

Resurrecting Herzberg's Two Factor Theory: An Implication to the University Teachers

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Abstract

Herzberg (1959) identified two factors namely; Hygiene and Motivator, which is widely used to measure job satisfaction of employees in the work place. Hygiene factors include company (reworded as university) policy and administration, supervision, interpersonal relationship, salary, working conditions, personal life, status and security, while Motivator factors are represented by opportunities for advancement (promotion), achievement, responsibility, recognition, Growth and value of work itself. Objectives of the study were to find out the job satisfaction and motivational level of university teachers regarding the Hygiene and Motivator factors as identified by Herzberg and to find out the effect of fulfillment of Hygiene and Motivator factors on motivation of university teachers. The population comprised all university teachers who were working in public sector universities in Khyber Pukhtunkhwa (Pakistan). A sample of 300 university teachers was selected from four sampled universities using proportional allocation technique. On the basis of theoretical framework of Herzberg, A self developed questionnaire comprising two parts was used as an instrument. Mean, Standard Deviation and simple linear Regression were used as statistical methods for data analysis. The findings of the study revealed that university teachers were satisfied with both Hygiene and Motivator factors while university teachers' motivation is more dependent on the fulfillment of Hygiene factors. It was concluded that the university teachers were well pleased with the fulfillment of Hygiene factors and consider them a source of job satisfaction as well as motivation. It was recommended that administrators and management may give due consideration to the fulfillment of Hygiene factors of the university teachers to improve their performance.

Key Words: Hygiene, Motivator, Satisfaction, Teachers, Herzberg, Motivation

Introduction

The concept of motivation is often linked with job satisfaction and theories of motivation have often formed the basis of models and measures of job satisfaction. Although job satisfaction is not synonymous with motivation, it could, for example, be associated with a personal feeling of achievement. Motivation is a process which may lead to job satisfaction. It has been suggested that the usual approach to the study of motivation is through an understanding of internal cognitive processes, that is, what people feel and how they think. These different cognitive processes or theories of motivation are usually divided into two contrasting approaches: content theories and process theories (Millins1988).

Content theories focus on motivation, and are related with identifying people's needs and their relative strengths, and the goals they perceive in order to satisfy these needs. Major content theories include: Maslow's

hierarchy of needs, McGregor's theory X and theory Y, Alderfer's (ERG) modified need hierarchy model, Herzberg's two factors Theory and McClelland's achievement theory. Content theory approaches to motivation which focuses mainly on the basic motives affecting behavior. This focus has been criticized because it ignores the process aspects of motivation. The content models fail to examine the process and assume the connection between needs and behavior so as to be unproblematic (Robbins et al. 1994).

Process theory emphasize on the actual process of motivation. These theories are concerned with the relationship among the dynamic variables which make up motivation and with the way, in which behavior is launched, directed and retained major process theories are expectancy- based models, equity theory, goal-setting theory and attribution theory.

Another content theory which has received due attention is the two factor theory of Herzberg et al. (1959). It suggests that job content related factors are motivators such as achievement, responsibility, advancement, recognition, growth and work itself are related to job satisfaction. On the other hand job context related factors or Hygiene factors, such as pay, working conditions, supervision, relationship at work, security and status are related to job satisfaction. For instance, an acceptable level of pay may not lead to satisfaction but a less than acceptable amount may lead to dissatisfaction.

Herzberg (1966) developed the two factor theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in work place. Based on his research, Herzberg argued that meeting the lower -level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher - level needs (motivator factors) were met the individuals would be motivated. The implication for managers of the motivator- hygiene theory is that meeting employee's lower- level needs by improving salary, benefits, safety and other job contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional efforts towards better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of job themselves by "enriching" them to increase employees' autonomy and their opportunities to take an additional responsibility, gain recognition and develop their skills and careers.

In moving from industrial world to the microcosm of the university, the intrusion of the business ethos is evident (Herzberg 1966). The university has become complex as an industrial organization as exists and the same laws that govern the industry govern the effective operation of the university (Herzberg, Mausner and Sneyder 1959). The same principles governing the turnover of the industrial sector, parallel within the university settings, apply to the efficient operation of the university (Herzberg 1966).

After reviewing the above arguments regarding the links between content theories of motivation and job satisfaction, and process theories of motivation and job satisfaction, it can be seen that content theories have been more commonly used in relation to job satisfaction than process theories. In particular, Herzberg's two factor theory is essentially a theory of job satisfaction and Herzberg has applied the content theory of motivation in his approach. Herzberg's belief is that job enrichment should give people the opportunity to use their talents and abilities, and to exercise more self control over their job. Inherent in the job should be a learning and growth experience. This provides a direct link between motivation and job satisfaction the content theories of motivation also assume a direct relationship between job satisfaction and improved performance (Mullins 1988). In contrast, the process theories of motivation emphasize the relationship among the variables. For instance, expectancy theories of motivation recognize the complexity of work motivation and consider in more detail the relationship between motivation, satisfaction and performance. Thus the process theories provide a more indirect and weaker link to job satisfaction.

According to motivation and leadership at work steers & porter (1992), in the early twentieth century began to investigate other possible explanations for differences in individual motivation. Some researcher focused on internal drives as an explanation for motivated behavior. Others studied the effect of learning and how individuals base current behavior on the consequences of past behavior. Still other examined the influence of individual's cognitive processes, such as the beliefs they have about the future events. Over time these major theoretical streams of research in motivation were classified into two major schools; the content theories of motivation and the process theory of motivation.

Motivating employees was an important topic as far back as 1789. Samuel Slater, a pioneer who introduced textile manufacturing to America, was concerned about creating a work setting where it was

comfortable for workers to do their jobs. Other efforts to create a positive motivational work climate ranged from George M Pullman's company town to Henry Ford's profit sharing plan. The Edison Electric illuminating Company of Bostan provided tennis courts and bowling alleys, other firms planted gardens for workers or constructed libraries and athletic facilities. One reason for corporate generosity was fear of trade union movement, but there were other motivators. One was greed, the desire to get employees to work harder for less money. Another was humanitarianism, the willingness to treat employees well. And some corporate leaders believed it was simply good business to satisfy worker's needs for good working conditions, a fair day's pay and social interaction (Gibson, Ivancevch and Donnelly, 2000).

In Pakistan only few researches have been conducted in the area of job satisfaction among university teachers. The main purpose of this study is to re-examine Herzberg's two factor theory in a new set up (Higher Education Organizations) using different methodology rather than critical incident approach used by Herzberg in his original study.

Statement of the problem

Very few studies have been conducted on the job satisfaction of university faculty members in Pakistan. Nadeem (2010) conducted a research on the faculty members of Baluchistan University and concluded that safety and good financial package play vital role in the motivation and satisfaction of faculty members. Malik (2009) studied 120 faculty members regarding their job satisfaction, he suggested that level of job satisfaction among the male was much lesser as compared to female faculty, he further asserted that work itself and advancement were highly correlated with job satisfaction. On the basis of the studies already conducted in Pakistan, factors introduced by Herzberg found very important in contributing job satisfaction and motivation in Higher Education Organizations.

Therefore the problem under study is "Resurrecting Herzberg's two factor theory: An implication to the university teachers".

Objectives of the study

Objectives of the study were:

1. To find out the job satisfaction and Motivational level of university teachers regarding Hygiene and Motivator factors of Herzberg's two factor theory.
2. To investigate the effect of fulfillment of Hygiene and Motivator factors on motivation of university teachers.
3. To give recommendations for practitioners and for further research.

Research Questions

1. What is the job satisfaction level of university teachers regarding the hygiene factors of the Herzberg's two factor theory?
2. What is the job satisfaction level of university teachers regarding the Motivator factors of the Herzberg's two factor theory?
3. Is there any relationship between the fulfillment of Hygiene factors of Herzberg's two factor theory and the Motivation of university teachers?
4. Is there any relationship between the fulfillment of Motivator factors of Herzberg's two factor theory and the Motivation of university teachers?

Significance of the study

The results of this study will be of utmost importance for the management and policy makers in understanding factors which are the real indicators for teacher's satisfaction in the work place, that lead the teachers to impart quality education. This study will also provide guidelines to the university administrators and supervisors how to treat and improve the performance of the university teacher.

Research methodology

Research design

This study was descriptive and survey type; therefore the researcher used survey method to collect relevant information from the university teachers who were working in public sector universities of Khyber Pakhtunkhwa, Pakistan.

Population and sample

All the university teachers working in Public sector universities in Khyber Pakhtunkhwa constituted population of the study. There were eight public sector universities in Khyber Pakhtunkhwa from which four universities were selected randomly. From these four sampled universities out of 915, 300 university teachers were selected using Proportional Allocation Technique.

Instrumentation

A self-developed questionnaire comprising two parts was used as research instrument. Part A of the questionnaire was used to measure the job satisfaction level of university teachers using the scale, SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree while Part B was used to measure the motivational level of the teachers using the scale H-DM =highly De- motivating, S-DM =slightly De- motivating, UD= undecided, S-M= slightly- motivating, H-M= highly- motivating.

The questionnaire was administered to five faculty members of social sciences of different universities for their expert opinion on the questionnaire. In the light of their opinion the questionnaire was improved and further administered to 20 university teachers by selecting five teachers from each sampled universities for its further validation and reliability. Later on the subjects who were under pilot testing were excluded from the study. For reliability the data was analyzed through SPSS – 16. The reliability of the questionnaire was measured by reliability Coefficient Cronbach alpha value that was .81.

All the sampled universities were visited and the questionnaires were distributed personally among the sampled teachers.

Analysis and interpretation of data

The collected data was analyzed through SPSS- 16. Mean and Standard Deviation were used to measure the job satisfaction and motivational level of university teachers on Hygiene and Motivator factors of Herzberg's two factor theory. Moreover Simple Linear Regression was used to measure the effect of the fulfillment of Hygiene and Motivator factors on the Motivation of university teachers.

Table 1: Teachers' Satisfaction Level regarding Hygiene Factors

S.No	Job Dimensions: Hygiene Factors	Mean	S.D
1	University policy and administration	3.51	.82
2	Supervision	3.54	.91
3	Relationship with supervisor	3.53	.83
4	Working conditions	3.29	.99
5	Salary	3.74	.90
6	Relationship with peers	3.83	.83
7	Personal life	3.56	.65
8	Relationship with subordinates	4.08	.67
9	Status	4.32	.71
10	Security	3.84	.76
	Overall	3.81	.51

Table 1 shows that university teachers "Agree" with the "University policy & administration, Supervision and Relationship with supervisor" (M = 3.51, 3.54, 3.53 and S.D= .82, .91, .83 respectively). University Teachers "Undecided" with the "Working conditions" (M= 3.29 and S.D = .99). University Teachers "Agree" with the "Salary, Relationship with peers, Personal life, Relationship with subordinates, Status and Security" (M= 3.74, 3.83, 3.56, 4.08, 4.32, 3.84 and S.D= .90, .83, .65, .67, .71, .76 respectively). Overall university teachers "Agree" with Hygiene factors (M= 3.81 and S.D= .51).

Table 2: Teachers' Satisfaction Level regarding Motivator Factors

S.No	Job Dimensions: Motivator factors	Mean	S.D
1	Achievement	3.78	.77
2	Recognition	3.45	.84
3	Work itself	4.22	.61
4	Responsibility	3.88	.75
5	Advancement	3.46	.88
6	Growth	3.81	.82
	Overall	3.77	.55

Table 2 shows that university teachers "Agree" with the Achievement (M= 3.78 and S.D= .77) while "Undecided" with the "Recognition" (M= 3.45 and S.D= .84). University Teachers "Agree" with the "Work itself and Responsibility" (M= 4.22, 3.88 and S.D= .61, .75 respectively). Teachers are "Undecided" with the "Responsibility" (M=3.46 and S.D=.88) while "Agree" with "Growth" (M=3.81 and S.D= .82). Overall university teachers "Agree" with Motivator factors (M= 3.77 and S.D= .55).

For Regression Analysis the following rule of thumb was used to measure the strength of Relationship (Daniel, 2004).

R ²	Effect size
< .1	poor
< .11	modest
< .31	moderate
>.50	strong

Table 3: Effect of Fulfillment of Hygiene and Motivator Factors on Motivation of University Teachers

Model	Sd. Coefficient(Beta)	t	Sig	R ²
Constant	-	.518	.605	.55
Hygiene	.406	7.380	.000	
Motivator	.397	7.219	.000	

Dependent variable: motivation

Table 3 shows that the Beta value for Hygiene factor is .406 and Motivator factor is .397 with t= 7.38, 7.22 with P= .00 and R² = .55. This reveals that university teachers' motivation is dependent on both the fulfillment of Hygiene and motivator factors. But university teachers' motivation is more dependent on Hygiene factors rather than motivator factors. Moreover strong significant relationships were found between the fulfillment of Hygiene and Motivator factors on motivation of university teachers.

Conclusions

It was concluded that:

1. The university teachers were satisfied with the Hygiene factors such as university policy and administration, relationship with supervisor, salary, relationship with peers, relationship with

- subordinates, personal life, status and security while they were in different about the working conditions where they work.
2. The university teachers were well pleased with the fulfillment of Motivator factors such as achievement, responsibility, growth and the value of the work itself while they were displeased with the opportunity of Advancement (promotion) and recognition of their achievement during the job.
 3. The university teachers perceived that the fulfillment of Hygiene factors (extrinsic) is a real activating force for motivation as well as a source of job satisfaction for them.
 4. The university teachers' motivation is dependent on both the fulfillment of Hygiene and Motivator factors. Moreover the university teachers stress more on the fulfillment of Hygiene factors and consider them as a source of satisfaction as well as motivation.

Discussion

This study found that the fulfillment of Hygiene factors leads the university teachers towards job satisfaction as well as motivation which are in contrast with Herzberg's (1959) findings that the fulfillment of Hygiene factors does not make the employee satisfied nor motivated. The researcher also noted that Hygiene factors are also a source of job satisfaction which support the findings of Brenner et al (1971) and Maidani (1991) that Hygiene factors are sources of job satisfaction.

Ondrack (1974) carried out his research on prior studies. His results did not support Herzberg's findings and conclude that both Hygiene and Motivator factors have the impact of satisfaction and dissatisfaction.

Kacel, Miller, & Norris (2005) used two-factor theory to measure job satisfaction among nurse practitioners, result of this study supports the two-factor theory that the highest satisfaction scores were all intrinsic factors (Motivator) and the lowest satisfaction scores were all extrinsic (Hygiene) factors. However, it did clarify that these researcher misunderstood the Herzberg's two factor theory in his recommendations. They mentioned that employers want to improve extrinsic (Hygiene) factors such as salary and fringe benefits to improve job satisfaction of nurse spractitioners, but on the other hand Herzberg asserts that these actions will only minimize dissatisfaction and not improve satisfaction.

The researcher also found that the motivation of university teachers are more dependent on the fulfillment of Hygiene factors rather than Motivator factors which is also in contrast with Herzberg's findings that the fulfillment of Hygiene factors do not make employee satisfied as well as motivated in the work place.

The researcher agree with the opinion of (Behling et al., 1968), that the studies replicating Herzberg's method generally provided support for the two-factor theory and studies using other methods rather than critical incident technique contradict with the theory.

Recommendations

On the basis of the conclusions and discussion it may be safely recommended that:

1. As findings showed that university teachers were in different about the working conditions of the universities, which mean that there is a room for improvement. Therefore the working conditions could be made better. If the teachers were provided favorable working environment, up-to-date facilities in their offices and encouraging environment in which they may feel comfortable, joyous and motivated for their work, then they can do wonders in their fields.
2. The university teachers may be provided the opportunity for advancement and may be encouraged through rewards, incentives and promotion on their performance. They may also be provided the opportunities of career advancement and exposure to innovation and capacity enhancement in their field.
3. According to the present study the teachers' motivation is more dependent on the fulfillment of Hygiene factors, therefore management and administration may give due consideration to the fulfillment of Hygiene factors of Herzberg's two factor theory. These factors may be promoted and cultivated in universities.

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