



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



Herzberg's 'Hygiene' Factor and Secondary Islamic Studies Teachers' Motivation Level

Mohamad Syafiq Ya Shak, Alia Yashak, Mohd Haniff Mohd Tahir, Norasyikin Abdul Malik, Nurul Ain Hasni, Nurhidha Irawaty Kasmaruddin, NoorAileen Ibrahim

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i4/12980> DOI:10.6007/IJARBSS/v12-i4/12980

Received: 07 February 2022, **Revised:** 10 March 2022, **Accepted:** 29 March 2022

Published Online: 09 April 2022

In-Text Citation: (Shak et al., 2022)

To Cite this Article: Shak, M. S. Y., Yashak, A., Tahir, M. H. M., Malik, N. A., Hasni, N. A., Kasmaruddin, N. I., & Ibrahim, N. (2022). Herzberg's 'Hygiene' Factor and Secondary Islamic Studies Teachers' Motivation Level. *International Journal of Academic Research in Business and Social Sciences*, 12(4), 707–721.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 12, No. 4, 2022, Pg. 707 – 721

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



www.hrmars.com

ISSN: 2222-6990

Herzberg's 'Hygiene' Factor and Secondary Islamic Studies Teachers' Motivation Level

Mohamad Syafiq Ya Shak¹, Alia Yashak², Mohd Haniff Mohd Tahir³, Norasyikin Abdul Malik¹, Nurul Ain Hasni¹, Nurhidha Irawaty Kasmaruddin¹, NoorAileen Ibrahim¹

¹Akademi Pengajian Bahasa, Universiti Teknologi MARA Perak Branch, Seri Iskandar, Perak, Malaysia, ²Sekolah Menengah Kebangsaan Dr Megat Khas, Ipoh, Perak, Malaysia, ³Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia

Corresponding Author Email: moham381@uitm.edu.my

Abstract

This paper intends to investigate the Secondary school Islamic Studies teachers' motivational level and factors that regulate it. The relationship between multiple motivational factors which form the 'Hygiene' factors of the Herzberg Two-Factor Theory and their motivational level is analyzed. A modified version of The Teacher's Motivation and Job Satisfaction Survey is employed in 173 respondents in this quantitative study. It is observed that the Secondary school Islamic education teachers' motivational level remains high (min = 4.40). It is also discovered that there is a moderate correlation between the Secondary school Islamic education teachers' motivational level and the motivational factors ($r = 0.345$). 'Hygiene' or extrinsic factors such as the workplace condition, relationship between coworkers, leadership, remuneration, and job security have been found to significantly affect these educators' motivational levels. It is believed that this study provides significant insights into the Malaysian education system for various stakeholders, particularly in enhancing the motivation of the teachers while elevating their professionalism.

Keywords: Herzberg Two-Factor Theory, motivation, Islamic Studies Teacher.

Introduction

Teachers are central to the teaching and learning process. Thus, it is believed that they should be highly motivated to be involved in this process. This is because the teachers' motivations can affect new learning as well as the performance of previously learned skills, strategies, and behaviors (Schunk, Pintrich, & Meece, 2008).

However, teachers' motivation level could be affected by several factors, especially extrinsic factors that come from the outside of the four walls of their classrooms. Among others, Rahman (2000); Hong and Ismail (2015) reported that excessive workloads and intolerable superiors for instance could halt a teacher's motivation in completing his or her routines in school. An unhappy work environment will be created, and alarmingly teachers will be more compelled to abandon the teaching profession (Aziz & Ramli, 2009).

Apart from that, Sahhari (2006) disclosed that additional and unnecessary non-teaching workloads could affect the quality of the teaching and learning process in the classroom. Not only that, but teachers also who are burdened with non-academic tasks and mountains of clerical tasks will feel stressed out, and this could further diminish their motivation in completing their actual responsibility, which is to teach (Halim, 2013). To worsen the matter, in the context of secondary Islamic Studies teachers, Hassan, Tamuri, Othaman, and Mamat (2009) who studied the lecturers of Islamic Studies in local universities warned that when these lecturers' motivational level is low, they will be showing signs of lack of commitment, dedication, focus, and ability especially in championing religious matters which should be their bread and butter.

Thus, this paper strives to investigate if and how such extrinsic factors could affect Secondary Islamic Studies teachers' motivation level. These extrinsic factors include their salary and fringe benefits, physical work conditions, coworker relationships, supervisor quality, and job security. These factors are the dimensions under the 'Hygiene' factor as suggested by Herzberg (1966) through his Two-Factor Theory.

Research Questions

- i. What is the motivation level of Secondary Islamic Studies teachers?
- ii. Will there be a significant relationship between the 'Hygiene' factors of Herzberg Two-Factor theory with the motivation level of Secondary Islamic Studies teachers?

Significance of the study

This study is significant in helping educational boards, school administrators, and the teachers themselves to identify extrinsic factors that could help the teachers in school to be more motivated and involved in their careers as educators.

Literature Review

a) Motivation

When a person puts effort, takes action, and works towards achieving a certain goal, this person could be said to have 'motivation'. Lunenberg and Ornstein (2010) indicated that the word 'motivation' is derived from the Latin word 'movere' which means 'to move'. In this context, 'motivation' could be defined as the factor that moves a person from his or her current situation to another (and usually better) situation. Motivation could also refer to the entire class of drives, desires, needs, wishes, and similar forces that compel people to choose certain options over others (Maicibi, 2003). Motivation involves internal and external forces that influence a person's choice of action, and this is where Herzberg's Two-Factor Theory might come into play.

b) Herzberg's Two-Factor Theory

Herzberg (1966) developed a theory called Two-Factor Theory. Herzberg believed that motivation could be influenced by two factors, which are 'Motivator' factors and 'Hygiene' factors. The 'Motivator' factors deal with the intrinsic influences or the content of a job. These involve dimensions such as achievement, recognition, the work itself, responsibility, and advancement in personal growth. On the other hand, the 'Hygiene' factors deal with the extrinsic influences or the context of a job. These involve aspects like remuneration, working conditions, status, the relationship between coworkers, policy, and administration, and job security.

However, Herzberg argued that meeting individuals' extrinsic needs would not motivate them to make an effort but would merely prevent them from being dissatisfied with their work. He later claimed that only when the intrinsic needs are fulfilled that individuals will be motivated. Thus, this is why Herzberg's Two-Factor theory, in particular the 'Hygiene' factor, is used as the theoretical basis for this research because the researchers intend to gauge the impact of these factors on Secondary Islamic Studies teachers' motivation level. In addition, this theory was also chosen because it deals directly with the situations at a workplace instead of in general situations as championed by Maslow. Even though the majority of the studies on this theory focus on job satisfaction, Busatlic and Mujabasic (2018) argued that job satisfaction is still a pivot of motivation, thus 'enabling for theories of motivation to be considered as theories of job satisfaction [and vice versa]' (p.30).

c) 'Hygiene' Factor and motivation level

i. Motivation Level and Workplace Condition

Workplace condition is thought to have some impacts on the occupant's motivation level. Aris, Talib, Rajak, and Sudar (2011), Shahram, Hamid, and Rahim (2013), Kumar (2014), and Arifin (2015) among others indicated that there is a positive relationship between the school working environment and the teachers' job satisfaction level. Lin and Liu (2012) in addition suggested that the workers who work in a workplace that encourages creativity will be more motivated to complete their tasks and participate in their organization. Ariffin (2016) who studied teachers' supervision and their motivation level in Malaysia's secondary schools also reported that most teachers agreed that a positive work environment in school could motivate teachers to do better in their teaching and learning practices.

ii. Motivation Level and Relationship between Coworkers

It is often claimed that individuals will be more compelled to do things that they like or complete their tasks if it provides them with opportunities to connect and work with other people. For instance, Alias, Yussof, Mustapha, and Ibrahim (2010) and Omar, Omar, and Awang (2016) who conducted interviews with administrators in several Malaysian schools disclosed that when there is a strong and positive interpersonal relationship between the school's principal and his or her staff and teachers, a positive working environment will be created which will then affect the staff's motivation to contribute to the school's achievement and success.

Sipon (2010) on the other hand scrutinized teachers' reactions towards stress in their workplace. She suggested that the major cause of stress in school is an uncomfortable relationship and communication between the teachers and the school administrators. She added that when one fails to communicate well with others, there will be misunderstandings, refusal to work with others, and retaliations, which will hamper the efforts to achieve the school's objectives.

iii. Motivation Level and Leadership

Leaders should always strive to empower others under their watch. Sharma (2010) who analyzed the preferred leadership qualities among school principals in Malaysia discovered that an overwhelming 95% of schoolteachers prefer a principal with a high level of empathy as opposed to technical and administration skills. These teachers believe that with empathy,

the principal could lead by example and the teachers will be more interested to participate and cooperate in school.

Apart from this, Hashim and Ghani (2013) who investigated the impact of school principals' emotional intelligence on teachers' motivation suggested that a principal must be able to read the emotions of their staff while taking care of their needs in school. A principal is also encouraged to cultivate a healthy working relationship in the workplace by becoming a good role model for their staff. Hong and Ismail (2015) seemed to agree with this finding while adding that school administrators do play an essential role in increasing teachers' motivation levels.

iv. Motivation Level and Remuneration

Undeniably, remuneration plays a vital role in a person's motivation at his or her workplace. Mustapha and Shahwahid (2014) for example concluded that incentives, perks, rewards, and opportunities to continuously develop one's career have a strong and positive relationship to a worker's inclination to stay at an organization. Hashim, Zolkifli, Othman, and Mustapha (2016) agreed with this finding as they declared that monetary rewards and benefits are the factors that will influence an employee's commitment to his or her organization most.

Earlier, Baharuddin (2003); Hashim and Marappan (2011) also offered a similar finding. Baharuddin (2003) observed that teachers will fulfill their tasks to the best of their ability when they receive ample rewards and their needs are met. On the other hand, if these teachers feel that their effort is not appreciated and the rewards provided to them are insufficient, the motivation level will be greatly reduced.

v. Motivation Level and Job Security

Several studies have attempted to study the relationship between workers' motivation level and their job security. Probst (2005) for example has found a relationship between job security and a low job satisfaction level. When the workers feel that their job is unsustainable and will not be able to guarantee a good life for their family and loved ones, they will start to feel dissatisfied with their work. This will further result in a decreasing motivation level among workers, which could eventually affect their productivity.

Apart from that, Daud (2010) found that there was a significant but moderate correlation between job security and job satisfaction among workers in Malaysia ($r=0.475$, $p<0.01$). There was also a significant but moderate correlation between job security and these workers' commitment to their work ($r=0.458$, $p<0.01$). It could be said that the more they feel that their job is secured, the higher their job satisfaction level and commitment to their organization will be.

Kwabiah, Hodibert, and Robert (2016) examined the predictability of job security, job satisfaction on organizational commitment, and workers' performance. It was reported that job satisfaction and job commitment correlated with job performance. Interestingly, job security did not show a significant correlation with performance and there was no correlation between job security and organizational commitment

More recently, Abuhashesh, Al-Dmour, and Masa'deh (2019) investigated factors that could have impacted the job satisfaction of Jordanian workers. Among others, they indicated that job security has a significant negative impact on the turnover rate, in which when employees are assured of job security, they will perform better and remain in the job, thus reducing the turnover rate.

Methodology

A quantitative design was used for this study, in which a survey was conducted through a questionnaire. The study was conducted in 29 secondary schools in a district in Perak, a state in Malaysia. It involved 173 teachers who teach Islamic studies in these schools. A questionnaire was used to collect the data for this study. This questionnaire is divided into three different parts, which are:

Section A

This section deals with the respondents' demography

Section B

This section contains items to measure the Secondary Islamic Studies teachers' motivation level. These items were adapted from 'The Teacher's Motivation and Job Satisfaction Survey' by Mertler (2001). Mertler (2001) was chosen as an instrument in this study because it fits the objective of this study the most. All items were adapted to suit the situation in Malaysia. This section has 10 items in which the respondents will state their agreement to a statement based on 5-point Likert Scale. (1 – Strongly disagree (SDA); 2: Disagree (DA); 3 – Not Sure (NA); 4 – Agree (A); 5 – Strongly Agree (SA))

Section C

This section covers the 'Hygiene' factors items from Herzberg's Two-Factor Theory. The items were adapted from Mohamad and Yaacob (2013), which surveyed the job satisfaction level of Special Education teachers in Malaysia. This section has 20 items, with 4 items for each aspect of the 'Hygiene' factors of the theory (Items 1 to 4 for 'Workplace Condition', items 5 to 8 for 'Relationship between Coworkers', items 9 to 12 for 'Leadership', items 13 to 16 for 'Remuneration', and items 17 to 20 for 'Job Security').

The Cronbach's Alpha Reliability test was run on all the items from the questionnaire. Table 3.1 shows the Cronbach's Alpha values for the items representing Motivation Level and Herzberg's Hygiene Factor. For the overall Motivation level (10 items), the Cronbach's Alpha value is 0.781 and for the overall Herzberg Hygiene Factor, the value is 0.854. As for the individual dimensions under Herzberg's Hygiene Factor, the Cronbach's Alpha values range from 0.615 to 0.907. In general, this indicates a high level of internal consistency reliability for this instrument

Results and Discussion

a) Secondary Islamic Studies Teachers' Motivation Level

Table 4.1: Secondary Islamic Studies Teachers Motivation Level

No	Statement	Min	SD	Level
B1	Attend school (except during MC)	4.73	.471	High
B2	Not go out during working hours	4.60	.636	High
B3	Strive in completing tasks	4.59	.493	High
B4	Explore all avenues in solving problems	4.56	.498	High
B5	Responsible and put effort in completing tasks	4.43	.531	High
B6	Stay working with MoE	4.43	.771	High
B7	Tasks given provide high job satisfaction	4.31	.585	High
B8	Encourage other friends to join the profession	4.27	.691	High
B9	High work achievement level	4.09	.542	High
B10	No intention to change workplace	4.01	1.181	High
	Overall	4.40	.389	High

(Level: Low = 1.00 – 2.33, Medium = 2.34 – 3.66, High= 3.67 – 5.00)

In this study, the motivation level of Secondary Islamic Studies teachers is measured by 10 items. Table 4.1 shows that all 10 items produce a high score, such as '*Islamic Studies teachers will come to school unless they are sick or in an unavoidable situation*' (min = 4.73, SD = 0.471); '*During the working hours, Islamic Studies teachers will not go out of the school compound unless for work reasons*' (min = 4.60, SD = 0.636); '*Islamic Studies teachers will strive in completing their tasks*' (min = 4.59, SD = 0.493); '*Islamic Studies teachers will explore all possible avenues in solving their problems in school*' (min = 4.56, SD = 0.498); dan '*When they are given tasks, Islamic Studies teachers will feel responsible about completing it and will put effort into it without delay*' (min = 4.43, SD = 0.531).

This is followed by '*Islamic Studies teachers will continue to work for the Ministry of Education until they retire*' (min = 4.43, SD = 0.771); '*Tasks given to Islamic Studies teachers provide a high job satisfaction level*' (min = 4.31, SD = 0.585); '*I will encourage other friends to join my profession*' (min = 4.27, SD = 0.691); '*Islamic Studies teachers have a high work achievement level*' (min = 4.09, SD = 0.542); and '*I have no intention of changing my workplace within the next three years*' (min = 4.01, SD = 1.181).

Overall, the motivation level of Secondary Islamic Studies teachers (min = 4.40, SD = 0.389) is high. This is consistent with Razab and Othman (2011), Yashak et al. (2020), and Wahab and Abdullah (2018) who have suggested that teachers in Malaysia do have a high motivation level. One factor for this is because the Islamic studies teachers have fulfilled their own needs, especially in terms of their spiritual needs, in which they are always consistent (istiqamah) in doing good deeds. At the same time, they are also aware of their responsibilities towards, their God, Holy Prophet, and themselves, which prevent them from conducting untoward actions as an educator

b) Herzberg's Hygiene Factor Score

Table 4.2: Herzberg's Hygiene Factor Score

Dimension	Min	SD	Level
Workplace Condition	3.79	.664	High
Relationship with Coworkers	4.27	.499	High
Leadership	4.06	.488	High
Remuneration	3.94	.713	High
Job Security	3.99	.543	High
Overall (Herzberg's Hygiene Factors)	4.01	.433	High

Table 4.2 shows that the scores from all dimensions are high ('Workplace Condition'- min = 3.79, SD = 0.664; 'Relationship with Coworkers'- min = 4.27, SD = 0.499; 'Leadership'- min = 4.06, SD = 0.488; 'Remuneration'- min = 3.94, SD = 0.713; and 'Job Security'- min = 3.99, SD = 0.543.). Overall, the score for the Herzberg's Hygiene Factor among the Secondary Islamic Studies teachers is high (min = 4.01, SP = 0.433).

c) The score for 'Workplace Condition'

Table 4.3: The score for 'Workplace Condition'

No	Statement	Min	SD	Level
C1	I have an encouraging workplace in school	4.00	.690	High
C2	My workplace is comfortable and cheerful	3.94	.790	High
C3	There appear to be no favoritism and discrimination in my workplace	3.73	.875	High
C4	My workplace provides ample materials and equipment	3.48	.938	Moderate
Overall		3.79	.664	High

(Level: Low = 1.00 – 2.33, Medium = 2.34 – 3.66, High= 3.67 – 5.00)

Table 4.3 shows that three of the items produce a high score while the other one is Moderate. Items with a high score are Item C1 ('I have an encouraging workplace in school', min = 4.00, SD = 0.690); Item C2 ('My workplace is comfortable and cheerful', min = 3.94, SD = 0.790); and Item C3 ('There appear to be no favoritism and discrimination towards Islamic Studies teachers in my workplace', min = 3.73, SD = 0.875). On the other hand, the item with a Moderate score is Item C4 ('My workplace provides ample materials and equipment for Islamic Studies teachers', min = 3.48, SD = 0.938). Overall, the score for the 'Workplace Condition' dimension among the Secondary Islamic Studies teachers is high (min = 3.79, SD = 0.664)

d) The score for Relationship with Coworkers

Table 4.4: The score for Relationship with Coworkers

No	Statement	Min	SD	Level
C5	I maintain a close social relationship with my colleagues	4.36	.620	High
C6	I work well with my colleagues in terms of teaching and learning.	4.29	.665	High
C7	Other non-teaching staff cooperate well with me	4.26	.607	High
C8	It is easy for me to communicate with the school administrators.	4.17	.629	High
Overall		4.27	.499	High

(Level: Low = 1.00 – 2.33, Medium = 2.34 – 3.66, High= 3.67 – 5.00)

Table 4.4 shows that all four items produce a high score. The items are Item C5 (*'I maintain a close social relationship with my colleagues'*, min = 4.36, SD = 0.620); Item C6 (*'I work well with my colleagues in terms of teaching and learning'*, min = 4.29, SD = 0.665); Item C7 (*'Other non-teaching staff cooperate well with me'*, min = 4.26, SD = 0.607); and Item C8 (*'It is easy for me to communicate with the school administrators'*, min = 4.17, SD = 0.629). Overall, the score for the 'Relationship with Coworkers' dimension among the Secondary Islamic Studies teachers is high (min = 4.27, SD = 0.499)

e) The score for Leadership

Table 4.5: The score for Leadership

No	Statement	Min	SD	Level
C9	My principal is firm in enforcing work rules	4.33	.518	High
C10	My principal always cares about the teachers' welfare	4.08	.651	High
C11	The teachers are provided with clear and detailed instructions on every task	3.98	.642	High
C12	The teachers have a say in deciding on the school policy	3.84	.805	High
Overall		4.06	.488	High

(Level: Low = 1.00 – 2.33, Medium = 2.34 – 3.66, High= 3.67 – 5.00)

Table 4.5 shows that all four items produce a high score. The items are Item C9 (*'My principal is firm in enforcing work rules'*, min = 4.33, SD = 0.518); Item C10 (*'My principal always cares about the teachers' welfare'* min = 4.08, SD = 0.651); Item C11 (*'The teachers are provided with clear and detailed instructions on every task'*, min = 3.98, SD = 0.642); and Item C12 (*'The teachers have a say in making decision about the school policy'*, min = 3.84, SP = 0.805). Overall, the score for the 'Leadership' dimension among the Secondary Islamic Studies teachers is high (min = 4.06, SD = 0.488).

f) The score for Remuneration

Table 4.6: The score for Remuneration

No	Statement	Min	SD	Level
C13	Teachers are provided with a fair salary and benefit	4.03	.777	High
C14	Teachers are provided with the salary and benefits that are in line with their qualification	4.02	.839	High
C15	Teachers can apply for other perks of the job such as housing loan and annual leave	3.94	.815	High
C16	Teachers are provided with the salary and benefits which are comparable to other professions	3.77	.793	High
Overall		3.94	.713	High

(Level: Low = 1.00 – 2.33, Medium = 2.34 – 3.66, High= 3.67 – 5.00)

Table 4.6 shows that all four items produce a high score. The items are Item C13 (*‘Teachers are provided with a fair salary and benefit’*, min = 4.03, SD = 0.777); Item C14 (*‘Teachers are provided with the salary and benefits that are in line with their qualification’*, min = 4.02, SD = 0.839); Item C15 (*‘Teachers can apply for other perks of the job such as housing loan and annual leave’*, min = 3.94, SD = 0.815) and Item C16 (*‘Teachers are provided with the salary and benefits which are comparable to other professions’*, min = 3.77, SP = 0.793). Overall, the score for the ‘Remuneration’ dimension among the Secondary Islamic Studies teachers is high (min = 3.94, SP = 0.713).

g) The score for Job Security

Table 4.7: The score for Job Security

No	Statement	Min	SD	Level
C17	This work can provide a good life for my family and me	4.26	.644	High
C18	This work can guarantee a good life for me when I am old	4.24	.655	High
C19	It is impossible for me to be transferred to another school without a valid reason	4.02	.770	High
C20	I still receive my pay even though I am not doing a good work	3.44	1.053	Moderate
Overall		3.94	.713	High

(Level: Low = 1.00 – 2.33, Medium = 2.34 – 3.66, High= 3.67 – 5.00)

Table 4.7 shows that three of the items produce a high score while the other one is Moderate. Items with a high score are Item C17 (*‘This work can provide a good life for my family and me’*, min = 4.26, SD = 0.644); Item C18 (*‘This work can guarantee a good life for me when I am old’*, min = 4.24, SD = 0.655); and Item C19 (*‘It is impossible for me to be transferred to another school without a valid reason’*, min = 4.02, SD = 0.770). On the other hand, the item with a Moderate score is Item C20 (*‘I still receive my pay even though I am not doing a good work’*, min = 3.44, SD = 1.053). Overall, the score for the ‘Job Security’ dimension among the Secondary Islamic Studies teachers is high (min = 3.99, SP = 0.543).

h) Relationship between Herzberg’s Hygiene Factor and Secondary Islamic Studies

Teachers' Motivation Level

Table 4.8: Relationship between Herzberg's Hygiene Factor and Secondary Islamic Studies Teachers' Motivation Level

	<i>Herzberg's Hygiene Factor</i>
Motivation Level	.345**

As can be seen from Table 4.8, the correlation value between Herzberg's Hygiene Factor and the Secondary Islamic Studies teachers' motivation level is $r = 0.345$, $p < 0.01$. This shows a significant relationship. However, the r -value ($r = 0.345$) only indicates a weak relationship between Herzberg's Hygiene Factor and the Secondary Islamic Studies teachers' motivation level. In a way, this mirrors what Herzberg (1966) indicated earlier that the aforementioned 'Hygiene' or external forces to a job would not make individuals to be more motivated; it will only merely prevent them from feeling more dissatisfied with their work.

i) Relationship between Herzberg's Hygiene Factor and Secondary Islamic Studies Teachers' Motivation Level by dimension

Table 4.9: Relationship between different dimensions of Herzberg's Hygiene Factor with Secondary Islamic Studies teachers' motivation level

	<i>Herzberg's Hygiene Factor</i>				
	Workplace Condition	Relationship between Coworkers	Leadership	Remuneration	Job Security
Motivation Level	.165	.311	.254	.361	.186

* $p < 0.01$

If we look at the relationship between different dimensions of Herzberg's Hygiene Factor with the Secondary Islamic Studies teachers' motivation level as shown in Table 4.9, two dimensions of the Factor which are 'Remuneration' ($r = 0.361$) and 'Relationship between Coworkers' ($r = 0.311$) demonstrate a moderate relationship with the Secondary Islamic Studies teachers' motivation level.

On the other hand, three other dimensions which are 'Leadership' ($r = 0.254$), 'Job Security' ($r = 0.186$), and 'Workplace Condition' ($r = 0.165$) imply a weak relationship with the Secondary Islamic Studies teachers' motivation level. Nevertheless, the relationship for all dimensions remains positive and significant.

These findings are indeed supported by several other studies. For instance, in terms of the 'Relationship with Coworkers' and 'Leadership' dimensions, Mukhtar (2008) concluded that a healthy interpersonal relationship between the school administrators and the teachers will establish a good sense of togetherness in school, which in turn will motivate the teachers to do and achieve more. When their motivation is high, the stress in the workplace can be avoided and this, in turn, will make the school a fun and comfortable place to work. This finding is further supported by Abdul (2014), Abdullah (2014), and Hong and Ismail (2015), in

which they asserted that constant positive encouragement from the school administrators plays a vital role in the teachers' job satisfaction and motivation level.

With regards to the 'Job Security' and 'Remuneration' dimensions, Zin, Pangil, and Othman (2012) suggested that when a worker feels that their job is secured, he or she will have a better motivation to work and a higher intention to continue staying at a workplace. Apart from that, Mustapha and Shahwahid (2014) reported that there is a positive relationship between rewards and one's intention to continue working in an organization. In addition, Razak (2006); Taat et al (2012); Ariffin (2016) hinted that a harmonious and comfortable workplace condition could influence the teachers' motivation level.

Conclusion

In conclusion, the Secondary school Islamic education teachers do possess a high level of motivation. Their scores for the multiple dimensions of the Herzberg's Hygiene Factor such as 'Workplace Condition', 'Relationship with Coworkers', 'Leadership', 'Remuneration', and 'Job Security' are also high. Even though the finding of this study indicates a weak relationship between their motivation level and the dimensions, the "Hygiene" factors still significantly contribute to the teachers' drive to work and blossom in their career.

It is hoped that multiple stakeholders such as the Ministry of Education, Teachers Education Institute, Islamic Education Division, State Education Department, District Education Office, school administrators, and most importantly the teachers themselves will be aware of these factors and work hand in hand to ensure that these factors are optimized fully in under their jurisdiction. They, for example, could plan for additional training, incentives, and support to further heighten the teachers' motivation and morale.

The teachers themselves on the other hand must also be aware of the factors that could motivate or demotivate them and strive to work on those factors within themselves first. After all, according to Holy Quran, 'God does not change the condition of a people unless they change what is in themselves first' (Ar Ra'd, 13:11).

Perhaps the study could be expanded to other districts or states in Malaysia. In addition. it could be replicated in the future across multiple types of Secondary Schools in Malaysia. Finally, since this study exclusively uses a quantitative method that provides only a general view of a situation, perhaps it is best if a qualitative aspect through interviews or observations could be included in any future study.

Acknowledgement

This study has been carried out under the LESTARI COVID19 Research Grant Scheme awarded by Universiti Teknologi MARA. The authors would like to extend their gratitude to Universiti Teknologi MARA Perak Branch that helped to secure and manage the grant.

References

- Abdul, J. (2014). Headmasters transformational leadership and their relationship with teachers' job satisfaction and teachers' commitments. *International Education Studies*, 7 (13), 40-48.
- Abdullah, R. (2014). *Gaya kepemimpinan transformasi dan hubungan kepuasan kerja guru di*

- Sekolah Menengah Harian di Daerah Seremban, Negeri Seremban*. [Transformational leadership style and its relationship to teachers' job satisfaction level in daily Secondary Schools in Seremban, Negeri Sembilan]. National Action Research Conference 2014, Official Conference Proceeding, Melaka, 25-26 Jun 2014.
- Abuhashesh, M., Al-Dmour, R., & Masa'deh, R. (2019). Factors that affect employees' job satisfaction and performance to increase customers' satisfaction. *Journal of Human Resources Management Research*, 1-23.
- Alias, B. S., Yussof, A. B. M., Mustapha, R., & Ibrahim, M. S. (2010). Analisis kompetensi pengetua berdasarkan kualiti peribadi, pengetahuan, kemahiran dan amalan dalam bidang pengurusan sekolah menengah Malaysia. [An analysis of the Malaysian Secondary School principals' competency in terms of their personal quality, knowledge, skills, and practices in managing their schools]. *Jurnal Pendidikan Malaysia*, 35(20), 31-41.
- Ariffin, A. K. (2016). *Pelaksanaan penyeliaan pengajaran dan motivasi kerja guru di Sekolah Menengah Negeri Selangor*. [Teaching supervision and teachers' motivation to work in Selangor's Secondary schools]. Doctor of Philosophy Thesis: Universiti Malaya.
- Arifin, M. (2015). The influence of Competence, Motivation, and organizational culture to high school teacher job satisfaction and performance. *International Education Studies*, 8, 38-45.
- Aris, M., Talib, R., Rajak, R. A., & Sudar, T. (2011). *Kepuasan kerja dalam kalangan Pensyarah Institut Pendidikan Guru Kampus Temenggong Ibrahim Johor*. [Job satisfaction among the lecturers of Temenggong Ibrahim Teacher Education Institute]. Paper presented at the Konvensyen Kebangsaan Pendidikan Guru 2011, A'Famosa Resort Alor Gajah Melaka.
- Aziz, N. N. A., & Ramli, H. (2009). *Niat ingin berhenti kerja: Kajian ke atas pensyarah UiTM Jengka. Pahang*. [Intention to quit work: A study on UiTM Pahang's lecturers]. Monograph (Research Reports), (September). Retrieved from <http://ir.uitm.edu.my/id/eprint/5604>.
- Baharudin, S. (2003). *Kepuasan kerja guru-guru Sejarah: Satu kajian di Sekolah-Sekolah Menengah kawasan Felda di Negeri Sembilan*. [History teachers' job satisfaction level: A study in Negeri Sembilan's Felda settlement Secondary Schools]. Bachelor's Degree Thesis: Universiti Kebangsaan Malaysia.
- Busatlic, S., & Mujabasic, A. (2018). Herzberg's Two-Factor Theory of job satisfaction: A comparative study between private and public high school teachers in Canton, Sarajevo. *International Journal of Business Management & Research*, 8 (6), 27-48.
- Daud, N. (2010). Jaminan kerja dan hubungannya dengan kepuasan kerja dan komitmen terhadap organisasi (Job security and its relation with job satisfaction and organizational commitment). *Proceeding in International Conference on Ethics and Professionalism 2010 (ICEP 2010)*.
- Halim, N. S. (2013). *Menentusahkan faktor tekanan kerja guru sekolah menengah Gred A daerah Batu Pahat*. [Verifying the factors to Grade A secondary school teachers' work stress in Batu Pahat]. Masters Thesis: Universiti Tun Hussein Onn Malaysia.
- Hashim, A., Zolkifli, N., Othman, N., & Mustapha, N. H. (2016). Hubungan amalan pengurusan sumber manusia dan komitmen organisasi. [The relationship between human resource management practices and organizational commitment]. In *2nd International Conference on Economics & Banking 2016 (2nd ICEB)*, 262-273.
- Hashim, S., & Marappan, S. V. (2011). *Kepuasan kerja dalam kalangan guru di Sekolah-*

- Sekolah Jenis Kebangsaan (Tamil) Derah Kulai*. [Teachers' job satisfaction in Kulai's Tamil National Type Schools]. Johor: Fakulti Pendidikan Universiti Teknologi Malaysia.
- Hashim, S. F., & Ghani, M. Z. (2013). Persepsi guru terhadap kecerdasan emosi pengetua dan hubungannya dengan motivasi kerja guru. [Teachers' perception on their principals' emotional intelligence and its relation to their motivation to work]. *Malaysian Education Deans' Council*, 10, 90-96.
- Hassan, S. N. S., Tamuri, A. H., Othaman, I., & Mamat, M. S. (2009). Kajian persepsi pelajar terhadap tahap profesionalisme guru Pendidikan Islam MRSM. [A study on the students' perception of the professionalism of the MRSM's Islamic Studies teachers]. *Journal of Islamic and Arabic Education*, 1(2), 31-50.
- Herzberg, F., Mausner, B., & Synderman, B. (1959). *The motivation to work*. New York: Wiley.
- Herzberg, F. (1966). *Work and the nature of man*. Cleveland, OH: World Publishing Company.
- Hong, O. I., & Ismail, A. (2015). Sokongan pihak pengurusan sekolah terhadap tekanan kerja guru di Sekolah Kebangsaan dan Sekolah Jenis Kebangsaan Cina [School administrators support and its relation to teachers work stress in National and National Type Chinese School]. *Jurnal Kepimpinan Pendidikan*, 2(2), 42-57.
- Kumar, R. (2014). Impact of organizational climate on job satisfaction: A study of Bharti Airtel India Limited in Shimla Zonal Office. *International Journal of Development Research*, 4, 958-964.
- Kwabiah, A., Hodibert, V. A., & Amankwa, R. (2016). Job security, job satisfaction, and organizational commitment as correlates of job performance among workers in Takoradi, Ghana. Africa. *Development and Resources Research Institute Journal*, 7(3), 18-30.
- Lin, Y. Y. C., & Liu, F.-C. (2012). A cross-level analysis of organizational creativity climate and perceived innovation: The mediating effect of work motivation. *European Journal of Innovation Management*, 15(1), 55-76.
- Lunenberg, F. C., & Ornstein, A. C. (2010). *Educational administration: Concepts and Practices (Sixth Edition)*. Boston: Wadsworth Publishing.
- Maicibi, N. A. (2003). *Pertinent issues in employee's management*. Kampala, Uganda: MPK Graphics Ltd.
- Mertler, C. A. (2001). *Teacher motivation and job satisfaction in the New Millennium*. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/c7/e7.pdf.
- Mohamad, J., & Yaacob, N. R. N. (2013). Kajian tentang kepuasan bekerja dalam kalangan guru-guru Pendidikan Khas. [A study on Special Education Teachers' job satisfaction level]. *Asia Pacific Journal of Educators dan Education*, 28, 103-115.
- Mukhtar, S. Z. (2008). *Tahap amalan pengurusan dalam elemen pengurusan pentadbiran dan pengurusan disiplin di Sekolah Menengah Islam Hidayah Johor Bahru*. [The level of management practice in the elements of administrative and discipline management in Sekolah Menengah Islam Hidayah Johor Bahru]. Master Thesis: Universiti Teknologi Malaysia.
- Mustapha, N. H., & Shahwahid, F. M. (2014). Hubungan antara amalan pengurusan sumber manusia dengan niat kakitangan akademik untuk terus kekal di universiti swasta. [The relationship between human resource management practices and the intention of the

- academic staff to continue staying in private universities]. *Proceeding of the Social Sciences Research*, 885–897.
- Omar, M. S., Omar, M. F. M., & Awang, M. I. (2016). *Hubungan di antara iklim sekolah dan kepuasan kerja guru Sekolah Menengah di Daerah Kuala Nerus, Terengganu*. [The relationship between a school's climate and secondary school teachers' job satisfaction in Kuala Nerus, Terengganu]. Kedah: Universiti Utara Malaysia.
- Probst, T. M. (2005). Economic stressors. In J. Barling, K. Kelloway, & M. Frone (Eds.) *Handbook of work stress*, (267-297). Thousand Oaks, CA: Sage Publication, Inc.
- Rahman, A. M. A. (2000). *Manusia dan stress* [Human and stress]. Tg. Malim: Universiti Pendidikan Sultan Idris.
- Razab, W. N. W., & Othman, N. (2011). Tahap motivasi dan tekanan guru yang melanjutkan pengajian. [The motivation and stress level of teachers who are furthering their studies]. *Jurnal Kemanusiaan*, 9 (1), 98 -114.
- Razak, A. Z. A. (2006). Ciri iklim sekolah berkesan: Implikasinya terhadap motivasi pembelajaran. [The features of effective school climate: Its implications to learning motivation]. *Jurnal Pendidikan Malaysia*, 31, 3-19.
- Sahhari, M. F. (2006). *Tahap beban tugas guru Sekolah Menengah di daerah Skudai: Kajian kes*. [Teachers' workload in Skudai's Secondary Schools: A case study]. Bachelor's degree Thesis: Universiti Teknologi Malaysia.
- Schunk, D. H., Pintrich, P. R., & Meece, J. (2008). *Excerpt from motivation in education: Theory, research, and application*. Boston: Prentice Hall Publication.
- Shahram, S., Hamid, J., & Rahim, N. M. (2013). The relationship between organizational climates with job satisfaction of educational teachers at high school grade of Ardabil city. *European Journal of Experimental Biology*, 3, 556-572.
- Sharma, S. (2010). Preferred leadership qualities of principals: What do teachers prefer? *Journal Management and Leadership*, 2, 42-58.
- Sipon, S. (2010). Stres kerja guru: Punca, kesan dan strategi daya tindak. [Teachers' work stress: Cause, effect, and reaction strategy]. *Prosiding Seminar Profesion Perguruan*, 224 - 232.
- Taat, M. S., Abdullah, M. Y., Mohamad, B., Talip, R., Ambotang, A. S., & Zain, S. (2012). Iklim sekolah berkesan pemangkin kecemerlangan. [Effective school climate in ensuring excellence]. *Utusan Borneo*, p. B4.
- Wahab, N. A., & Abdullah, M. Y. (2018). Hubungan gaya kepimpinan dan pengurusan kerja guru besar dengan kepuasan kerja guru Sekolah Agama Kerajaan Johor. [The relationship between the principals' leadership and work management style and teachers' job satisfaction level in Johor Religious Schools]. *Jurnal Ilmi*. 8 (1), 136 -150.
- Yashak, A., Shak, M. S. Y., Tahir, M. H., Shah, M. D. S., & Mohamed, M. F. (2020). Faktor Motivasi Teori Dua Faktor Herzberg dan tahap motivasi guru Pendidikan Islam [Herzberg Two-Factor Theory's Motivation Factor and the Islamic Studies teachers motivation level]. *Sains Insani*, 5(2), 65-74.
<https://doi.org/10.33102/sainsinsani.vol5no2.192>
- Zin, M. L. Z., Pangil, F., & Othman, S. Z. (2012). Peranan tekanan kerja sebagai penyederhana dalam hubungan antara sokongan organisasi dengan pengekalan pekerja. [Work stress' role as the mediator between organizational support and workers' intention to stay]. *Jurnal Pengurusan*, 36, 33- 44.