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Wycliffe Odhiambo Aganda & Dr. Martin Kimemia, PhD

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Wycliffe Odhiambo Aganda[1] & Dr. Martin Kimemia, PhD[2]

1. Mount Kenya University

2. Mount Kenya University

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Abstract

Enhancing employee productivity is vital for sustaining business operations and fostering organizational growth. At PEHA International School in Kigali, Rwanda, employee productivity is recognized as a cornerstone of institutional performance, making it a strategic priority. This study investigates key determinants of employee productivity, focusing on how motivation, leadership style, organizational culture, and employee development influence productivity at the school. Guided by Herzberg's Two-Factor Theory, Goal Setting Theory, Maslow's Hierarchy of Needs, and the Competing Values Framework, alongside relevant empirical literature, the study adopted a mixed-methods approach to gather comprehensive quantitative and qualitative data. Using a descriptive survey design, a stratified random sample of 64 respondents from a total of 76 employees was selected, applying Israel's (2022) sample size formula. Data were collected through structured questionnaires and interviews with purposively selected administrators. Quantitative data were analysed using SPSS version 26, complemented by thematic analysis of qualitative data. Instrument reliability was ensured through test-retest procedures and Cronbach's alpha, while validity was confirmed through expert reviews. Findings revealed that motivation, communication, organizational culture, and employee development significantly influence productivity. Recommendations include enhancing merit-based promotions, improving internal communication through digital platforms, streamlining internal processes, and increasing awareness of training opportunities to strengthen productivity and institutional success.

Keywords: *Employee Development, Employee Motivation, Employee Productivity, Employee Satisfaction, Organizational Culture, Organizational Productivity.*

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1. Introduction

Employee productivity is a cornerstone of organizational success and competitiveness, particularly in today's dynamic and demanding business environment. The ability of an organization to achieve its strategic objectives is often contingent upon how effectively its employees perform. Understanding the determinants of employee productivity is thus vital for institutions seeking to enhance operational efficiency and sustain growth. Various interrelated factors including motivation, leadership style, organizational culture, and training and development have been identified as significant drivers of productivity (Robinson & Judge, 2019). Leadership style profoundly shapes employee attitudes and behaviors. Transformational leadership, characterized by inspiring, empowering, and involving employees in decision-making, has been linked to higher engagement and productivity (Bass & Avolio, 2018). Conversely, autocratic leadership may suppress creativity and reduce morale, ultimately undermining productivity (Goleman, 2015). Organizational culture, encompassing shared values, beliefs, and practices, also plays a crucial role. A positive culture fosters collaboration, innovation, and a sense of belonging, which are essential for driving productivity (Schein, 2019). In contrast, a toxic culture can breed disengagement and inefficiency (Kotter & Heskett, 2016). Employee motivation remains a primary determinant of productivity. Motivated employees tend to be more committed, energetic, and aligned with organizational goals (Deci & Ryan, 2020). Furthermore, training and development ensure employees are equipped with the skills and knowledge required to excel, thereby enhancing productivity and job satisfaction (Noe, 2017).

Globally, productivity is pivotal for economic competitiveness. The United Nations Sustainable Development Goal 8 emphasizes the importance of promoting sustained, inclusive economic growth and productive employment (United Nations, 2015). Numerous international studies corroborate the influence of leadership, culture, and motivation on productivity. For instance, Kirkman and Shapiro (2001) found that participative leadership in Japan significantly enhanced employee engagement and productivity. Similarly, Hill et al. (2008) in the United States demonstrated how flexible work arrangements, supportive of work-life balance, boosted productivity. In Sweden, Bakker et al. (2014) highlighted the role of employee well-being, while Wong and Law (2002) in Australia found that leaders with high emotional intelligence positively influenced team performance.

In Africa, research continues to stress these dynamics. Akanbi and Oluwole (2020) in Nigeria showed how transformational leadership in educational institutions significantly improved teacher productivity. Hassan (2021) in Egypt revealed that a supportive organizational culture enhanced teacher performance. In East Africa, a UNDP (2019) study in Kenya demonstrated that effective leadership was key to higher teacher motivation and productivity. Within Rwanda, the drive towards achieving Vision 2050 underscores the importance of strengthening institutional productivity and innovation (Government of Rwanda, 2019). Local studies affirm the relevance of these determinants in the education sector. Kiruja (2021) found that continuous professional development positively correlated with teacher productivity in Rwanda. Zeitlin (2021) showed that teachers in private schools outperformed their public counterparts due to better leadership and motivational practices, while Bernardin (2018) demonstrated the productivity benefits of integrating technology into classrooms. Nonetheless,

these studies reveal gaps, particularly in understanding how these factors interact within individual institutions. PEHA International School in Kigali offers a pertinent case to explore these dynamics in Rwanda's private education sector. The school emphasizes professional development, transformational leadership, and a collaborative culture, all aimed at enhancing teacher productivity. However, a comprehensive analysis of how these factors collectively influence employee productivity remains underexplored.

1.1 Statement of the Problem

Despite widespread recognition of employee productivity as fundamental to organizational success, there is limited empirical understanding of its determinants within Rwanda's private education sector. With Rwanda's ambitious educational reforms and national goals under Vision 2050, it becomes crucial to investigate how factors such as motivation, leadership style, organizational culture, and training and development shape productivity in this context. Existing studies have largely overlooked these interactions at institutional levels like PEHA International School. This study addresses this gap by examining how these determinants impact employee productivity, thereby informing both institutional strategies and broader educational policies.

1.2 Objectives of the Study

The study aimed to investigate the key determinants of employee productivity at PEHA International School in Kigali, Rwanda. Specifically, it seeks:

i. To assess the influence of motivation on employee productivity.
ii. To establish the influence of leadership style on employee productivity.
iii. To determine the influence of organizational culture on employee productivity.
iv. To examine the influence of training and development on employee productivity.

2 Literature Review

Empirical literature reviews are vital in synthesizing existing studies to provide evidence-based insights on specific phenomena. This section reviews studies on the influence of motivation, leadership style, organizational culture, and training and development on employee productivity.

2.1 Empirical Literature

Employee motivation is widely acknowledged as a central driver of productivity. Judge and Bono (2021) conducted a meta-analysis confirming a robust correlation between job satisfaction and productivity, emphasizing that motivated employees tend to perform better. Similarly, Ngabonziza (2020) found that intrinsic motivation significantly predicts productivity among teachers in international schools in Rwanda. Tuyisenge (2022), using qualitative methods, demonstrated that teachers who feel valued exhibit higher commitment, resulting in increased productivity. Taris and Schaufeli (2015) highlighted that intrinsic motivation where employees derive personal satisfaction from their work directly enhances productivity and organizational commitment. Furthermore, Deci et al. (2019) argued that

autonomy is crucial in fostering intrinsic motivation, which drives productivity. Seibert, Wang, and Courtright (2011) supported this by showing that empowering leadership enhances employee ownership, intrinsic motivation, and job performance. These studies collectively indicate that organizations aiming to boost productivity should create environments that promote job satisfaction, recognition, and autonomy.

Leadership style plays a pivotal role in shaping employee productivity. Van Dierendonck (2011) found that servant leadership, which focuses on empowering and valuing employees, significantly enhances well-being and organizational commitment, leading to higher productivity. Neubert et al. (2019) showed that servant leadership also fosters creativity alongside productivity, especially when employees feel their personal development is prioritized. Authentic leadership has similar benefits. Walumbwa et al. (2008) found that authentic leadership positively influences engagement and job satisfaction, which enhances productivity. Rego et al. (2012) reinforced this by linking authentic leadership to stronger employee commitment and productivity. Bass and Riggio (2006) highlighted transformational leadership's effectiveness in dynamic environments requiring motivation and innovation. Conversely, transactional leadership suits structured settings needing clear productivity criteria (Nielsen, 2013). These findings suggest that leadership styles aligned with organizational goals and supportive of employee development substantially improve productivity.

Organizational culture shapes how work is conducted and directly impacts productivity. Schein (2010) emphasized that culture, through shared values and assumptions, guides employee behavior. Hofstede (2001) and Judge and Bono (2001) showed that supportive cultures enhance job satisfaction, which correlates with higher productivity. Kahn et al. (2021) found that cultures characterized by flexibility and adaptability are critical in promoting innovation, which drives performance. Saks (2006) argued that a supportive culture improves engagement, thereby enhancing productivity. These studies suggest organizations should cultivate cultures that align with strategic objectives, recognize employee contributions, and foster growth.

Training and development equip employees with essential skills, directly enhancing productivity. Salas et al. (2012) found that training interventions significantly improve employee competencies, leading to better job performance. Sitzmann et al. (2008) similarly reported that well-designed training enhances productivity, especially when tailored to job roles. Development initiatives also play a role. Kahn (1990) noted that opportunities for growth boost engagement, while Harter et al. (2002) linked engagement to higher productivity. Arthur et al. (2003) and Blume et al. (2010) demonstrated that effective training translates into improved job performance. In technology-driven sectors, O'Reilly and Tushman (2008) showed that continuous tech training sustains productivity and innovation.

2.2 Research Gaps

The literature reviewed has shown the gaps in the research by bringing up the question to find out if the organizations differentiate between induction and on the job training or when the employed are being inducted, it is considered to be on the job training. Motivation works well when focusing on enhancing and sustaining Productivity and not making employees happy. It should be able to translate the desire of achieving organizational goals. How possible would this be without making employees happy? The literature has further found out that motivation enhances productivity. However, this can be challenged by the capitalists that focusing so much on the employees may affect the profitability and focus the business not on the main

aspect of profitability. Therefore, the question remains, do the employees' desires have to be fulfilled or should the desire of the firm bring satisfaction to the employees? The previous studies have not identified employee productivity and Productivity and the reason for this study. The study will examine the determinants of employee productivity in PEHA International School in Kigali, Rwanda.

2.3 Theoretical Model

This study is anchored on four key theories that collectively help explain the determinants of employee productivity:

2.3.1 Herzberg's Two-Factor Theory

Proposed by Fredrick Herzberg in 1959, this theory distinguishes between factors that cause job satisfaction (motivators) and those that cause dissatisfaction (hygiene factors). Motivators include advancement, recognition, the work itself, achievement, growth, and responsibility (Joel, 2020). Cole (2016) notes that Herzberg's framework assists managers in understanding how job content and context influence employee satisfaction and productivity. Herzberg emphasized that while eliminating poor hygiene factors prevents dissatisfaction, true productivity gains come from enriching jobs with motivators. This theory is relevant to this study as it highlights the dual needs of employees that must be managed to optimize productivity at PEHA International School.

2.3.2 Competing Values Framework (CVF)

Developed by Quinn and Rohrbaugh in the 1980s and elaborated by Cameron and Quinn (2011), the CVF provides a model for assessing how different organizational cultures—such as clan, adhocracy, market, and hierarchy affect performance. Studies show that clan cultures enhance employee satisfaction and retention, while market cultures drive competitive performance. Applying the CVF allows this study to examine how PEHA's organizational culture shapes employee satisfaction, productivity, innovation, and service delivery.

2.3.3 Goal Setting Theory

Originally advanced by Ryan (1970) and later strengthened by Locke and Latham (2015), this theory posits that setting specific, challenging goals enhances employee effort and productivity. Ijewereme (2015) adds that goals direct attention, energize employees, increase persistence, and stimulate innovative problem-solving. However, Swann (2021) cautions that overly ambitious goals without adequate support can hinder productivity. For PEHA, this theory underscores how setting meaningful, supported goals can drive staff efforts, provided there is alignment with employee commitment and team cohesion.

2.3.4 Needs-Based Motivation Theory

Abraham Maslow's hierarchy of needs suggests that employees are motivated to satisfy a progression of needs, from basic physiological needs to self-actualization (Cole, 2016; Jones, 2017). Whittington (2015) emphasized that different needs dominate at different times, and managers must understand what drives employees to channel motivation effectively. According to Koys (2023), this aligns with expectancy theory, where employees are motivated by outcomes that fulfill their needs. For this study, the theory illustrates how fulfilling both

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lower and higher-level needs at PEHA International School can elevate staff motivation and productivity.

2.4. Conceptual Model

The conceptual framework illustrates how employee motivation, leadership style, organizational culture, and training and development (independent variables) influence employee productivity (dependent variable). Figure 1 below diagrammatically presents these relationships, guiding the study's analysis and interpretation.

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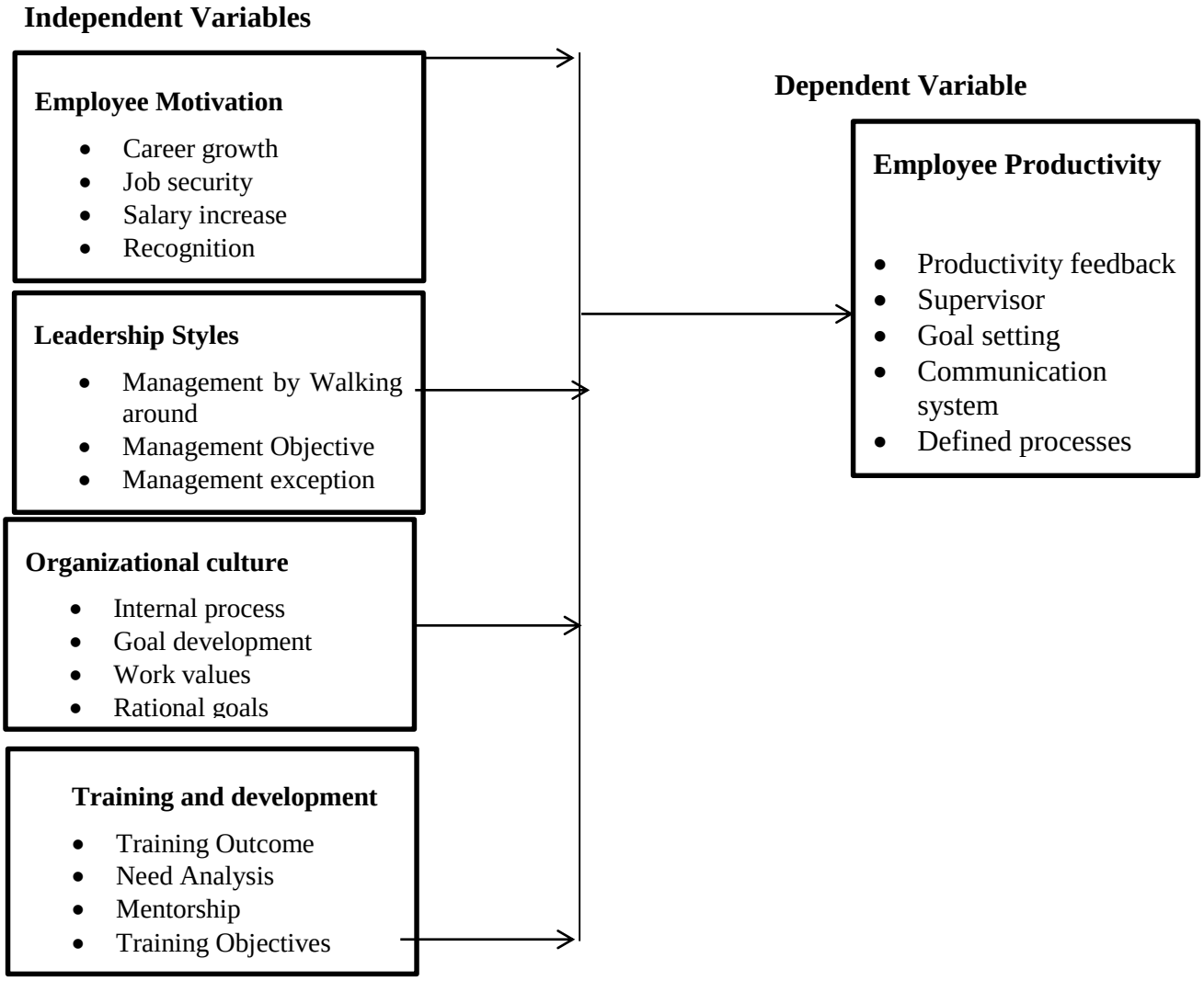

Figure 1:Conceptual Framework

This framework depicts how motivation, leadership style, organizational culture, and training and development (independent variables) impact organizational productivity (dependent variable), operationalized through achieving goals, employee output, and customer satisfaction. Respondents indicated the extent to which each factor influences employee productivity and overall organizational performance.

3. Research Methodology

3.1 Research Design

This study employed a mixed-methods approach, integrating quantitative surveys and qualitative interviews to comprehensively examine the factors influencing employee productivity. It adopted a descriptive survey design, enabling respondents to describe factors affecting productivity and organizational outcomes at PEHA International School in Kigali,

Rwanda. As noted by Cooper (2018), this design offers detailed descriptions of events, situations, and interactions, while minimizing bias (Bell, 2022). It systematically observes and documents characteristics and behaviors without manipulation, making it highly suitable since participants were not required to alter any variables (Kimemia, 2024). Additionally, a case study design was used to deepen understanding of the unique context. This allowed the researcher to explore how employee motivation, leadership style, organizational culture, and training and development affected productivity at PEHA, emphasizing context-rich insights and uncovering specific patterns (Kimemia, 2024).

3.2 Target Population and Sample Design

The target population consisted of 76 employees both teaching and non-teaching staff of PEHA International School (PEHA, 2024). To ensure fair representation, the study employed stratified random sampling, dividing the staff into teaching and non-teaching groups and drawing a proportional sample from each (Fowler, 2014; Ghauri, 2020). The sample size was calculated using Israel's (2022) formula: $n=N1+N(e2)=761+76(0.052)=64$ thus involving 64 respondents.

3.3 Data Collection Methods

Data was gathered from primary sources through structured questionnaires and from secondary sources such as journals, books, and online literature. Questionnaires, administered with the help of a research assistant, used closed-ended questions on a 5-point Likert scale to ensure comparability and quantifiable responses. The drop-and-pick-later method allowed respondents time to complete the surveys thoughtfully, with clarifications provided as needed. A pilot study involving 10% of the sample tested the reliability and clarity of the instruments, resulting in adjustments to improve precision (Hertzog, 2008). Instrument reliability was assessed through Cronbach's alpha, with coefficients above 0.7 indicating strong internal consistency (Kothari, 2022; Kimemia, 2024). Validity checks included face validity, evaluating how appealing and understandable the tools were to participants (Kimemia, 2024), and content validity, ensured through expert reviews and thorough content analysis. Construct validity was verified by correlating quantitative survey results with qualitative interview insights (Bryman, 2016). Factor loadings above 0.50 were deemed satisfactory (Holloway, 2023).

3.4 Data Analysis

Data was coded in Excel and analyzed using SPSS. Descriptive statistics (means, medians, standard deviations, frequencies, skewness, and kurtosis) summarized the data and highlighted patterns. Inferential statistics included ANOVA to test mean differences, regression analysis to examine relationships, t-tests to compare group means, chi-square tests to explore associations, and correlation tests to measure the strength and direction of relationships. The multiple regression model was:

$$Y=\beta0+\beta1X1+\beta2X2+\beta3X3+\beta4X4+\varepsilon$$

Where Y represented employee productivity, and X1 through X4 were motivation, leadership style, organizational culture, and training, respectively. Qualitative data from interviews was analyzed thematically (Braun & Clarke, 2006), coding for recurring themes related to productivity determinants and integrating these insights with quantitative findings for a holistic understanding.

3.5 Ethical Considerations

Approval was obtained from Mount Kigali University's Ethics Review Committee before data collection. Participants provided informed consent after being briefed on the study's purpose, procedures, and their rights. Confidentiality and anonymity were strictly maintained, with data stored securely and destroyed after the study period. The research adhered to ethical principles of respect, beneficence, and justice, ensuring participants' welfare throughout.

4 Results

4.1 Descriptive Statistics

The descriptive statistics section typically includes summaries such as means and standard deviations of variables, often presented in tables.

4.1.1 Motivation

Table 1:Whether organization have a promotion program

Category	Frequency	Percentage
Yes	51	86
No	8	14
Total	**59**	**100**

The study found that 86% of respondents recognized a promotion program at PEHA International School, reflecting strong career growth structures. This boosts motivation and satisfaction (Judge & Bono, 2021; Tuyisenge, 2022). However, 14% were unaware, indicating communication gaps. Clearer promotion messaging could further enhance engagement (Seibert et al., 2011).

Table 2:Whether PEHA have mechanisms of ensuring that all the employees are happy?

The table shows the responses of the 59 participants regarding whether PEHA International School has mechanisms in place to ensure employee happiness:

Category	Frequency	Percentage
Yes	10	17
No	49	83
Total	**59**	**100**

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The study revealed that 83% of respondents felt PEHA International School lacks systems to ensure employee happiness, undermining motivation and well-being. This contrasts with research by Judge and Bono (2021) and Tuyisenge (2022), which links supportive environments to better performance. With a mean of 2.14, findings highlight weak well-being strategies that risk harming long-term productivity. Table 12 provides data on various factors influencing motivation and employee productivity at PEHA International School.

Table 12: Motivation

	N	Mean	Std. Deviation
Promotion on merit ensures general improvement for all the employees and enhance employee productivity	59	2.0169	.13019
Biased appraisal has negative impact on employee productivity and organizational Productivity	59	2.2203	.41803
Compensation in terms of bonuses and profit-sharing increases employee productivity	59	2.9661	.18252
Social recognition and feedback is key to employee productivity and organizational Productivity	59	3.0169	.13019
Given the right tools and materials, gives me more strength to work with utmost ability	59	3.0678	.25355
Setting out stretched targets but achievable leads to less complacency	59	3.0678	.25355
Employee empowerment leads to quick decision making for increased customer satisfaction	59	3.2203	.41803
Employee engagement has led to low resistance to change and increased innovativeness in the school	59	3.3390	.47743

The study's findings at PEHA International School align with global literature on employee productivity while highlighting critical improvement areas. A mean of 2.02 for "Promotion on merit" indicates employees see fair promotions as essential yet insufficiently practiced, echoing Judge and Bono (2021) on the productivity gains from transparent advancement. Similarly, "Biased appraisals" (mean = 2.22) reveal concerns over evaluation fairness, consistent with Taris and Schaufeli (2015), who note perceived bias damages motivation. "Compensation and bonuses" (mean = 2.97) affirm that financial incentives help productivity, in line with Deci et al. (2019), though low variability suggests general consensus. High means for "Social recognition and feedback" (3.02), "Right tools" (3.07), and "Stretch targets" (3.07) reinforce Seibert et al.'s (2011) emphasis on acknowledgment, resources, and challenging goals. Notably, "Employee empowerment" (3.22) and "Engagement" (3.34) were strongest, underlining that intrinsic drivers autonomy, involvement, and supportive cultures most powerfully sustain productivity, innovation, and adaptability.

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4.1.2 Leadership Style

Table 13 presents the responses of employees regarding their satisfaction with the support they receive from management.

Table 12: Whether Employees are satisfied with the support you get from the management

Category	Frequency	Percentage
Highly satisfied	2	4
Satisfied	7	12
Neutral	11	18
Dissatisfied	23	39
Highly dissatisfied	16	27
Total	**59**	**100**

The study found only 16% of PEHA International School employees felt positively supported by management, with a mean of 2.10 (SD = 0.84). This contrasts sharply with literature by Van Dierendonck (2011) and Walumbwa et al. (2008) showing supportive leadership boosts satisfaction and engagement. The 66% dissatisfaction signals weak empathy and communication, highlighting PEHA's need for empowering, employee-focused leadership styles.

Table 14 provides the responses regarding how much employees feel inspired by the management at PEHA International School.

Table 13: Extent of Management Inspire

Category	Frequency	Percentage
Very highly	9	15
Highly	12	20
Neutral	14	24
Inspires a little	21	36
Does not inspire me at all	3	5
Total	**59**	**100**

The study revealed that only 35% of employees at PEHA International School felt highly inspired by management, reflecting moderate leadership influence. This partially supports studies by Van Dierendonck (2011) and Bass and Riggio (2006), who emphasize that servant and transformational leadership boost motivation. However, with 24% neutral and 36% only slightly inspired, the data indicates gaps in communication, vision, or relational engagement, contrasting with Avolio and Gardner's (2005) view that effective leadership fosters clear

commitment. A mean of 3.01 (SD = 1.02) underscores mixed experiences. Thus, PEHA's leadership appears misaligned with practices needed to drive robust employee inspiration.

Table 15 presents responses to various statements regarding the leadership style at PEHA International School.

Table 3:Leadership Style

	N	Mean	Std. Deviation
The management promotes proper communication amongst the employees	59	1.8814	.52800
Use of internet is embraced to boost on its communication	59	2.3220	.47127
The leadership of PEHA values the input of all employees when it comes to decision making	59	2.4237	.49839
The leadership style in PEHA embraces consensus building with employees	59	2.8814	.32614
The leadership of PEHA International School is visionary and inspires confidence amongst the employees	59	3.0000	.00000
The leadership in PEHA embraces dynamism according to the situation at hand	59	3.1525	.36263
The leadership at PEHA is responsible to the needs of the employees	59	3.1525	.36263
The leadership at PEHA is competent enough to address issues affecting employee productivity.	59	3.1525	.36263

The findings show weak communication at PEHA International School, with a mean of 1.88 and high variability, indicating inconsistent practices that conflict with leadership literature emphasizing clear communication for productivity (Avolio & Gardner, 2005; Walumbwa et al., 2008). A mean of 2.42 on valuing employee input suggests neutral perceptions, implying limited participatory leadership (Neubert et al., 2019). Similarly, modest means for internet use (2.32), visionary leadership (3.00), and competence (3.15) highlight areas needing growth. Consensus-building scored 2.88, reflecting partial inclusivity. Overall, these results align with research stressing the need for authentic, communicative, and inclusive leadership to enhance engagement and performance.

Table 16 presents data on employees' perceptions of the organizational culture at PEHA International School, with responses to statements that explore how various cultural aspects influence productivity. The table reports the mean and standard deviation for each statement.

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Table 4: Organizational Culture

	N	Mean	Std. Deviation
Internal process culture influences employees' productivity	59	1.8814	.52800
A well checked culture in the company ensures less absenteeism, improved participation and work commitment leading to high productivity.	59	2.3220	.47127
Enthusiasm, excitement and happiness is usually felt here at PEHA due to development culture which affects positively employee productivity.	59	2.4237	.49839
Rational culture could lead to low resistance to change	59	2.8814	.32614
A good culture in the company have a positive influence on employees' productivity	59	3.0000	.00000
Attitudes, feelings and views of the employees affect employee productivity and organizational Productivity	59	3.1525	.36263

The findings show that employees at PEHA International School generally recognize the impact of internal culture on productivity. A mean of 1.88 (SD = 0.53) indicates broad agreement that internal processes shape performance, aligning with Schein (2010). Moderate agreement on culture reducing absenteeism (mean = 2.32) supports Hofstede (2001). Feelings of enthusiasm from a development culture (mean = 2.42) show mixed impact, consistent with Kahn et al. (2021). Strong agreement that rational culture eases change (mean = 2.88) and unanimous belief that good culture boosts productivity (mean = 3.00) reinforce Cameron & Quinn (2011). Employee attitudes scored highest (mean = 3.15), echoing Judge & Bono (2001).

This table evaluates the effectiveness and scope of training and development programs at PEHA International School based on employee feedback. The responses are summarized using means and standard deviations for each statement (N=59). The mean scale seems to range from 1 = Strongly Agree to 5 = Strongly Disagree (lower mean = stronger agreement).

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Table 5:Training and Development

	N	Mean	Std. Deviation
PEHA International School runs on-the-job training for all employees	59	2.0000	.00000
PEHA has a sponsorship program that assist workers to pursue both academic and professional educational programs.	59	2.1695	.37841
PEHA offers internal online training programs	59	2.7458	.43917
PEHA offers me training and skills and abilities as outlined in my job description	59	2.8983	.30484
The training I get from PEHA increases return on investment	59	3.0000	.18570
Trainings at PEHA focuses on developing team work and leadership skills	59	3.0169	.13019
Supervisors at PEHA support the use of techniques attained while training when employees return back to work	59	3.1864	.39280
PEHA encourages job rotation and job shadowing to sharpen skills across various sections	59	3.4068	.49545
PEHA maintains Training Needs Analysis (TNA) file for every employee	59	3.4407	.50073
Training and developmental activities helps the management to identify, analyse, forecast and plan changes that are needed in the organization.	59	3.4746	.50364

The study found that on-the-job training at PEHA International School is robust (mean = 2.00), aligning with Salas et al. (2012) on its effectiveness for skill building. Sponsorship for professional advancement showed moderate uptake (mean = 2.17), suggesting uneven access despite its proven role in engagement (Kahn, 1990). Internal online and job-specific training averaged 2.7–2.9, indicating partial alignment with job needs (Noe, 2017). Conversely, areas like training ROI and supervisory support (means = 3.0–3.2) were less positive, diverging from best practices (Arthur et al., 2003). Higher means (3.4–3.47) for job rotation and change training indicate underuse, highlighting improvement needs.

This table assesses how employee productivity influences various outcomes at PEHA International School, using responses from 59 participants. The data is presented using mean scores and standard deviations (SD).

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Table 6:Employee Productivity

	N	Mean	Std. Deviation
Effective employees have led to low customer complaints by doing the right things	59	4.0000	.18570
Achievement of organizational profit is driven by individual employee Productivity	59	4.3898	.49190
To productive employees generates high return on investment to PEHA International School	59	4.6610	.47743
Efficiency of employees ensures high on assets for PEHA International School	59	4.7288	.44839
There is a direct link between Productivity of PEHA International School increased market share to employee productivity	59	4.8983	.30484
Employee productivity influences customer satisfaction	59	4.9153	.28089
The total shareholder return is supported by how employees strategize to improve productivity	59	4.9153	.28089

The findings show very high agreement that employee productivity drives key business outcomes, with means of 4.73 for return on assets, 4.90 for market share, 4.92 for customer satisfaction, and 4.92 for shareholder return. This supports evidence by Salas et al. (2012) and Sitzmann et al. (2008) linking productivity to organizational success. Similarly, strong consensus on ROI (4.39) and profitability (4.66) aligns with Arthur et al. (2003) and Blume et al. (2010) on training's financial impact. However, the lower mean for customer complaint reduction (4.00) suggests more complex influences, reinforcing Kahn (1990) and highlighting the need for focused customer service training.

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4.2 Correlation Analysis

Table 7:Correlation Analysis

		Employee Motivation	Leadership Style	Organizational Culture	Training And Development	Employee Productivity
Employee Motivation	Pearson Correlation	1	-.279*	.040	-.092	.012
	Sig. (2-tailed)		.032	.764	.490	.928
	N	59	59	59	59	59
Leadership Style	Pearson Correlation	-.279*	1	-.170	-.048	.322*
	Sig. (2-tailed)	.032		.197	.721	.013
	N	59	59	59	59	59
Organizational Culture	Pearson Correlation	.040	-.170	1	-.131	-.067
	Sig. (2-tailed)	.764	.197		.322	.612
	N	59	59	59	59	59
Training And Development	Pearson Correlation	-.092	-.048	-.131	1	.241
	Sig. (2-tailed)	.490	.721	.322		.066
	N	59	59	59	59	59
Employee Productivity	Pearson Correlation	.012	.322*	-.067	.241	1
	Sig. (2-tailed)	.928	.013	.612	.066	
	N	59	59	59	59	59

***. Correlation is significant at the 0.05 level (2-tailed).**

The study found a weak to moderate positive link between training and productivity ($p = 0.066$), suggesting a trend that might become significant with larger samples. Leadership style had a significant moderate positive correlation ($r = 0.322$, $p = 0.013$), confirming its strong role in driving productivity. Organizational culture showed a weak, insignificant negative relationship, indicating minimal influence.

4.3 Regression Analysis

To further understand the influence of employee motivation**,** leadership style**,** organizational culture, and training and development on employee productivity, we perform a multiple linear regression analysis**.**

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Table 8:Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434[a]	.189	.129	.24185

The regression model shows training, leadership style, culture, and motivation explain 18.9% of variance in employee performance, with an adjusted R^2 of 12.9%. The moderate R value (0.434) indicates a fair relationship, but over 80% remains unexplained, suggesting other factors affect performance beyond these predictors.

Table 9:Anova[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.734	4	.184	3.138	.022[b]
	Residual	3.159	54	.058		
	Total	3.893	58			

a. Dependent Variable: Employee Productivity

b. Predictors: (Constant), Training And Development, Leadership Style, Organizational Culture, Employee Motivation

The ANOVA table shows the regression model significantly explains variations in employee productivity ($F = 3.138$, $p = 0.022 < 0.05$). This confirms a meaningful relationship between training, leadership, culture, motivation, and productivity. Despite a modest R^2 of 18.9%, the model's validity is supported for further analysis.

Table 10:Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.705	1.055		1.616	.112
	Employee motivation	.241	.218	.142	1.107	.273
	Leadership style	.431	.147	.380	2.921	.005
	Organizational culture	.015	.069	.028	.221	.826
	Training and development	.348	.158	.275	2.208	.032

a. Dependent Variable: Employee Productivity

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The regression coefficients table reveals that Leadership Style (B = 0.431, p = 0.005) is the strongest significant predictor of employee productivity, followed by Training and Development (B = 0.348, p = 0.032). The constant, Employee Motivation, and Organizational Culture are not statistically significant, indicating leadership and training improvements most effectively enhance productivity, while motivation and culture need further investigation.

4.4 Thematic Analysis

Roles and Length of Service

The School Director, with seven years of service, leads PEHA International School's strategic vision and academic standards. The Head of Academics, serving five years, manages curriculum implementation and academic outcomes, while the HR Manager, with three years' experience, oversees recruitment and staff welfare. Their combined tenure reflects deep institutional knowledge, influencing their understanding of the school's culture and operational challenges.

Employee Motivation Approaches

Leadership employs a balanced motivation strategy integrating competitive financial incentives with non-financial motivators such as recognition, professional growth opportunities, and participative decision-making. The HR Manager emphasizes the importance of non-financial motivators in boosting retention and performance, consistent with Deci and Ryan's (2000) Self-Determination Theory and Chebichii's (2017) focus on intrinsic motivation.

Role of Rewards, Recognition, and Promotion

Staff widely agree that rewards and recognition enhance morale and productivity. Promotions symbolize career advancement and motivate higher performance. These findings align with Nelson (2012) and Kuvaas (2016), who link recognition to increased job satisfaction and organizational citizenship behavior.

Effectiveness of Current Motivation Strategies

Despite low turnover and strong team cohesion, occasional misalignment between rewards and actual performance dampens morale. Armstrong and Taylor (2014) stress motivation must consider context, suggesting PEHA refine its reward systems to enhance fairness and effectiveness.

Suggestions for Improvement

Participants recommend structured, performance-linked rewards, improved communication, inclusive strategic planning, team-building activities, and wellness programs. These reflect Herzberg's Two-Factor Theory and Maslow's hierarchy, addressing both extrinsic and intrinsic employee needs (Ali & Ahmed, 2009; Ryan & Deci, 2000).

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Leadership Style

PEHA's leadership is described as transformational and participative, fostering innovation and collaboration. This style, supported by Bass and Avolio's (1994) MLQ framework, has been linked to enhanced motivation and reduced turnover (Judge & Piccolo, 2004; Somech, 2006).

Leadership's Influence on Commitment and Performance

Supportive leadership emphasizing empowerment and communication boosts loyalty and productivity, whereas micromanagement undermines motivation. This reflects theories prioritizing trust and autonomy as foundations for engagement and high performance.

6.Conclusion and Recommendations

This study highlights motivation as a vital driver of employee productivity at PEHA International School. Empowerment, engagement, and adequate resources emerged as key factors supporting a positive and innovative work environment. However, inconsistencies in merit-based promotion and appraisal fairness indicate the need for improved transparency to strengthen trust and motivation. Communication, though partially supported by digital tools, requires strategic enhancement to ensure inclusivity and clarity. Leadership practices encourage consensus-building but fall short of fully valuing employee input, suggesting opportunities for more participative approaches. Organizational culture is recognized as influential but requires deeper alignment to enhance commitment and adaptability. Training programs are appreciated but need better strategic planning, clearer communication, and stronger supervisory support to maximize effectiveness.

Recommendations include implementing transparent promotion and appraisal systems, introducing performance-linked incentives, and involving employees in decision-making. Enhancing internal communication through digital platforms and communication training is essential. Leadership development should focus on empathy, vision, and adaptability to foster inclusive leadership. Streamlining processes and reinforcing positive culture through recognition and wellness programs will boost engagement. Formalizing training with needs analysis, cross-functional learning, and linking outcomes to organizational goals is critical, alongside equipping supervisors to support training application. Further research should explore barriers to customer complaint reduction, empowerment's financial impact, leadership communication effects, training effectiveness, and culture's role in retention and innovation.

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