

Herzberg Motivation Theory Applicability on Secondary School Teachers: A case study of Teachers of D.I.Khan City, Pakistan

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Abstract

Motivation is an important aspect of the life of a worker. It becomes further paramount when one talks about the motivation of a knowledge worker. Teachers form a bulk of the government sector employees in developing countries like Pakistan. However, owing to various factors the incumbents of the most respectful profession do not seem very motivated. The situation becomes further miserable in remote and war on terror affected areas like D.I.Khan. The research is meant to explore the factors that influence teacher's motivation at the secondary school level. The research applies Herzberg Two Factor theory in the context of D.I.Khan and estimates how far this theory explains the motivational aspects of the teachers of secondary schools of this city.

Keywords: Motivation; Herzberg Two Factor Theory; Knowledge workers; D.I.Khan

1. Introduction

The term motivation is derived from the Latin word "movere". The researches show that the term 'motivation' is frequently associated with the words like 'desires', 'aims', 'drives', 'incentives', 'goals', 'motives', 'needs', 'wants' and 'wishes' (Eccles & Wigfield, 2002). Motivation guide people's actions and behaviors toward achievement of some goals (Analoui, 2000). Teacher motivation has turned out to be a very significant keeping in view the responsibility to impart knowledge and skills to students. There can be no disagreement that satisfied teachers tend to be more productive and can heavily influence students' academic achievement (Mertler, 1992).

Teachers have a very significant role to play in the learning process of students who always idealize teachers and make efforts to copy them; this shows the significance of teachers' motivation. The rising importance attached to motivation in imparting education has given birth to questions pertaining to its definition and the factors that shape teachers motivation. The motivation of teachers is affected by a variety of factors. These range from social, psychological to economic and political factors (Alam & Farid, 2011).

Motivated teachers are those who work beyond the minimum, in comparison to those poorly motivated teachers who do minimum work. Principals' term motivated teachers as high achievers who feel pride in their work and manifest professionalism (Tin et al., 1996). Motivation of teachers is though a general issue all across the developing world however, it is very serious in remote areas and small cities like Dera Ismail Khan (D.I.Khan). D.I.Khan is a moderate city in the KPK province of Pakistan. Due to its proximity to North and South Waziristan it has been badly affected by war on terror. It hosts majority of the war on terror haunted IDPs and acquires significance in the province. The overall socio-economic and political environment of a locality affects people from all the walks of life and education department is no exception. Moreover, education policies and government budget for education department has also direct relevance with the motivation of teachers. These factors become more acute in the case of small districts like D.I.Khan.

2. Motivation

Motivation refers to intrinsic desire or drive of a person to achieve certain goals. Within or Intrinsic is the operative word in this definition, because motivation is an internal state of mind based on an individual's perceptions and needs (Ricks et al., 1995). The word motivation has been derived from a Latin word mover, "to move". It seems almost impossible to estimate an individual's motivation without keeping an eye on the behavior of that individual, its objective and the nerve and verve that one shows to achieve those objectives (Mifflin, 1995).

The researches have highlighted different factors that influence individual's behaviour to motivate them. These include sociopsychological needs, physiological drives, different types of emotions, impulses, rewards, one's likeness and dislikeness and so forth (Naseer uddin et al., 2012)

This results in the rise of different theories of motivation. These theories can be broadly grouped under two categories i.e. Content and Process theories. The focus of theories generally remains on ‘what’ motivates individual, and the needs and goals of an individual. Abraham Maslow, McClland and Alderfer theories are the most prominent in this perspective. On the other hand, process theories are more concerned with the motivation ‘process’ itself and one can say these focuses on ‘how’ motivation takes place. Porter & Lawler, Vroom, Adams and Locke theories are the prominent works that explored motivation from perspective of its ‘process’.

Abraham Maslow’s theory dominated the motivational research for a very long time. Maslaw motivational research first focused on Five-level Hierarchy of need which was later on developed and adapted as eight stage model in 1970 after his death by his devoted followers. His five stage theory of hierarchy needs appeared in his book Motivation and personality in 1954. Mashaw extended his ideas in his later book “Towards a Psychology of Being” (Huitt, 2007).

Maslow’s hierarchy of needs provided bases for exploring motivational issues of employees for many decades. However, some theoretical contributions emphasized that one needs to differentiate between workers keeping view the nature of their jobs (Long, 2012). Broadly speaking one can observe two major groups of workers knowledge workers and physical workers. In order to explore motivational issues of any of these two groups of workers we need to have different tools. The factors motivating physical workers may not necessarily motivate the knowledge worker. This led Herzberg to point out that motivational process is affected by two sets of factors in unique ways.

Frederick Herzberg work focused on what motivates an employee in the work place. His research showed that recognition and appreciation of the good performance of an individual at work has a strong impact on his/her motivation (Herzberg, 1987).

He distinguished between two different sets of factors involved in this process termed as hygiene factors and motivational factors. Hygiene or environmental factors are those factors which are required to be in place for employees to be able to do their job. The unavailability of these factors gives birth to anxiety and apathy, and ultimately distracts employees from their job and result in de-motivation and general dissatisfaction with the job. For example, the failure of an

employee to meet his/her needs and expenses in his/her limited salary will ultimately make him lose focus on the work. However, he believes that such factors do not actually motivate individual. For example, the effects of pay increase are generally found to be short lived and their impacts on motivation of individual soon disappear.

In contrast to hygiene facts, motivational factors have a longer impact on how the employees feel about their jobs. These are more attached with the nature of the work the employees perform and the satisfaction and the charm attached with the performance of their duties. In motivational factors, Herzberg included achievement, recognition, the work itself, responsibility, and advancement (Tella et al., 2007).

This theory actually refers to the different types of workers and offers motivational tools keeping in view the nature of their jobs. For exploring the motivation of a knowledge worker, Herzberg theory supplies more appropriate tools. This theory has been widely used to explore and evaluate the motivation of teachers. This work applied Herzberg theory on the secondary school teachers of D.I.Khan to explore the factors that affect the teachers' motivation.

3. Methodology

The research was conducted by employing survey approach. A structured questionnaire was developed to collect data on a point scale regarding the major variables of Herzberg Two Factor theory. The questionnaire comprised of statements about motivation and hygiene factors as propounded by Herzberg. Motivation factors included achievement, recognition, responsibility, work itself and advancement. On the other hand, hygiene factors included policy and style of administration, technical supervision, salary, interpersonal relations and working conditions.

Through random sampling techniques, 15 secondary schools of D.I.Khan city were selected including both male and female. A sample of 122 teachers was selected through random sampling. The researcher personally circulated and recollected the questionnaire that resulted in very high return rate of 90 percent.

The data was tabulated through statistical software and descriptive analysis has been conducted to highlight significant findings. Frequency and percentage has been used as the statistical tools for conducting analysis.

4. Findings

This section presents major findings of the study in two subsections i.e. Motivational Factors and Hygiene Factors.

4.1 Motivational Factors

According to Herzberg motivational factors contribute to positive satisfaction with the job and ultimately motivation. These are such factors that provide internal satisfaction to a knowledge worker that get him/her more involved in the performance of his/her activities. Their absence will lead to ‘no satisfaction’ with the job and ultimately apathy, a state of mind in which the incumbent will lose all of his/her interest in performing duties. In such case a teacher will only become an ‘employee’ who come to school, take class only to continue his/her job and has no attachment with the work itself.

4.1.1 Achievement

Data supports Herzberg assumption that motivated workers feel a high level sense of achievement by performing their assigned duties. This aspect is well-expressed by the survey data collected from the teachers of secondary schools of D.I.Khan. Nine in ten teachers say that they feel a sense of achievement by imparting knowledge to the students. Among these over six in ten strongly agrees with the achievement aspect and this shows their level of motivation. Only 2 percent of the respondents do not have the sentiments of achievement while 8 percent could not make a decision.

Table 4.1 Achievement

4.1.2 Recognition

The data suggests that only a plurality of 25 percent of the secondary school teachers strongly agree that their work is being appreciated. This is not a very good sign. Recognition is extremely important for the motivation of knowledge workers. It is also part and parcel of appreciation along with achievement.

Though, the percentage of those who disagreed that their work is recognized is also very low i.e. 6 percent but a quarter 26 percent could not give a clear answer to the question which also support the assumption that they feel that their contribution remains largely unrecognized.

Recognition of the work of a teacher is direly needed for his/her motivation. However, one can easily understand that generally in the existing society the teaching profession is not given due respect. Mostly, it is considered that those who can not find good job, become teacher. Their work is considered easy, relax and less demanding. These alarming perceptions actually make the teachers generate such feelings of remorse and sometime lead to apathy among teachers. Nevertheless, it can not be dismissed that in the contemporary society teaching is not considered among the top rank professions though the reality of the matter is otherwise. One can say that on the count of ‘recognition’, low level of satisfaction is achieved by the teachers though it is not contributing to dissatisfaction in line with the theory of Herzberg.

Table 4.2 Recognition

4.1.3 Work-Itself

Teachers of secondary schools seem extremely satisfied with the nature of their work. An overwhelming majority of 87 percent of the respondents have a very positive opinion regarding the nature of the work they do. This shows that work-itself is a source of satisfaction for the teachers that ultimately contribute to their motivation.

Only a negligible minority of 3 percent expressed their disagreement with the nature of the work they perform. Data suggest that as a motivating factor nature of the work plays significant role and this is particularly true of the teaching profession in a Muslim society like we have.

Motivated employees will always have affiliation with their work. They perform different activities more like a hobby than as a duty. Such workers develop high levels of affiliation with their work that makes them real teachers who believe them to be teachers 24/7. They present themselves as models for their students and the society as well. They implement certain principles upon their entire lives and remain extremely conscious and careful in their public dealings keeping in view the responsibility that their esteemed work places on them.

Table 4.3 Work-itself

4.1.4 Responsibility

Data supports Herzberg theory that responsibility is an important motivator. Sense of responsibility motivates teacher to perform their duties in an efficient manner. Teachers of secondary schools of

D.I.Khan feel that they are performing an extremely important duty of building the future citizens of the nation. Their academic and moral training is of highest value for them.

None of the students strongly disagreed with the responsibilities attached with the job of a teacher, rather 77 percent of the respondents strongly agreed to own the responsibilities related with their job. Altogether over nine in ten teachers agreed that they feel immense responsibility on their shoulders.

The sense of responsibility really helps motivate teachers towards deeply involving themselves in the teaching activities. More important than imparting knowledge is the character building aspect of the responsibility. This compels teachers to be role models for their students by bringing change in their own character and by performing such actions before their students not only in the class but also in the real life that shape different moral values in the mind of the students. This demands real attachment with this noble profession and provides the required stimulant for motivation.

The other important aspect of responsibility is the availability of such authorities or powers to exercise to achieve the required goals. The teachers have huge responsibilities on their shoulders but they are equipped with very limited, almost no authorities to perform their duties in an effective manner. In order to perform the task of imparting quality knowledge and build the moral characters of the students, there is dire need to vest reasonable amount of authorities in teachers. They must have say in admitting to students to their classes, in expelling them, in recommending rewards for bright students and extending punishments to poor students. Generally, in such matters principal position becomes superior to ordinary teachers in the contemporary circumstances, teachers responsible to deal with a class remains at the mercy of his/her principal.

Table 4.4 Responsibility

4.1.5 Advancement

It is natural for every human being to look for opportunities to excel in his/her own field. The need for advancement has been very rightly propounded by Herzberg as a motivational factor and the data collected from the secondary schools of D.I.Khan supports this assumption that teachers get motivated by the availability of opportunities to advance in their career.

However, the dilemma is that a sizable number of respondents feel the dearth of the availability of such opportunities. At the surface that statistical data suggests that respondents are divided on the issue of availability of opportunities to excel in their career. 28 percent of the respondents agreed that such opportunities are available to them but on the contrary almost identical number of 26 percent disagreed with this statement.

The answer to this puzzle lies in the response of the teachers who could not decide about the availability of such opportunities. Almost half, (46 percent) of the respondents opted for neutral response on this question. However, the fact that they could not decide about the availability of such opportunities shows the negative side of the issue and by not confirming the opportunities to excel they have actually confirmed the unavailability of future prospects for their career in the education department.

Table 4.5 Advancement

This is an alarming situation. If personnel do not feel that he/she will eventually be able to move upward in his/her department, ultimately lose interest in the profession and can become victim of apathy. It is also possible that such apathy eventually motivates them to search jobs in other departments and the trend may lead to brain drain.

4.2 Hygiene Factors

According to Herzberg hygiene factors relate to the intrinsic nature of the work itself. These also play important role in the overall motivation process however; these factors themselves do not provide positive satisfaction with the job. But it should also be noted that these factors relate to the 'dissatisfaction' with the job. The availability of these factors can lead to 'no dissatisfaction' and on the contrary their absence can augment 'dissatisfaction'. These are in a way environmental factors that set the stage for motivational factors to come into play and raise the satisfaction of a worker from his/her job.

4.2.1 Policies and Style of Administration

Among the hygiene factors, policies and style of administration are at the bottom of the ladder. This show that are most wanting among the environmental factors to avoid teachers

‘dissatisfaction’ from their job. Put it in another way, policies and style of administration are the most detrimental contributors of job dissatisfaction of teachers.

Only about 3 in 10 respondents showed their agreement with the availability of this factor of Herzberg theory. Alarming, almost half (46 percent) could not give response on this factor which again actually shows their disagreement. The confusion or hesitation in the minds of respondents is reflective of their dissatisfaction with the contemporary policies and style of administration.

This is a fact that teachers have been generally observed in expressing their dissatisfaction with the existing educational policies. There is a general view that this is the same colonial educational policy that was meant to produce clerks. Moreover, the existence of multiple educational systems in our country also leads to confusions and complexes in the minds of the teachers.

Similarly, our education department practices a bureaucratic style of administration through the country. Imposing such styles of administration on a knowledge worker kills the ego of the teacher. The knowledge worker requires another set of administrative norms and values to monitor his/her conduct. Furthermore, we are living today in an information society where styles of administration are getting increasingly changed from vertical hierarchical to horizontally bases. The industrial society has such administrative setups in which power was centralized, but today’s information society is shaping such styles of administration where power is decentralized. Personalities and industries of ‘information’ like Bill Gates and Apple respectively have become the icon of the age. Both of these names are nothing but manifestations of knowledge workers. Therefore, it is obvious that modern teacher feel him/herself odd fit with old styles of hierarchically centralized systems of administrations and they themselves want to be empowered and this is the reason that contemporary policies and styles of administration are unable to address teachers ‘dissatisfaction’ with the job.

Table 4.6 Policies & Style of Administration

4.2.2 Technical Supervision

Data supports Herzberg theory that technical supervision has a strong role to play in controlling employees' dissatisfaction with the job. Almost half of the teachers of secondary schools of D.I.Khan agree with the significance of the role of the principals in their schools. 49 percent of respondents showed satisfaction with the contribution of school principal in their work. However, it is interesting to note that only one in ten (11 percent) strongly agreed with this statement, almost a similar number (14 percent) disagreed with it.

This shows that teachers agree with the significance of the position of the principal in a school as a role model for all teachers. He is supposed to be an experienced fellow in comparison to his/her subordinate teachers therefore almost all the subordinate naturally respects him/her for being more qualified, experienced and in most cases elder in age.

Owing to these reasons he becomes natural leader of the team of teachers of a school and supervises not only the overall teaching process but also extends advice to individual teachers whenever required. This makes the position of a principal very challenging. He/she has to be an expert of all the subjects and he/she must understand human behaviors. The principals' understanding of the psychology of both teachers and students enable him/her to manage the affairs of both group efficiently.

Table 4.7 Technical Supervision

4.2.3 Salary

Among the environmental or hygiene factors, salary is of immense significance. It can help reduce 'dissatisfaction' of employees though may not necessarily contribute to 'job satisfaction'. This aspect of Herzberg theory is well supported by the survey data collected for this research.

57 percent of the respondents expressed their satisfaction with the salaries. Only 17 percent expressed their dissatisfaction with their salary while a quarter (26 percent) was without a response.

The data collected through the profile of respondents helps understand this aspect of lower level of dissatisfaction regarding salary. The profile of the respondents shows that there are 7 percent of the teachers who get salary under Rs. 20000, while 73 percent of the respondents have

salaries under Rs. 40000 and only 20 percent have salaries above Rs. 40000. Therefore, bulk of the respondents is getting something between Rs. 21000 and Rs. 40000.

17 percent of the teachers that expressed dissatisfaction with their salaries will comprise of 7 percent of teachers (mostly fresh) who are getting salary under Rs. 20000 and the next 10 percent would be among the those who are getting just over Rs. 20000.

The important thing to pinpoint here is that eight in ten teachers are getting something under Rs. 40000, not a very huge amount of money but their mean value for motivational factors was reasonably high. This shows that though majority of teachers are being moderately paid but still they are highly motivated. This is something that can only exists in a profession like teaching/knowledge worker and supports Herzberg theory that hygiene factors not necessarily affect 'satisfaction' with the job.

Table 4.8 Salary

4.2.4 Interpersonal Relationships

Interpersonal relationships form an important aspect of the environmental or hygiene factors. Relations with co-workers are of utmost significance for eradicating 'dissatisfaction' from the job and the working environment itself. Almost three forth of the respondents are satisfied with the relationships with their co-workers in this regard. This might be due to the cultural homogeneity and off-school relationships.

Only a minority of 9 percent felt dissatisfaction with the interpersonal relationships with their colleagues. The positive interpersonal relationships between the teachers of secondary schools of D.I.Khan City contribute a lot in controlling their 'dissatisfaction' with the job and support Herzberg theory that these relations can help shape such friendly environment in which teachers can really enjoy their job.

Table 4.9 Interpersonal Relationships

4.2.5 Working Conditions

Working conditions are an important tool to check job 'dissatisfaction'. The data supports Herzberg theory in this regard and the research found that 82 percent of the respondents expressed their satisfaction with the working conditions. Generally, teachers are inducted on regular basis and they

have the sense of job security, along with friendly interpersonal relations with co-workers due to cultural homogeneity, these factors contribute to teachers' satisfaction the working conditions and availability of this factor controls their job dissatisfaction.

Only a very small minority of 5 percent, showed their dissatisfaction with the existing working conditions. As mentioned in the start of this section, 'working condition' are the only factor among Hygeine factors, that scored above 4 mean value. This shows that 'working conditions' is the most effective tool for controlling dissatisfaction of the teachers of secondary schools of D.I.Khan City.

Table 4.10 Working Conditions

4.3 Overall Descriptive Statistics

At the broader level, descriptive statistics provides are a good insight for comprehending any issue. In this case, it enlightens us with the fact that teachers at secondary school level gave higher significance to the motivational factors in comparison to hygiene factors.

The mean value for motivational factors of Herzberg theory was considerably high as compared to Hygiene factors. Motivational factors as propounded by Herzberg include sense of achievement, recognition of the teachers work, affiliation with the work-itself, responsibilities attached with their job, and opportunities to excel in their career.

On the other hand hygiene factors include policies and style of administration, technical supervision, salary, interpersonal relations and job security. Hygiene factors are more concerned with the environmental aspect of the job of a teacher. Motivational factors are such that can help motivate the knowledge workers. The higher mean value for motivational factors shows that teachers are motivated and give more significance to the motivational aspect of the Herzberg theory rather than environmental aspect.

Table 4.11 Descriptive Statistics

Among the motivational factors advancement opportunities received the lowest mean score among the respondents, followed by recognition. Mean score for advancement is alarmingly low. It shows that teachers perceive that opportunities to excel in their career are very scant. The advancement opportunities may not necessarily refer to the promotions in terms of grades of the teachers, it can

also refer to prospects for academic developments, i.e. permissions, grants of leaves and scholarships for higher studies.

It should also be noted that standard deviation for advancement is also highest i.e. 1.02. This shows that there are high levels of variations among the respondents on the issue of availability of advancement opportunities. The high level of variations may be reflective of the fact that some among the respondents feel that they have advancement opportunities while others feel pessimistic. There can be variety of reasons for this division among the respondents. Possible reasons may include some positive and some negative aspect of the situation. Teachers with high qualification, long experience, personal access to high ups in the department and political figures of the area may be highly optimistic on the issue. On the other hand, teachers with relatively low qualifications, short experience, and low/no relations with high officials and political leaders of the area may be pessimist in this perspective.

Table 4.12 Descriptive Statistics Motivational Factors

Similarly, mean score for recognition was also found to be low 3.64. This shows that teachers feel that their work is not fully appreciated. Appreciation is one of the most important aspects of motivation for knowledge workers. Recognition of a teacher's work provides internal satisfaction and paves the way for effective teaching.

Descriptive statistics show that in comparison to motivational factors the satisfaction with the hygiene factors is comparatively low. Only 'working conditions' is such factor that could get a mean score higher than 4. Policies and style of administration have the lowest mean score of under 3, while supervision and salary have a mean score just over 3. Mean score for interpersonal relationship is also close to 4. The lower mean scores explain the overall dissatisfaction with these factors in the case of the secondary school teachers of D.I.Khan city.

Table 4.13 Descriptive Statistics Hygiene Factors

5. CONCLUSIONS

It is concluded that Herzberg Two Factor Theory provides appropriate tools to explore the motivational issues of the teachers of D.I.Khan. The respondents have given higher significance

to the motivational factors than environmental/hygiene factors. Teachers feel that their work is not being fully recognized and they are also short of advancement opportunities however, still they have a high sense of achievement, responsibility and are highly satisfied with the work itself.

Regarding hygiene factors most of the variables scored low, though teachers expressed higher levels of satisfaction with the working conditions. The overall motivation level seemed fairly high despite dissatisfaction with most of the hygiene factors. This substantiates Herzberg contention that hygiene factors can only pacify the dissatisfaction and even in their absence a worker can be satisfied with his/her job because of the motivational factors. This case well fits with the knowledge workers who despite low salary, poor opportunities for advancement still feels satisfied with his/her job.

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	Frequency	Percent
Strongly disagree	0	0
Disagree	2	2
Neutral	10	8
Agree	34	28
Strongly agree	76	62
	122	100

Table 4.1 Achievement

	Frequency	Percent
Strongly disagree	4	3
Disagree	4	3
Neutral	32	26
Agree	52	43
Strongly agree	30	25
	122	100

Table 4.2 Recognition

	Frequency	Percent
Strongly disagree	0	0
Disagree	4	3
Neutral	12	10
Agree	40	33
Strongly agree	66	54
	122	100

Table 4.3 Work-itself

	Frequency	Percent
Strongly disagree	0	0
Disagree	2	2
Neutral	8	6
Agree	18	15
Strongly agree	94	77
	122	100

Table 4.4 Responsibility

Strongly disagree	4	3
Disagree	28	23
Neutral	56	46
Agree	18	15
Strongly agree	16	13
	122	100

Table 4.5 Advancement

	Frequency	Percent
Strongly disagree	4	3
Disagree	22	18
Neutral	56	46
Agree	28	23
Strongly agree	12	10
	122	100

Table 4.6 Policies & Style of Administration

	Frequency	Percent
Strongly disagree	2	2
Disagree	14	12
Neutral	32	26
Agree	60	49
Strongly agree	14	11
	122	100

Table 4.7 Technical Supervision

	Frequency	Percent
Strongly disagree	8	7
Disagree	12	10
Neutral	32	26
Agree	40	33
Strongly agree	30	24
	122	100

Table 4.8 Salary

	Frequency	Percent
Strongly disagree	2	2
Disagree	8	7
Neutral	22	18
Agree	50	41
Strongly agree	40	32
	122	100

Table 4.9 Interpersonal Relationships

	Frequency	Percent
Strongly disagree	2	2
Disagree	4	3
Neutral	16	13

Agree	30	25
Strongly agree	70	57
	122	100

Table 4.10 Working Conditions

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	122	2	5	3.922951	0.5519
Hygiene	122	1.9	5	3.531148	0.62788
Valid (listwise)	N 122				

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Achievement	122	2.50	5.00	4.3934	.69896
Recognition	122	1.00	5.00	3.6475	.95062
Work-Itself	122	1.50	5.00	4.2049	.83010
Responsibility	122	2.50	5.00	4.5000	.64922
Advancement	122	1.00	5.00	2.8689	1.02410
Valid (listwise)	N 122				

Table 4.12 Descriptive Statistics Motivational Factors

	N	Minimum	Maximum	Mean	Std. Deviation
Policies & Style of Administration	122	1.00	5.00	2.9426	.90954

Technical Supervision	122	1.00	5.00	3.3852	.93328
Salary	122	1.00	5.00	3.4016	1.11273
Interpersonal Relationship	122	1.00	5.00	3.8115	.94983
Working Conditions	122	1.50	5.00	4.1148	.91088
Valid N (listwise)	122				

Table 4.13 Descriptive Statistics Hygiene Factors