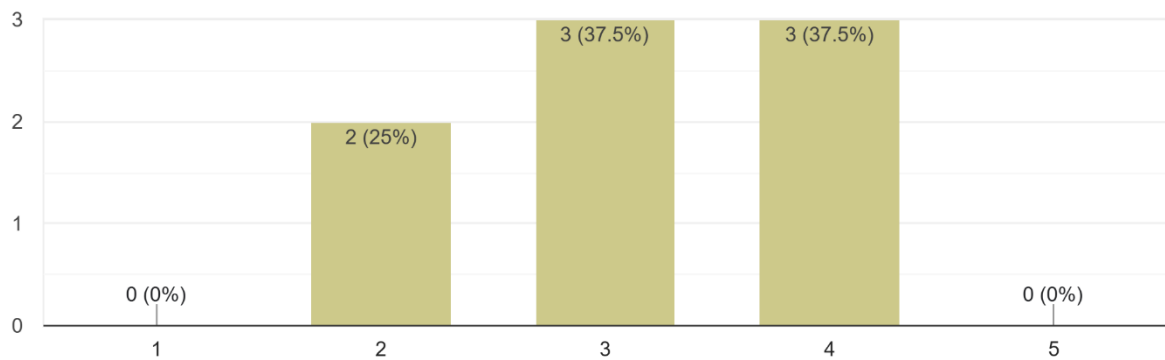
8. I am given equal opportunities for professional development (workshops, training) as higher management

8 responses

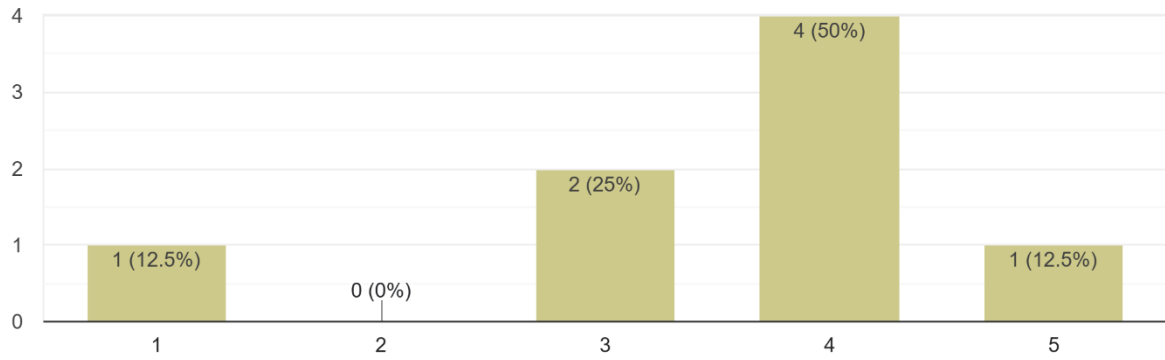


9. I have autonomy in how I carry out my daily tasks without being constantly micromanaged by supervisor or senior

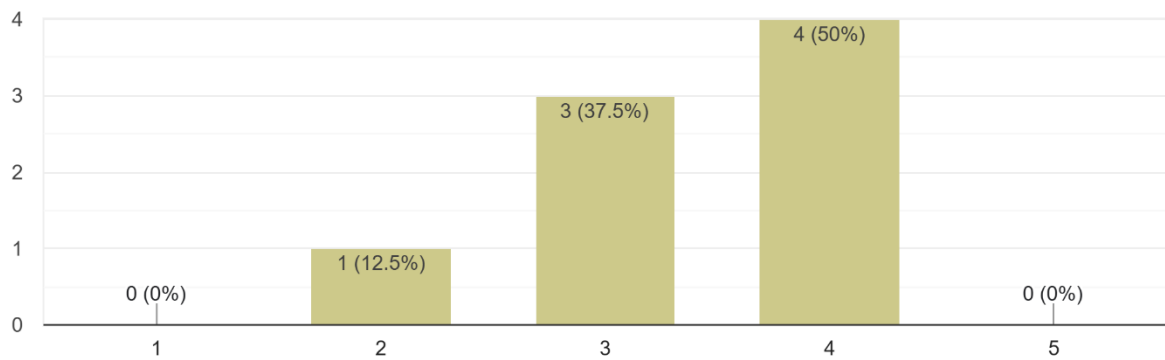
8 responses



10. My work provides me with a sense of purpose or meaning to wake up and go to work everyday
8 responses

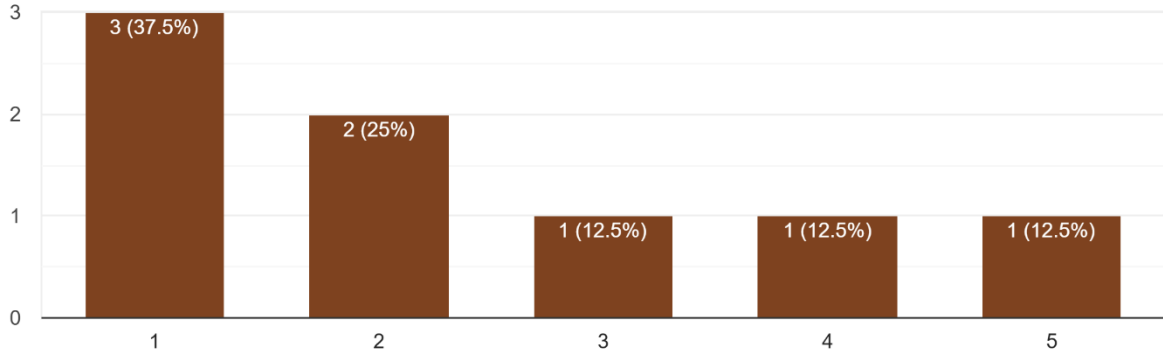


11. I receive constructive feedback that helps me improve instead of hurtful demoralizing comments
8 responses



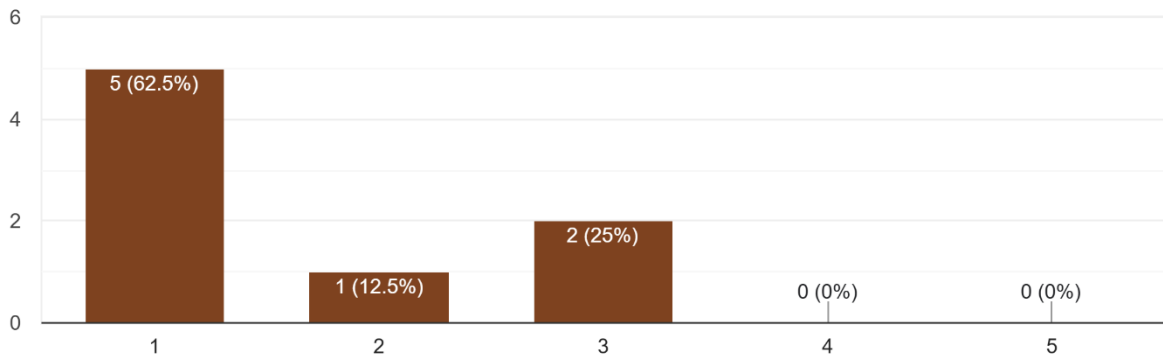
12. I intend to stay at my current workplace for the next 3 years because I see growth and development here for myself

8 responses



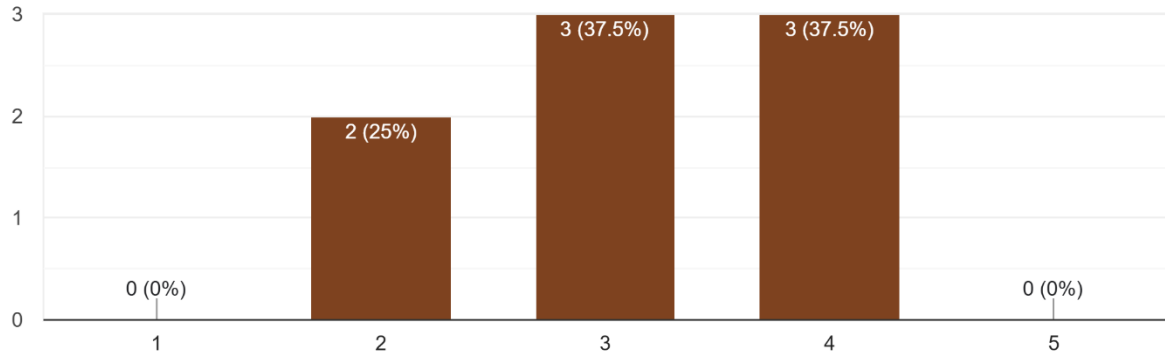
13. Even if another workplace offered me a higher salary, I would prefer to stay because of the working environment and support here.

8 responses



14. My opinions/suggestions/complaints are taken seriously and honored with proactive actions for me to want to stay in my current workplace

8 responses



CHAPTER 3: CONCLUSIONS AND KEY FACTS

Recommendations

For practice, SDIS should adopt reward systems that equally emphasize intrinsic motivators:

- embed regular recognition,
- promote internal development,
- empower employees,
- and foster a respectful culture.

These elements offer a cost-effective route to bolstering retention, especially when pay increases are limited.

Apart from these, it is highly recommended that the school hosts a periodic wellness program for teachers where they are able to express all concerns and queries without being judged and without fear of unfair repercussions.

Key understanding

The strongest predictors for loyalty were

- 1 recognition
- 2 growth opportunities
- 3 and autonomy

A culture of trust, open communication, and fairness also reinforced loyalty. Monetary incentives, while important, appeared less impactful in maintaining deep long-term commitment and low turnover.

Conclusion

The report highlights that while monetary benefit is absolutely fundamental, it also highlights that it is just but the first step on the staircase. Non-monetary motivators remain equally, if not more, important in any workplace to ensure employee wellbeing and low turnover.

SDIS holds a lot of potential. The school has seen immense success in a very short amount of time. It has become one of the top and leading IB schools in Dhaka walking shoulder to shoulder with some very prestigious schools in the industry. Hence, it is absolutely imperative that the school acknowledges that its teaching and management staff is the very blood and lifeline of this successful framework.

It is therefore incredibly important that the school makes sure that its personnel feel appreciated and whole, from the topmost level down to the very lowest level. Monetary compensation is inevitable, but it does not buy loyalty in the long run. The school must ensure that every member feels acknowledged, heard, appreciated, and career-wise challenged. Growth and respect is a very powerful motivator and it should be nurtured and cultivated.

Loyalty can't be bought. It has to be earned. As the saying by Richard Branson, CEO of Virgin Airlines, goes:

“Train people so well that they may be able to leave the company and work on their own. But treat them well enough that they don't want to”.

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Jahan, Monira & Ahmed, Md & Ahmed, Jahan & Ahmed, Mohammad. (2018). Teachers' Job Satisfaction: A Study in Secondary Schools of Bangladesh. 2. 71-91.

2. <https://springdaledhaka.org/>

3. Teachers Motivation https://www.tdi-bd.com/articles_presentations/Teacher%20Motivation%20Study%20report.pdf

M Haq & MSajidul Haq, 2005. Teachers' Motivation in Bangladesh

4. Leading cause of low morale in teachers <https://districtadministration.com/article/a-few-leading-causes-of-low-teacher-morale/#:~:text=Non%2Dclassroom%20duties%2C%20such%20as,the%20University%20of%20Florida%20says.>

A Few Leading Causes of Low Teacher Morale. (n.d.).

<https://districtadministration.com/article/a-few-leading-causes-of-low-teacher-morale/#:~:text=Non%2Dclassroom%20duties%2C%20such%20as,the%20University%20of%20Florida%20says>

Appendix

1.

Mark only one oval.

Female

Male

2.

Mark only one oval.

Under 25

25–34

35–44

45–54

55 or older

3.

Mark only one oval.

Other:

Teacher

Administrative staff

Support staff

Questionnaire

* Indicates required question

1. What is your gender?

*

2. What is your age group?

*

3.

What is your job position at Springdale International School?

*

4.

Mark only one oval.

Less than 1 year

1–3 years

4–6 years

7–10 years

More than 10 years

5.

Mark only one oval.

Secondary / High School

Bachelor's degree

Master's degree

Doctorate

Other, please specify
Motivation beyond salary

6.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

How many years have you been working at Springdale International School?

*

5. What is your highest educational qualification?

*

6. I feel recognized by my supervisors when I perform well

*

7.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Disagree

8.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

9.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

10.

Mark only one oval.

Strongly Disagree

1
2
3
4
5
Strongly Agree

7. I receive meaningful praise or appreciation for my work beyond just salary.

*

8. I am given equal opportunities for professional development (workshops,training) as higher management

*

9. I have autonomy in how I carry out my daily tasks without being constantly micromanaged by supervisor or senior

*

10. My work provides me with a sense of purpose or meaning to wake up and go to work everyday

11.
Mark only one oval.
Strongly Disagree

1
2
3
4
5
Strongly Agree

12.
Mark only one oval.
Strongly Disagree

1
2
3
4
5
Strongly Agree

13.
Mark only one oval.
Strongly Disagree

1
2
3
4
5
Strongly Agree

14.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

11. I receive constructive feedback that helps me improve instead of hurtful demoralizing comments

*

12. I have opportunities to grow or be promoted internally through sheer hardwork and no favoritism connections

*

13. My opinions/advice/complains and suggestions are valued and considered by the institution.

*

14. There is a collegial and supportive working environment among staff with no grouping or favoritism

*

15.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

Your future in SDIS

16.

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

17.

Mark only one oval.

Strongly Disagree

1

2

3

4
5
Strongly Agree

18.
Mark only one oval.
Strongly Disagree

1
2
3
4
5
Strongly Agree

15. I feel that my work- life balance is respected by the school (no events of weekends/overworking for absent employees/etc)

*

16. I intend to stay at Springdale International School for the foreseeable future.

*

17. I feel a strong sense of belonging to the school.

*

18. Even if other schools offered me more money, I would prefer to remain here because of the many non- monetary benefits it provides me (paid leaves/maternityleaves/insurance/retirement plan/etc.)

*

19.
Mark only one oval.
Strongly Disagree

1 2 3 4 5
Strongly Agree

20.
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19. I would recommend this school as a workplace to others. *

20. Do you have any constructive criticism, opinion, complaint, etc. for SDIS. (All contents are anonymous)