



Assessing the Impact of Motivational Drivers on Institutional Efficacy: Human Capital Management as a Catalyst for Economic Growth

Sahabia Khatoon¹, Dr. S. Shujat Husain²

¹Research Scholar, Department of commerce University of Lucknow

¹Email: sahabia786@gmail.com

²Associate professor, Department of commerce, Shia P.G. College, Lucknow

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Abstract

Management relies on human resource management. Like other businesses, educational institutions view human resources as their greatest asset, which can boost profits and lead to success. To succeed, companies must encourage employees repeatedly. Meeting employee needs motivates them. Addressing employee needs improves relevance and returns. Motivational factors and job satisfaction in degree college employees are examined in this study. This study examines compensation, recognition, and working environment as motivational factors. This study included 250 Lucknow's 25 aided and non-assisted degree college faculty. This data was collected by questionnaire. Working environment, recognition, and compensation positively and significantly affect motivation, according to the study. Motivated workers were happier.

Keywords: Motivation, Job satisfaction, Sustainable Development Goals, Economic Growth

1. Introduction

Human resources are crucial to any company. These are the people who turn inefficiency into efficiency and promote the organizational development process. One of the most noble professions in the world is teaching. The teaching profession is the foundation of all other professions in society. Teachers are the pillars on whom the whole system of education is based. They are crucial in helping their students develop as individuals who will further helps in the development of nation. The effective operation of the educational system and raising the standard of educational establishments depend heavily on teachers. We all understand that teacher motivation has a critical role in raising educational standards, and that motivation is closely linked to the quality of education. The international research on teacher professional development has been extensive, but teacher motivation has not received as much attention. Government programmes and strategies have only focused on teacher professional development, including training. No major study has investigated instructors' poor motivation or demotivation. Colleges are important places for students to socialise and find work and meaning. Ahmed et al. (2010) say motivation boosts job satisfaction and organisational success.

A crucial component of the management process is management of people. One must acknowledge both individuals and businesses as a whole in order to appreciate the significance of competent employees. The majority of effectively run businesses believe that their employees are the key to their success and excellence. Instead of considering capital investments, these kinds of firms view their workforce as their primary source of capital. When an organization achieves its objectives, it is deemed effective. Strong cooperation, dedication, and



employee happiness are hallmarks of a good organization. Strong and efficient employee motivation is required at all levels in order to create contented and devoted workers for their companies. One explanation of what motivates workers is “the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual” (Ifinedo 2003; Rosenfeld & Wilson 1999). Motivation underpins psychology. Latest database study suggests competitiveness difficulties are primarily motivational (Miner et al., 1995).

Motivation—like personality, attitude, and perception—is essential to behaviour. Motivation interacts with various cognitive processes and is not exclusive to behaviour. Motivation drives, guides, wakes, and maintains employee behaviour and output, according to Luthans (1998). Thus, motivation is the process that urges workers to work hard. Motivating employees keeps them engaged and boosts job dedication. This study investigates higher education faculty motivation and job satisfaction.

Work Place Motivation

The mechanism that starts and keeps goal-directed performance at work is known as work motivation. It stimulates our minds, piques our interest, and taints both our favourable and unfavourable emotional responses to our work and lives. Motivation drives our mental effort to use our skills and information. Even the most capable person will not put in the necessary effort if they lack motivation. Workplace motivation is thought to be a key factor in an organization’s success since it motivates employees to perform well. Employees and their surroundings both contribute to the dynamic energy that is motivation at work and these are utilised to start and manage workplace activities (Shkoler and Kimura, 2020). When someone feels inspired or driven to complete a task or act in a particular way, they are motivated. The self-determination theory (SDT) classifies motivation at work as a whole and divides it into two primary constructs: intrinsic motivation and extrinsic drive (Ryan & Deci, 2000).

Hayati & Caniago (2012) found that genuinely driven workers are happier and perform better. Nevertheless, despite its importance, the person’s actions are not driven by their own motivations but rather by external forces (Schulze& Steyn,2003). External forces are those which are beyond the control. Because of this, it is absolutely essential for a company to make certain that its employees are motivated both from within the company and from outside the company.

The degree of work motivation exhibited by an employee is a critical determinant of their output and effectiveness. It can be defined as a managerial tactic for persuading behaviour that is grounded in cognitive psychology. Therefore, strong, and effective motivation at all levels needs to be made clearer to please workers and inspire them to be committed to their work (Salleh, Zahari, Said & Ali, 2016).

Individuals who demonstrate motivational performance gaps can be characterised by their tendency to evade new challenges, exhibit resistance towards familiar tasks, divert their attention from important tasks to less significant ones, and rely on inadequate solutions rather than adopting a strategic approach to tackle unfamiliar problems (Clark, 1997). Motivation refers to the complex process involved in eliciting, regulating, and sustaining conduct. Motivation can be derived from diverse origins, encompassing social, behavioural, cognitive, and physiological factors. It is essential to both establishing and achieving goals. Many ideas suggest that motivation might originate from a fundamental need to lessen bodily pain and enhance pleasure, or it can come from needs like eating, sleeping, and wanting to be in an ideal mental state. It may be accepted to some extent for trivial reasons like morality, self-interest, generosity, or avoiding death.

Employees’ Job Satisfaction

The employee is widely recognised as a critical component of every organisation. If any organization wants to achieve the heights of success, they should keep their employees satisfied. A satisfied employee creates

healthy environment in the organization. There are various ways which keeps an employee satisfied. So, the employers should ensure the adaptation of the ways which helps them to achieve this goal.

As stated by Hoppok and Spielgler (1938), When employees are happy with their work, it shows in their performance and their attitude towards their employer and coworkers. The significance of workers is also emphasized because a variety of elements might influence an employee's effectiveness in a business. Vroom emphasizes the importance of an employee's position within the organization when defining job happiness. Thus, in line with his concept, an individual's affective orientations toward the work obligations they currently hold are what constitute job happiness. (1964, Vroom). People's attitudes and sentiments on their jobs are called "job satisfactions." Positivity and favourable opinions about the position demonstrate job satisfaction. Indicators of job unhappiness include negative and unfavourable attitudes. Armstrong (2006). Numerous determinants impact job satisfaction, such as job security, recognition and approval, independence, constructive criticism regarding work quality and accomplishments, independent decision-making and obstacles, and sentiments of accomplishment (Vandenberg et al., 1992).

Motivation and Job Satisfaction

According to Hoy and Miskel (1987), motivation drives people to meet their needs, wants, or goals or overcome stress via persistent effort. According to Dessler (2001), motivation is how driven a person is to achieve a goal. Job satisfaction and staff motivation are linked, making them crucial to any company. Motivation and job happiness are sometimes mixed. Peretomode (1991), quoting Gibson et al., claims that job satisfaction and motivation are related yet distinct. It was acknowledged that job satisfaction factors into motivation. Goal-directed behaviour and job pleasure are driven by motivation, yet both come from job-related activities and incentives. A worker can be dissatisfied even if he enjoys everything about his job. This state has high work satisfaction.

Employee Need-based, reinforcement, and process theories are utilised to examine motivation and job satisfaction. Employee motivation, however, is hard to define. Some people's behaviours include it (Ifinedo 2003). The health of a company, public or private, depends on its employees (Lewis et al., 1995). Golembiewski (1973) defines motivation as an organization's predisposition to pursue specific goals and proposes finding the type and location of the variables generating it. Motivated people may be dissatisfied with their jobs, according to Peretomode (1991). Ifinedo (2003) states that highly motivated employees are content with their jobs and may help the company achieve its goals. Need-based theories: Work motivation depends on several factors. Need-based ideas explain why people work harder. The Maslow hierarchy and Herzberg's two components' theories address basic needs.

Maslow's 1943 need-based motivation theory is widely acknowledged. Maslow's hierarchy of desires includes self-actualization, attachment, security (physical and social), and physiological.

Herzberg, Mausner, and Snyderman's 1959 two-factor hypothesis is motivational. It takes multiple studies to determine employee motivation. They identified worker satisfaction and dissatisfaction. Everything that dissatisfies employees is called "hygiene," and everything that makes them happy is called "motivators." Hygienic issues include company policies, salary, administration, working circumstances, and supervisor rapport demotivate personnel. Achievement, recognition, effort, demanding projects, and other motivators drive people to work harder.

Sustainable development Goals

To eradicate extreme poverty, protect the environment, and promote peace and prosperity for all people by the year 2030, the United Nations General Assembly endorsed the Sustainable Development Goals (SDGs) in 2015.

SDGs meet current needs without compromising future needs. Many call them the Triple Bottom Line, which incorporates environmental, social, and economic goals.

The sustainable development goals recognise the necessity of achieving a harmonious equilibrium among environmental, social, and economic sustainability. Moreover, they realise that choices made in one domain inevitably reverberate across interconnected domains.

Significance of the Study

The present study examines the motivational factors which influences job satisfaction of degree college employees which will help in fostering sustainable economic growth, through the drive, fulfilment, and performance of their faculty. The thoughts of the upcoming workforce and entrepreneurs are significantly shaped by faculties. The students' motivation, job happiness, and performance can have a big impact on their capacity to learn and contribute to sustainable economic growth. Work motivation has been studied in various industries in relation to organisational results, attendance, effectiveness, and motivation. Many job satisfaction studies focus on job enrichment, supervision, motivation, and withdrawal behaviours. Few studies have examined higher education academics' job satisfaction and motivation. The current investigation addressed this gap.

Review of Related Literature

Teachers in government high schools have been shown to have equal levels of motivation among men and women. (Khan, 2001).

In a study conducted by Oudejans (2007), an examination was carried out on the topic of work motivation, revealing a negative correlation between intrinsic and extrinsic motivation. Job satisfaction is higher among those who are intrinsically motivated, whereas it is lower among those who are motivated primarily by external factors. Gupta (2013) did research to determine if and how intrinsic motivation influences teacher satisfaction on the job. The study's findings showed no statistically significant gender gap in either instructor job satisfaction or instructor motivation. Nevertheless, notable discrepancies in job satisfaction and motivation were seen across instructors employed in public and private educational institutions, as well as among teachers with varying levels of experience. Furthermore, a notable disparity in employment motivation was seen among teachers holding graduate and post-graduate degrees.

Ansari et al. (2005) looked at the connection between stress on the job and lack of motivation among UTM's faculty and staff. The results showed a weak relationship between stress on the job and motivation to work, and they pinpointed the main contributors to an individual's level of motivation.

Yasili (1998) conducted a study and found that several factors, including workload, job stress, school management style, work autonomy, and social interactions among teachers, were identified as important factors influencing work motivation. According to Mitchell et al. (2001), job happiness is closely linked to various factors including job enrichment, effective supervision, clearly defined job duties, and meeting expectations. Additionally, there is research that indicates a positive correlation between job satisfaction, work motivation, and organisational commitment (Warsi et al., 2009).

There appears to be a correlation between job dissatisfaction and a range of withdrawal behaviours, including absenteeism, tardiness, unionisation, filing grievances, substance abuse, and decisions on retirement. The year

2004. The authors of this study, Lise and Timothy, conducted research on the topic at hand. It is widely recognised that job dissatisfaction can have a detrimental effect on employee performance resulting in reduced productivity and diminished levels of organisational engagement. According to Moser (1997), Various factors such as employee benefits, recruitment and selection processes, training programmes, challenges in the learning process, a decrease in customer base, job design, level of autonomy, overall life satisfaction, satisfaction with personal progress, satisfaction with colleagues, satisfaction with managers, and customer satisfaction together influence an individual's level of job satisfaction. Mathaisel and Comm (2000) conducted a study.

Objectives of the Study

1. To study the relationship between the different factors of motivation and job satisfaction in aided degree colleges of Lucknow region.
2. To study the relationship between the different factors of motivation and job satisfaction in non-aided degree colleges of Lucknow region.
3. To compare the mean scores of job satisfaction of aided and non-aided colleges of Lucknow region.
4. To explore the contribution of employees' job satisfaction in achieving the sustainable development goals 2030.

Hypothesis of the Study

1. There is no significant relationship between the different factors of motivation and job satisfaction in aided degree colleges.
2. There is no significant relationship between the different factors of motivation and job satisfaction in non-aided degree colleges.
3. There is no significant difference in the mean scores of job satisfaction of aided and non-aided colleges.

Methodology

This study uses descriptive survey to acquire data. This survey includes 25 Lucknow aided and non-aided colleges. Ten teachers from each college were randomly selected. Thus, 250 employees were chosen. For the collection of data, Survey method was used. The 42-question questionnaire covered working conditions, recognition, salary, employee motivation, and the impact of motivation on job satisfaction.

Analysis and Interpretation

Relationship between different factors of motivation and teachers' job satisfaction in aided degree colleges

Table 1: Coefficient of correlation between the various factors of motivation and Teachers' Job Satisfaction in aided colleges

| Variable | | N | R | Level of significance |
|----------------------------|--------------------|-----|-------|---------------------------|
| Teachers' Job satisfaction | | 100 | 0.262 | Significant at 0.05 level |
| Motivational factors | Working conditions | | | |
| | Recognition | | 0.253 | Significant at 0.05 level |
| | Compensation | | 0.013 | Not significant |

From the table 1, the initial coefficient of correlation between working condition and TJS is 0.262, which is positive and significant at 0.05. The second-dimension recognition-TJS association is 0.253, which is positive and significant at 0.05. The last coefficient of correlation between compensation and TJS is 0.013, which is not significant at 0.05. Thus, working conditions, recognition, and teachers' job satisfaction in aided colleges were

significantly related, except for compensation. Thus, the null hypothesis that motivation factors do not affect teachers' job satisfaction in aided degree colleges is rejected.

Relationship between different factors of motivation and teachers' job satisfaction in non-aided degree colleges

Table 2: Coefficient of correlation between the various factors of motivation and Teachers' Job Satisfaction in non-aided colleges

| Variable | | N | R | Level of significance |
|----------------------------|--------------------|-----|--------|---------------------------|
| Teachers' Job satisfaction | | 100 | 0.230 | Significant at 0.05 level |
| Motivational factors | Working conditions | | | |
| | Recognition | | 0.167 | Not Significant |
| | Compensation | | -0.165 | Not significant |

From the table 2, the initial coefficient of association between working circumstances and TJS is 0.230, which is positive and significant at 0.05. The second coefficient of correlation between recognition and TJS is 0.167, which is positive but not significant at 0.05. The third coefficient of correlation between compensation and teacher job satisfaction is -0.165, which is negative and not significant at 0.05. Thus, in non-aided degree colleges, working conditions are positively and significantly related to teachers' job satisfaction, recognition is not, and compensation is negative and not. We accept the null hypothesis, which states that there is no significant association between motivational components and the level of job satisfaction experienced by private secondary school teachers.

Management wise comparison of mean scores of job satisfaction of aided and non-aided degree college employees.

Table 3: management wise Mean, S.D, N & 'z'- values of principals'

| Management | N | Mean | SD | z-value | Level of significance |
|-------------------|-----|-------|------|---------|-------------------------------|
| Aided college | 100 | 32.17 | 7.29 | 0.034 | Not significant at 0.05 level |
| Non-aided college | 100 | 32.14 | 5.16 | | |

The preceding table shows that aided colleges had a mean score of 32.17 and non-aided colleges 32.14 with SDs of 7.29 and 5.16. At 0.05, the z-value is 0.034, which is not significant. It reveals that aided and non-assisted colleges have similar mean scores. The null hypothesis that aided and non-aided colleges have similar mean job satisfaction scores is not rejected.

Relationship between employees' job satisfaction and sustainable development goal 8.

The primary objective of Sustainable Development Goal 8 is to promote the provision of enough and satisfactory employment opportunities for all individuals, ensuring their full engagement and productivity, while simultaneously fostering an inclusive and sustainable pattern of economic growth. Job satisfaction of teachers is an important factor in achieving SDG 8, as teachers play an important function in educating and preparing the workforce of the future. There are various indicators such as Compensation and working conditions, Autonomy and decision-making power, Supportive school environment, Professional development opportunities which has been followed in schools in order to satisfy teachers.

Discussion of Results

According to the results of the study, the level of enjoyment one derives from their work is significantly influenced by their level of motivation. Our findings are backed up by data from other research that were done

in the past, which show that there is a favourable association between work motivation and job satisfaction. Oudejans (2007) discovered a link between work motivation and job satisfaction that was determined to be favourable. Peretomode (1991) cites the work of Gibson et al. The research findings have indicated that job satisfaction and motivation, although interconnected, should not be considered synonymous terms. The researchers revealed that job satisfaction constitutes a key component of the motivating process. It is plausible that an employee may lack motivation despite deriving satisfaction from many aspects of their job. According to Ifinedo (2003), individuals who possess a high level of motivation tend to exhibit a greater sense of satisfaction with their respective roles within an organisation, hence enabling them to make a more substantial contribution towards the attainment of the organization's objectives.

Conclusion

This study, which focuses on the topic of education, inquiries into the link that exists between an employee's level of motivation and the degree to which they are pleased with their work. We find that job satisfaction is positively correlated with working conditions, being recognised for one's contributions, and having a competitive salary. The findings of this research can be use in the field of education in the form of a practical application that suggests an improved remuneration package and environment can increase the motivation of staff members.

The notions of motivational factors and job happiness are extremely important in the workplace and can have a significant bearing on the achievement of sustainable development goals. By creating an atmosphere at work that is engaging and gratifying for employees, businesses may improve their ability to attract and keep top talent, as well as raise employee engagement and overall organisational success. This could result in more money being invested in environmentally friendly projects, which in turn will help organisations go closer to reaching the Sustainable Development Goals.

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