

Motivation-Hygiene Theory: Applicability on Teachers

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Abstract

The core objective of this study is to find out the applicability of Herzberg's Motivation-Hygiene Theory on private sector university teachers in district Peshawar. A job satisfaction questionnaire based on two dimensional variables i.e. hygiene and motivators proposed by Herzberg was developed to collect the relevant data from the respondents. It was found out that majority of the teachers expressed their "satisfaction" with hygiene variables like the nature of supervision in their universities, relations with their boss, with working conditions, and relations with co-workers. Teachers in highest number have responded to be satisfied from their relations with their co-workers as compared to other hygiene factors. Majority of teachers have also shown their satisfaction with motivators like achievement, recognition, work itself, responsibility and advancement. A significant percentage of teachers have revealed their satisfaction with achievement and work itself as compared to other motivators. This study shows dissatisfaction of teachers with policy of the university, pay they are receiving and the opportunities of growth on their job. In respect of hygiene factors, this study has yielded adverse results to the focused theory. This departure from the original theory seems to be due to socio-cultural differences in Pakistani perspective. On the other hand this study supported Motivation-Hygiene theory in respect of motivation factors. It is recommended that future study may be conducted on a large population so as to include various aspects of population to fulfill the requisites of making generalization of the findings to the whole country.

Keywords: Job Satisfaction, Hygiene Factors, Motivation Factors

Introduction

Research studies on employees' job satisfaction and dissatisfaction are predominantly caused by the theories of motivation proposed by Maslow and Herzberg. Job satisfaction is the outcome of diverse tendencies possessed by an employee towards his job. These outlooks or tendencies

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may be related to job factors, such as job security, policy of the organization, type of supervision, job environment, and type of work, salary, chances of advancement and growth, sense of responsibility, and other fringe benefits. So, one can define job satisfaction of an employee as a grown behavior as a result of feelings of various needs and wants during the performance of his duties. In other words, employee's developed feelings regarding how good his job as a whole offers possibilities to fulfill his needs determines his attitude towards his job.

Motivation has been defined as the individual's internal process that stimulates, guides and maintains the conduct of the individual in order to meet his needs and help him attain some specific objectives. In simple words, motivation is the force that makes individuals to act in a specific way, positive or negative. Employee's morale is a very important factor associated with his motivation, which in turn reflect his perception regarding job, his managers and concerning the organization itself. This definition means that employees with a high morale will be more committed and devoted to their employment and their organization. High morality of the workers comes from several positive characteristics i.e. being honored in the organization and being financially secured, of the job and the organization. Shortly, motivation is the process of offering rationalities for employees to be satisfied and to do their job keeping in view the best interests of the organization. Mullins (1996, p. 520) refers motivation as a process which may direct to job satisfaction. Schermerhorn (1993) sees job satisfaction as an emotional and affective response to various aspects and characteristics of job of an employee. Spector (1997) views job satisfaction in terms of how people perceive and think about their jobs and feel varied facets of their jobs. Ellickson and Logsdon (2002) support this perspective by given definition of job satisfaction as the extent to which workers like their job.

Various theories have been proposed by the researchers as how to motivate employees in organizations in different ways. The discussion of job satisfaction and dissatisfaction is mostly developed from the theory offered by Herzberg theory that is called 'two-factor theory' or 'Herzberg's Motivation-Hygiene theory'. Herzberg in his theory proposed that satisfaction and dissatisfaction are entirely isolated issues. In other words, not that low salary can make an employee to feel unhappy; a high salary will make him happy. Herzberg understands that there are two factors as supposed in his theory. Motivation factors or satisfiers are the job factors that if delivered enhance satisfaction or motivation but their absence does not necessarily create dissatisfaction. These satisfiers consist of work itself, responsibility, recognition, achievement, growth etc. These aspects, if present, are called satisfiers. On the other hand, Hygiene factors when available decrease

dissatisfaction. These aspects of job factors are called dissatisfiers. They are company policy, pay, working conditions, supervision etc.

Both satisfaction and dissatisfaction on job are believed to be crucial for the organizations to administer because they ultimately impact the productivity as well as the effectiveness of either the workers or the performance of the organization. In order to increase the efficiency of employees in particular, and organization in general, it is important to enhance the effectiveness of employees, so that they may have optimistic attitudes towards their jobs. It is a fact that general attitude of employee towards his job, organization and life do have an effect on the grade of his job satisfaction. For this reason, it is very important and useful for the organizations to realize the factors that can create satisfaction because satisfied employees can contribute to improved morale which in turn will bring greater happiness and greater self-realization.

Teachers' role in the realization of aims and objectives of education cannot be ignored. Teachers who are dissatisfied with their job and are not properly motivated will not be committed to their jobs and productive in their services. Unsatisfied teachers will not be doing at the best of their potentialities and abilities. Due to this condition, not only the teaching occupation will suffer from disrepute but the attainment of objectives of education will also be adversely affected. Higher education, it may be underscored is meant to produce visionary socio-moral and intellectual leadership in various walks of our national life. If our system fails to satisfy our national needs, naturally we will start drifting downwards in the community of nations. So the problem is of a grave nature and cannot be left unattended.

Methodology

Procedure of Data Collection

Prior to distribution of questionnaire in private sector universities, permission was obtained from the management in all these universities in district Peshawar. Consent from the management of all targeted universities was obtained through a letter dispatched to them. The management of the targeted universities was informed about the objectives and purpose of the study in that letter. Most of the universities' management granted access to the sample selected for the research. The confidentiality, privacy, and voluntary nature of the study were also expressed to them. This was also stated in the letter that the data collection through responses developed would be used for the research purpose only.

Total complete number of 170 questionnaires was distributed in equal number in private sector universities' teachers in district Peshawar.

Guidelines with questionnaire were sent to all the teachers. Guidelines comprised of objectives and purpose of the research work, and pledge of anonymity and confidentiality of their responses. Instructions were also given in the guidelines for completion of questionnaire.

Job Satisfaction Questionnaire

A questionnaire of job satisfaction was constructed on the basis of Motivation Hygiene Theory of Herzberg. The selection of questionnaire for the collection of the requisite data involved so many factors. The data collected through questionnaire is based on fixed standards so that more objectivity may be maintained in the responses. In comparison to interview method this method of data collection is relatively quick way of data collection from a scattered respondents. The function of the construction of questionnaire for this study was to assess the variables proposed by Herzberg's Theory of Motivation and Hygiene Factors on private sector university teachers. The scale in the questionnaire was thought to represent the extent to which these teachers were satisfied with various aspects of their job.

The questionnaire comprised of statements regarding the motivation and hygiene factors, which were proposed by the Herzberg's Motivation Hygiene Theory. The hygiene factors were i.e. university policy regarding their employees, supervision, relationships with boss, working conditions provided, pay or salary, interpersonal relations with colleagues. The hygiene variables are considered as dissatisfiers in the theory of Herzberg, these factors contribute little to satisfaction, but the major role these factors possesses is causing 'dissatisfaction' or 'no dissatisfaction'.

Techniques of Data Analysis and Tabulation

Data was collected through job satisfaction questionnaire constructed by the researcher. All scores on the Job Satisfaction Questionnaire were entered in the software Statistical Package for Social Sciences (SPSS-16) database. Though there are various techniques available to assess the data of the type in this study, but the researcher found percentage and frequencies technique more suitable for this study. The adopted techniques of data analysis is up to the objectives of the study. The results were generated by the SPSS-16, according to the objectives of this research.

Each variable of hygiene and motivators were presented in separate tables. Responses and respondents to each hygiene and motivation variables were presented with its frequencies and percentages of the scale. The scale was measured on a five point Likert Scale i.e. 'Very Satisfied', 'Satisfied', 'Neither Satisfied nor Dissatisfied',

‘Dissatisfied’, and ‘very dissatisfied’. Each variable was discussed separately under its tabulated data. Responses to each variable were analyzed in the light to find out what percentage of respondents felt satisfaction or dissatisfaction with that variable.

Keeping in view the focused theory of Herzberg for this study, the relevant responses to the Job Satisfaction Questionnaire, the options ‘very satisfied’ and ‘satisfied’ were considered as ‘satisfied’, and the options ‘dissatisfied’ and ‘very dissatisfied’ were considered as ‘dissatisfied’. As Herzberg stated in his theory that hygiene factors contribute very little to job satisfaction while they cause dissatisfaction or no dissatisfaction. According to Herzberg, job satisfaction is the result of motivators, while motivators’ role in dissatisfaction is very minor. Through this analysis the researcher tried to retest Herzberg’s motivation-hygiene theory.

Two tables were also developed through SPSS, to summarize overall frequencies and percentages of responses, rating for hygiene and motivation variables. Total number of responses were 726 (seven hundred and twenty six) to each dimension of variables, i.e. hygiene and motivators, they were broken up in their responses to questionnaire scale in percentages and frequencies in these two tables. One table consisted of responses to hygiene variables and the other was to motivator variables.

Findings

Hygiene Factors

According to Herzberg’s Hygiene-Motivation Theory, hygiene factors are intrinsic to work itself, include policy and practices of the organization towards its employees, supervision or supervisory practices, interpersonal relations with boss, work conditions, pay and interpersonal relations with colleagues. These factors do not give positive satisfaction, though their absence leads to “dissatisfaction” and on the contrary their presence in favor of employees, lead to “no dissatisfaction”.

Policy of the University

Table 1. Policy	Number of Responses	Percent
Very Satisfied	11	9.1
Satisfied	38	31.4
Neither Satisfied Nor Dissatisfied	37	30.6
Dissatisfied	30	24.8
Very Dissatisfied	5	4.1
Total	121	100.0

Table 1 indicates teachers' response to hygiene factor 'policy' of the university towards its teachers. The highest number of teachers (n=38) responded to be 'Satisfied'. The second highest number of teachers (n=37) selected 'neither satisfied nor dissatisfied'. The third highest number of teachers (n=30) expressed their view point to be 'dissatisfied'. Eleven (n=11) teachers responded as 'very satisfied'. The lowest number (=5) of teachers selected 'very dissatisfied'.

Majority of the teachers (59.5%) responded between the range of 'neither satisfied nor dissatisfied' and 'very dissatisfied'. This result i.e. highest percentage, support the focused theory of Herzberg, that 'policy' a hygiene factor may lead to dissatisfaction or no dissatisfaction. Hence, here policy has been proved as hygiene factor as proposed in Herzberg's theory. However, remaining responses (40.5%) were between the range of 'very satisfied' and 'satisfied' for their overall level of satisfaction, which showed contradictory result to Herzberg's Motivation Hygiene Theory.

Supervision

Table-2: Supervision

	Number of Responses	Percent
Very Satisfied	19	15.7
Satisfied	52	43.0
Neither Satisfied Nor Dissatisfied	24	19.8
Dissatisfied	23	19.0
Very Dissatisfied	3	2.5
Total	121	100.0

Table 2 indicates teachers' response to hygiene factor 'supervision'. The highest number of teachers (n=52) responded to be 'satisfied'. The second highest number of teachers (n=24) remained neutral and did not offer their contention to be 'satisfied or dissatisfied'. The third highest number of teachers (n=23) selected to be 'dissatisfied'. Nineteen (n=19) teachers responded as 'very satisfied'. The lowest number (n=3) of teachers selected 'very dissatisfied'.

Majority of the teachers (58.7%) selected between the range of 'very satisfied' and 'satisfied', commenting about their overall level of satisfaction. 41.3% responded between 'neither satisfied nor dissatisfied' and 'very dissatisfied'. This result rejects Herzberg's view in his theory that supervision is probably to have a slight impact on job satisfaction of

teachers, since the highest number of respondents found satisfaction with supervision and a lesser number selected dissatisfaction or to be neutral.

Relation with Boss

Table-3: Relation with Boss

	Number of Responses	Percent
Very Satisfied	17	14.0
Satisfied	50	41.3
Neither Satisfied Nor Dissatisfied	28	23.1
Dissatisfied	24	19.8
Very Dissatisfied	2	1.7
Total	121	100.0

Table 3 indicates teachers' response to hygiene factor's 'relations with boss'. The highest number of teachers (n=50) responded to be 'Satisfied'. The second highest number of teachers (n=28) selected 'neither satisfied nor dissatisfied variable'. The third highest number of teachers (n=24) selected 'dissatisfied'. Seventeen (n=17) teachers responded to be 'very satisfied'. The lowest number (n=2) of teachers selected 'very dissatisfied'.

Majority of the teachers (55.4%) selected between the range of 'very satisfied' and 'satisfied', about their overall level of satisfaction. 44.6% responded between 'neither satisfied nor dissatisfied' and 'very dissatisfied'. This result rejects Herzberg's view in his theory that relations with boss is likely to have a little affect on job satisfaction of employees, because the highest number of respondents found satisfaction with their relations with boss and a lesser number selected dissatisfaction or to be neutral.

Work Conditions

Table-4: Work Conditions

	Number of Responses	Percent
Very Satisfied	15	12.4
Satisfied	46	38.0
Neither Satisfied Nor Dissatisfied	23	19.0
Dissatisfied	33	27.3
Very Dissatisfied	4	3.3

Total	121	100.0
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Table 4 indicates teachers' response to hygiene factor i.e. 'work conditions'. The highest number of teachers (n=46) respond to be 'Satisfied'. The second most prominent number of university teachers (n=33) selected 'dissatisfied variable'. The third prominent number of teachers (n=24) selected 'neither satisfied nor dissatisfied'. Fifteen (n=17) teachers responded as 'very satisfied'. The lowest number (n=4) of teachers selected 'very dissatisfied'.

Majority of the teachers (50.4%) selected between 'very satisfied' and 'satisfied' for their overall level of satisfaction. 49.6% have selected between the range of 'neither satisfied nor dissatisfied' and 'very dissatisfied'. This result showed a very little difference. The result with work conditions slightly rejected the notion of Herzberg's theory that work conditions have a very little affect on satisfaction of employees at workplace.

Pay

Table-5: Pay

	Number of Responses	Percent
Very Satisfied	6	5.0
Satisfied	31	25.6
Neither Satisfied Nor Dissatisfied	42	34.7
Dissatisfied	31	25.6
Very Dissatisfied	11	9.1
Total	121	100.0

Table 5 indicates teachers' response to hygiene factor relating to 'pay'. The highest number of teachers (n=42) responded to 'neither satisfied nor dissatisfied variables'. The second highest number of teachers (n=31) selected both 'Satisfied' and 'dissatisfied'. The third highest number of teachers (n=11) selected 'very dissatisfied'. The lowest number (n=6) of teachers selected to be 'very satisfied'.

Majority of the teachers (69.4%) responded between the range of 'neither satisfied nor dissatisfied' and 'very dissatisfied'. This result i.e. highest percentage, support Herzberg's Motivation-Hygiene theory, that hygiene factor i.e. pay, may lead to dissatisfaction or no dissatisfaction. Hence, here pay has been proved as hygiene factor as proposed in Herzberg's theory. However, remaining responses (30.6%) were between the range of 'very satisfied' and 'satisfied' for their overall level of

satisfaction, which showed contradictory result to Herzberg's Motivation Hygiene Theory.

Relations with Co-workers

Table-6: Relations with Co-workers

	Number of Responses	Percent
Very Satisfied	32	26.4
Satisfied	61	50.4
Neither Satisfied Nor Dissatisfied	14	11.6
Dissatisfied	14	11.6
Total	121	100.0

Table 6 indicates teachers' response to hygiene factor 'relations with co-workers'. The highest number of teachers (n=61) respond to 'Satisfied'. The second highest number of teachers (n=32) selected 'very dissatisfied'. The third highest number of teachers (n=14) selected 'dissatisfied'. The same number of teachers (n=14) selected 'neither satisfied nor dissatisfied'

Majority of the teachers (76.8%) selected between the range of 'very satisfied' and 'satisfied', about their overall level of satisfaction. 23.2% responded between 'neither satisfied nor dissatisfied' and 'dissatisfied'. No one responded to 'very dissatisfied'. This result rejects Herzberg's view in his theory that relations with co-workers is likely to have a little affect on job satisfaction of employees, because clearly highest number of respondents found satisfaction with their relations with colleagues and a lesser number selected dissatisfaction or to be neutral.

Motivation Factors

Achievement

Table-7: Achievement

	Number of Responses	Percent
Very Satisfied	21	17.4
Satisfied	63	52.0
Neither Satisfied Nor Dissatisfied	15	12.4
Dissatisfied	20	16.5

Very Dissatisfied	2	1.7
Total	121	100.0

Table 7 indicates teachers' response to motivation factor 'achievement'. The highest number of teachers (n=63) respond to be 'satisfied'. The second highest number of teachers (n=21) selected 'very satisfied variable'. The third highest number of teachers (n=20) selected 'dissatisfied'. Fifteen teachers (n=15) expressed their notion to be 'neither satisfied nor dissatisfied'. The lowest number of teachers (n=2) selected 'very dissatisfied'.

Majority of the teachers (81.8%) responded between the range of 'very satisfied' and 'neither satisfied nor dissatisfied'. This result i.e. the highest percentage of response to 'achievement', support Herzberg's Motivation-Hygiene theory, that motivator i.e. achievement, lead to satisfaction or no satisfaction. Hence, here 'achievement' has been proved as motivation factor as mentioned in Herzberg's theory. However, very little number of teachers were responded (18.2%) between the range of 'dissatisfied' and 'very dissatisfied', which showed contradictory result to Herzberg's Motivation Hygiene Theory.

Recognition

Table-8: Recognition

	Number of Responses	Percent
Very Satisfied	14	11.6
Satisfied	41	33.9
Neither Satisfied Nor Dissatisfied	31	25.6
Dissatisfied	35	28.9
Total	121	100.0

Table 8 indicates teachers' response to motivation factor "recognition". The highest number of teachers (n=41) respond to 'satisfied'. The second prominent number of teachers (n=35) selected 'dissatisfied'. The third higher number of teachers (n=31) selected 'neither satisfied nor dissatisfied'. The lowest number of teachers (n=14) selected 'very satisfied'. No one has selected 'very dissatisfied'.

Majority of the teachers (71.1%) responded between the range of 'very satisfied' and 'neither satisfied nor dissatisfied'. This result i.e. the highest percentage of response to 'recognition', support Herzberg's Motivation-Hygiene theory, that motivator i.e. 'recognition', lead to satisfaction or no satisfaction. Hence, here 'recognition' has been proved as motivation factor as referred in Herzberg's theory. However, very

small number of teachers had responded (28.9%) to ‘dissatisfied’, which showed contradictory result to Herzberg’s Motivation Hygiene Theory. No response was given to ‘very dissatisfied’.

Work Itself

Table-9: Work itself

	Number of Responses	Percent
Very Satisfied	15	12.4
Satisfied	57	47.1
Neither Satisfied Nor Dissatisfied	29	24.0
Dissatisfied	18	14.9
Very Dissatisfied	2	1.7
Total	121	100.0

Table 9 indicates teachers’ response to motivation factor “work itself”. The highest number of teachers (n=57) respond to ‘satisfied’. The second highest number of teachers (n=29) selected ‘neither satisfied nor dissatisfied’. The third highest number of teachers (n=18) selected ‘dissatisfied’. Fifteen teachers (n=15) selected ‘very satisfied’. The lowest number of teachers (n=2) selected ‘very dissatisfied’.

Majority of the teachers (83.5%) responded between the range of ‘very satisfied’ and ‘neither satisfied nor dissatisfied’. This result i.e. the highest percentage of response to ‘work itself’ support Herzberg’s Motivation-Hygiene theory, that motivator i.e. ‘work itself’, lead to satisfaction or no satisfaction. Hence, here “work itself” has been proved as motivation factor as referred in Herzberg’s theory. However, very little number of teachers (16.5%) was responded between the range of ‘dissatisfied’ and ‘very dissatisfied’, which showed contradictory result to Herzberg’s Motivation Hygiene Theory.

Responsibility

Table-10: Responsibility

	Number of Responses	Percent
Very Satisfied	8	6.6
Satisfied	40	33.1
Neither Satisfied Nor Dissatisfied	30	24.8
Dissatisfied	38	31.4

Very Dissatisfied	5	4.1
Total	121	100.0

Table 10 indicates teachers' response to motivation factor 'responsibility'. The highest number of teachers (n=40) responded to be 'satisfied'. The second highest number of teachers (n=38) selected to opt as being 'dissatisfied'. The third highest number of teachers (n=30) selected to express their opinion to be 'neither satisfied nor dissatisfied'. Eight (n=8) teachers selected to be 'very satisfied'. The lowest number of teachers (n=5) selected to be 'very dissatisfied'.

Majority of the teachers (64.5%) responded between the range of 'very satisfied' and 'neither satisfied nor dissatisfied'. This result i.e. the highest percentage of response to 'responsibility', support Herzberg's Motivation-Hygiene theory, that motivator i.e. 'responsibility', lead to satisfaction or no satisfaction. Hence, here 'responsibility' has been proved as motivation factor as identified by Herzberg in his theory. However, a little number of teachers (35.5%) was responded between the range of 'dissatisfied' and 'very dissatisfied', which showed contradictory result to Herzberg's Motivation Hygiene Theory.

Advancement

Table-11: Advancement

	Number of Responses	Percent
Very Satisfied	6	5.0
Satisfied	30	24.8
Neither Satisfied Nor Dissatisfied	38	31.4
Dissatisfied	38	31.4
Very Dissatisfied	9	7.4
Total	121	100.0

Table 11 indicates teachers' response to motivation factor 'advancement'. The highest number of teachers (n=38) respond to 'neither satisfied nor dissatisfied'. The same number of teachers (n=38) selected 'dissatisfied'. The second highest number of teachers (n=30) selected 'satisfied'. Nine (n=9) teachers selected 'very dissatisfied'. The lowest number of teachers (n=6) selected 'very satisfied'.

Majority of the teachers (61.2%) responded between the range of 'very satisfied' and 'neither satisfied nor dissatisfied'. This result i.e. the highest percentage of response to "advancement", affirm Herzberg's

Motivation-Hygiene theory, that motivator i.e. “advancement”, cause satisfaction or no satisfaction. Hence, here “advancement” has been proved as motivation factor as stated in Herzberg’s theory. However, a lesser number of teachers (38.8%) were responded between the range of ‘dissatisfied’ and ‘very dissatisfied’, which showed contradictory result to Herzberg’s Motivation Hygiene Theory.

Growth

Table-12: Growth

	Number of Responses	Percent
Very Satisfied	5	4.1
Satisfied	23	19.0
Neither Satisfied Nor Dissatisfied	32	26.4
Dissatisfied	48	39.7
Very Dissatisfied	13	10.7
Total	121	100.0

Table 12 indicates teachers’ response to motivation factor ‘growth’. The highest number of teachers (n=48) responded to ‘dissatisfied’. The second highest number of teachers (n=32) selected ‘neither satisfied nor dissatisfied’. The third highest number of teachers (n=23) selected ‘satisfied’. Thirteen teachers (n=13) selected ‘very dissatisfied’. The lowest number of teachers (n=5) selected ‘very satisfied’.

Majority of the teachers (50.4%) selected between ‘dissatisfied’ and ‘very dissatisfied’. 49.6% have selected between the range of ‘very satisfied’ and ‘neither satisfied nor dissatisfied’. This result showed a very little difference. The result with ‘growth’ slightly rejected the notion of Herzberg’s theory that growth has a very little affect on dissatisfaction of employees at workplace.

Overall Frequencies and Percentages

Responses/ rating for Hygiene and Motivation Factors

Table-13: Hygiene Factors or Dissatisfiers

	Number of Responses	PERCENT
Very Satisfied	100	13.8
Satisfied	278	38.3

Neither Satisfied Nor Dissatisfied	168	23.1
Dissatisfied	155	21.3
Very Dissatisfied	25	3.4
Total	726	100.0

Table 13 shows highest number of the respondents to be (Satisfied=278) with hygiene factors. The second highest number of teachers selected to offer their view point as to be 'neither satisfaction nor dissatisfaction'. In this table 'dissatisfaction' was chosen to be a relevant variable by 155 teachers. 100 teachers demonstrated their opinion to be 'very satisfied' with hygiene factors.

An overall response of teachers to hygiene factors demonstrates that their satisfaction level (52.1%) is higher than their dissatisfaction level (47.9%). This means that hygiene factors may causes satisfaction in employees at workplace. According to Herzberg's Motivation-Hygiene Theory, hygiene factors add very little to job satisfaction while they cause dissatisfaction or no dissatisfaction. But responses to hygiene variables received in this study rejected Herzberg's view. In present study, it is has been tested that hygiene factors may also contribute to job satisfaction of university teachers in private sector.

Table-14: Motivation Factor or Satisfiers

	Number of Responses	Percent
Very Satisfied	69	9.5
Satisfied	254	35.0
Neither Satisfied Nor Dissatisfied	175	24.1
Dissatisfied	197	27.1
Very Dissatisfied	31	4.3
Total	726	100.0

Table 14 depicts the highest number (n=254) of university teachers to have opted in favor of variable depicting their "Satisfaction". The second highest number (n= 197) of teachers expressed their opinion in favor of "dissatisfaction". 175 teachers expressed their view point to be 'neither satisfied nor dissatisfied'. 69 teachers showed to be 'very satisfied' with motivators. The lowest number of teachers (n=31) have shown to be 'very dissatisfied' with motivators.

Results obtained to motivators or motivation factors in this study indicate higher response (68.6%) to job satisfaction of private sector universities' teachers as compared of response to dissatisfaction level

(31.4%). It has been established through these results to motivation factors that job satisfaction of universities' teachers in private sector, is the outcome of motivation factors, and their role in dissatisfaction is minor one. So, overall higher job satisfaction level as a result of motivators supported Herzberg's Motivation-Hygiene Theory in respect of motivators.

Hygiene Factors/variables

According to Herzberg's theory of motivation and job satisfaction, hygiene factors largely contribute to dissatisfaction or no dissatisfaction. These factors have a very little affect on employees' job satisfaction. Still the outcomes of this research study have not totally supported Herzberg's theory of Hygiene and Motivation in respect of hygiene factors. In most places, hygiene variables led to satisfaction of private sector universities' teachers on their job, in district Peshawar. The drift from the standard theory is perhaps due to difference in the environment and socio-cultural difference in case of Pakistani context as compared to actual results of the theory announced in 1960s.

Majority of teachers expressed their "dissatisfaction" and "no dissatisfaction" with policies of the universities and for the "pay" they received for their jobs in universities they are serving. Here, Herzberg's Motivation-Hygiene theory has been proved in respect of two hygiene variables i.e. policy and pay variables.

Most of the teachers are satisfied from the nature of supervision in their universities, relations with their boss, with working conditions at workplace, and relations with co-workers. Teachers in highest number responded to be satisfied from their relations with their co-workers as compared to other hygiene factors. Herzberg's theory proposed dissatisfaction or no dissatisfaction, but teachers found "satisfaction" with above mentioned hygiene factors in their universities.

Motivation Factors/variables

Herzberg's Motivation-Hygiene theory proposed that motivation factors lead to job satisfaction or no job satisfaction. However, these factors have a very little affect on job dissatisfaction. Findings of this research study have largely supported Herzberg's theory in respect of motivation factors.

Teachers in private sector universities in district Peshawar in their responses expressed to be satisfied with factors like *achievement, recognition, work itself, responsibility and advancement*. The highest number of teachers has shown their satisfaction with achievement and work itself as compared to other motivators.

Insignificant difference was found in the responses for “growth” from the teachers. Slightly more of the teachers expressed to be dissatisfied in their response for the opportunities of “growth” on their jobs. Although, Herzberg categorized the term “growth” in motivator, but the research findings revealed otherwise.

Overall Conclusion

Majority of the teachers of private sector universities in district Peshawar, in their overall response to hygiene variables, have realized their satisfaction with hygiene factors on their jobs. Their feeling of satisfaction with hygiene factors is the disapproval of Motivation-hygiene theory in respect of hygiene factors, because Herzberg’s theory regarded satisfaction at workplace is the outcome of motivators, not of hygiene factors.

On the other hand, teachers in their overall response to motivation factors demonstrated their perception to be satisfied. Highest percentage of responses was received to be satisfied with motivators from the teachers of private sector universities of Peshawar. In this case, Motivation-Hygiene theory has validated the fundamental notion explained in respect of motivation factors in this study.

Recommendations

Contribution of job satisfaction in enhancing teachers’ quality of teaching and providing better learning opportunities to students has been found by various research studies. This study provided a better understanding of job satisfaction of teachers in private sector universities by reviewing available relevant literature on the topic and by surveying teachers on present jobs. However, the study was only confined to private sector universities in district Peshawar. This confinement to a small sample of this study does not allow the results to be generalized on the vast population of private sector universities in the country. The researcher felt the need for the future study to be conducted on a large population so as to include various types of institutions and population, comprised of different levels of social sectors, different races and of different cultures, consequently to fulfill the requisites of making generalization of the findings to the whole population. Additional research is also needed to compare private and public sector universities teachers’ level of job satisfaction so as to find out the various demands and deficiencies in private sector universities.

Findings of the research have shown that considerable response of teachers demonstrates dissatisfaction with policy, pay and growth on their jobs. This suggests that teachers are dissatisfied with the policies of the university towards its employees. Policies may be reviewed in the

light of those institutions where teachers expressed 'no dissatisfaction'. Pay is the basic need in the society where the research has been done. Teachers clearly expressed their dissatisfaction for their pay they received for their jobs from the universities. The universities need to review possible ways to meet the needs of the teachers so as to enable them to cope with the mounting waves of price hike and high rates of inflationary trends in the society. This will help the population, to some extent, to fill the gap between their revenues and expenditure budget. Opportunity of growth is the basic need of human nature. This suggests that teachers felt that private sector universities do not provide them trainings and other opportunities to make them grow in their skills and abilities which in turn will increase their competitive edge in the relevant market. Universities in private sector need to provide professional environment in its true form where teachers will be growing up and as a result their satisfaction level will be up to the standard. In larger context, this will also prove beneficial for the concerned organizations as the productivity of the concerned employees will improve many folds in quantitative as well as qualitative terms.

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