

Motivational factors and teachers' job attitude with respect to Herzberg motivation-hygiene theory

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Abstract

Motivation is an internal state or condition that activates behavior and gives it direction; desire or want that energizes and directs goal-oriented behavior; influence of needs and desires on the intensity and direction of behavior. Motivating employees and driving their energy towards organizational goals have been a major question for managers. Many theories have been given to understand motivation, one such theory is Herzberg's two factor theory, which casts a new light on the content of work motivatoin. This paper discusses and compares effect of achievement , recognition and challenging work , increased responsibility etc on job attitude of male and female employees.

Keywords: Herzberg motivation-hygiene theory

Every person is motivated - about something. Whether it's home and family, a favorite sport, watching movies, or reading, something rings your chimes. The challenge at work is to create an environment in which people choose motivation at work. Motivating employees means creating a work environment that supports motivation. Motivation is one of the key ingredients in employee's performance and productivity. Even when people have clear work objectives, the right skills, and a supportive environment, they won't get the job done without sufficient motivation.

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Motivating employees and driving their energy towards organizational goals have been a major question for managers. A number of theories of motivation have emerged to answer this. Thus understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979).

One such theory drew the attention of the researcher i.e. Herzberg's two-factor theory (1959) where theory categorized motivation into two factors: motivators and hygienic (Herzberg, Mausner, & Snyderman,). Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

Herzberg's two factor theory cast a new light on the content of work motivation. Upto this point, management had generally concentrated on the hygiene factors. By concentrating only on the hygiene factors, management are not motivating their personnel. According to Herzberg hygiene factors are absolutely necessary to maintain the human resources of an organisation but only a challenging job which has the opportunities for achievement, recognition, responsibility, advancement, and growth will motivate personnel. The motivation-hygiene theory has given a new perspective on job attitudes. Employee attitude are important to human resource management because they affect organizational behavior. Employee attitude are important to human resource management because they affect organizational behavior.

Need and significance of the study

Motivation plays a vital role in enhancing the performance level of professionals and this has been proved time and again in studies undertaken by researchers.

A teacher occupies an important and unique place in the system of education. The role of teacher is of paramount importance in the education of student. In the present-day scenario, in order to prepare good students, it is not only important for a teacher to be a knowledgeable person and a good communicator, but also to bear a positive attitude towards teaching profession, as a teacher's attitude towards the teaching profession is expected to guide him/her to the young student teachers.

The teachers thus need to be imbued with dynamism, dedication and missionary zeal in the execution of their role of imparting education to student. These qualities, to a large extent, depends on whether the teacher himself, has desirable attitudes toward the teaching profession which in turn will determine his/her teacher effectiveness.

As attitudes are an outcome of varied experiences in the environment, one can expect that the motivational factors and hygiene factors in the educational settings could influence the teachers' attitude towards the teaching profession. The extent to which a teacher is satisfied or dissatisfied, with the institutional factors could well influence the sense of fulfillment in the teacher and also his/her attitude towards the teaching profession.

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Objectives of the study

- (1) To study and compare effect of **Achievement** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
- (2) To study and compare effect of **Recognition for accomplishment** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
- (3) To study and compare effect of **challenging work** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
- (4) To study and compare effect of **increased responsibility** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
- (5) To study and compare effect of **growth and development** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.

Hypotheses of the study

1. There is no significant difference in the effect of **Achievement** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
2. There is no significant difference in the effect of **Recognition for accomplishment** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
3. There is no significant difference in the effect **challenging work** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
4. There is no significant difference in the effect of **increased responsibility** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
5. There is no significant difference in the effect of **growth and development** factor on

job attitude of **male and female** teachers of secondary schools with special reference to Herzberg’s motivation-hygiene theory.

Research Design

- ❑ **Method:** Descriptive survey method was used, the appropriate sample was selected.
- ❑ **Tools of the study:** Attitude scale for the teachers’ job attitude
- ❑ **Population:** Secondary school teachers of Thane District
- ❑ **Sampling technique:** With regard to serve the purpose of data collection a Stratified Random sampling technique was used.
- ❑ **Sample size:** For the present study the number of teachers from secondary school of Thane was 472.
- ❑ **Analysis of Data:** Descriptive and inferential analysis of data was used for computing.
- ❑ **Data collection:** After finalizing the tool by undergoing the procedure of validity and reliability the researcher went personally to different schools to collect data from teachers.

The data was analyzed and the following table shows the results

| Factors | N | Gender | Mean | S.D | ‘t’ value |
|--------------------------------|-----|--------|-------|------|-----------|
| Achievement | 261 | Male | 19.13 | 2.38 | 0.68 |
| | 211 | Female | 18.98 | 2.65 | |
| Recognition for accomplishment | 261 | Male | 28.39 | 3.38 | 0.29 |
| | 211 | Female | 28.28 | 3.21 | |
| Challenging work | 261 | Male | 20.88 | 2.04 | 2.90 |
| | 211 | Female | 20.24 | 3.14 | |
| Increased responsibility | 261 | Male | 36.28 | 4.99 | 2.11 |
| | 211 | Female | 35.35 | 4.84 | |
| Growth & development | 261 | Male | 20.92 | 2.46 | 1.95 |
| | 211 | Female | 20.53 | 2.20 | |

Major findings of the study

1. There is no significant difference in the effect of **Achievement** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg’s motivation-hygiene theory.

- (2) There is no significant difference in the effect of **Recognition for accomplishment** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory
- (3) There is a significant difference in the effect of **challenging work** factor on job attitude of **male and female** teachers of secondary schools with special reference to Herzberg's motivation-hygiene theory.
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Conclusion

In the light of theoretical framework given by Herzberg and the quantitative analysis of the data the following conclusion can be drawn.

Considering the male and female teachers' attitude towards their job with respect to motivational factors there was no significant difference in the factors like achievement, recognition of accomplishment, increased responsibility and growth and development. But they differed significantly in effect of challenging work; here male teachers had more positive effect compared to female teachers. It can be concluded that by nature men seek more opportunities in their job, try out the work in different ways so that it motivates them. Women on other hand are more home oriented. They do the work sincerely. General tendency of women is to avoid challenging work, yet there are some exceptions.

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