

Motivation of Academic Staff: Herzberg Motivation-Hygiene Theory

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ABSTRACT

Employee motivation is an issue that is usually overseen by most managers, yet many studies have shown that it is the key for having a successful and profitable company. The purpose of this paper is to examine factors that affect motivation of academic staff in International Islamic University College Selangor (KUIS) based on Frederick Herzberg's Motivation-Hygiene Theory. Data were gathered through structured questionnaires by using a sample of 116 academicians from two faculties in KUIS, Faculty of Management and Muamalah and Faculty of Islamic Studies. The result of Pearson Correlation test suggests that both intrinsic and extrinsic factors of motivation have significant positive relationship with academic staff motivation. Regression model suggests that extrinsic factors exert more strong influence on motivation compared to intrinsic factors.

Keywords: Motivation, Academician, Intrinsic Factors, Extrinsic Factors, Herzberg Two-Factors Theory.

INTRODUCTIONs

Education is a core sector that guarantees the generation of well-educated human resources to meet the various sectors of a country (Azizi, Yusof and Amir Hamzah, 2005). The educational process can also produce disciplined, honest and noble human beings. Malaysia National Education Philosophy is a set of concepts, principles and values that form the basis of educational practices in Malaysia (Joginder Singh, R.K., 2007). It determines the direction, the foundation and the source of inspiration to all efforts and plans in education sector (Sang, 2008).

In the era of globalization and multimedia explosion that demand constant changing and renewing in all aspects of life from time to time, the role of academic staff become even more challenging. This challenging educational field is pushing for professionals especially academicians to work hard to achieve high demand in education. Furthermore, academic staff should also be sensitive to the latest developments in leadership, management, resource management and achievement of educational goals (Majid Ghasemy et. al. (2018)). Therefore, one of the vital issues in academic world is the motivation of academic staff.

According to Galabova & Mckie, 2013; Islam, Zaki, & Ismail, 2008), employees are unlikely to be committed if they are not sufficiently motivated.

There has been a lot of research done on motivation by many scholars. However, there has been little attempt to examine the factors that affect academic staff motivation in Institute of Higher Learning (IHL). Therefore, the objective of this research is to examine the extent of intrinsic and extrinsic factors in motivating academic staff in KUIS. This research is based on the Frederick Herzberg's Motivation-Hygiene theory.

LITERATURE REVIEW

Motivation

The term motivation has been discussed and conceptualized by various researchers. Generally, all definition given by many scholars brings the same notion with respect to the term motivation. Motivation is defined by Robbins (2013) as the process by which a person's efforts are energized, directed, and sustained toward attaining a goal. When someone is motivated, he or she will persistently exert high effort in a direction that benefits his or her organization in order to achieve goals.

According to Islam et al. (2008), motivation represents psychological processes that energizes behavior, directs behavior, and underlies the tendency to persist. Yudhir (2012) in the same manner claimed that in order to achieve goals, individuals must be sufficiently stimulated, have a clear picture on what to achieve, and have commitment to put utmost effort for a long enough period of time and never give up in realizing their aim. According to Hasibuan Malayu (2012) motivation is a stimulant of the willingness of one's mobility; each motive has a specific purpose to be achieved. Motivation is something that stimulates or drives work. It is an encouragement that can generate the willingness of the worker to start the work in accordance with his duties and responsibilities.

Herzberg's Motivation-Hygiene Theory

Herzberg's Motivation-Hygiene Theory (also known as Two Factor Theory) was developed by Frederick Herzberg in 1959. Herzberg's theory states that there are two factors that influence employee motivation; motivator factors and hygiene factors (Robbins, 2013). According to Herzberg, the motivator factors are factors that relate to the job content and they are intrinsic to the job itself. When present, employees will be satisfied and thus motivation will increase. However, when absent, employees will be in neutral state of mind (no satisfaction). Herzberg claimed that opposite of satisfaction is not dissatisfaction but rather no satisfaction. On the other hand, the opposite of dissatisfaction is no dissatisfaction. Motivator factors include achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility (Kwasi DarteyBaah, 2011; Yudhir, 2012).

The hygiene factors on the other hand are factors that are not directly related to the job but the conditions that surround doing the job. When present, employees will be in neutral state of mind (no dissatisfaction), but when absent employees will be dissatisfied. These factors include company policy and administration, technical supervision, interpersonal relations with supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions and status (Kwasi Dartey-Baah, 2011; Yudhir, 2012).

Herzberg argued that organizations must emphasize on motivator factors in order to motivate employees. Organizations that only meet hygiene factors would not be able to motivate employees, but would only prevent them from being dissatisfied (Wan Fauziah Wan

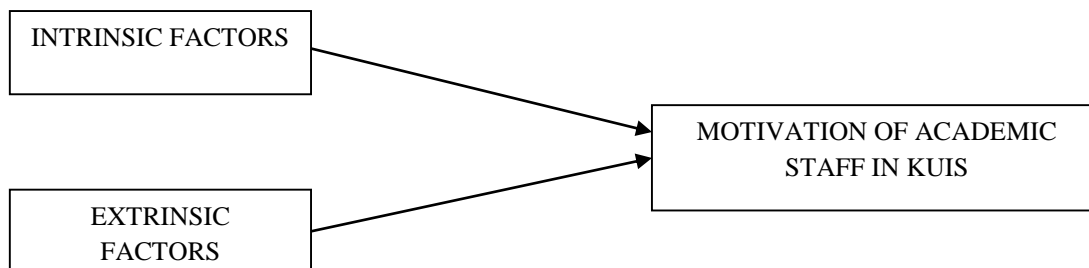
Yusoff, 2013; Islam et al., 2008). Despite its popularity, there are some criticisms on Herzberg's Two-Factor theory. Among others is on the practicality of this theory when applied on different settings and that it applies least to people with largely unskilled jobs or those whose work are uninteresting, repetitive, monotonous and limited in scope (Kwasi Dartey-Baah, 2011).

METHODOLOGY

Research Variable

This study consists of two variables; dependent and independent variables. Dependent variable is the motivation of academic staff in KUIS, while the independent variables are intrinsic and extrinsic factors of Herzberg's Motivation-Hygiene Theory.

Figure 1: Theoretical Framework



Hypothesis

This study attempts to test the following hypotheses:

- H1: Intrinsic factors exert a significant influence on motivation of academic staff in KUIS.
- H2: Extrinsic factors exert a significant influence on motivation of academic staff in KUIS.

Population and Sample

There is a total of 169 academic staff in Faculty of Management and Muamalah (FPM) and Faculty of Islamic Studies. From the population, 116 academic staff was derived as samples (Krejcie and Morgan, 1970).

Data Collection

Primary data were collected by questionnaire distribution. While secondary data were gathered by referring to other sources of evidence, such as the organization's documents and records, articles, and journals on the subject matter under study.

Measures

This study is conducted with aim to examine intrinsic and extrinsic factors that affect motivation of academic staff in International Islamic University College Selangor (KUIS) based on Frederick Herzberg' Motivation-Hygiene Theory. Intrinsic factors (motivators)

include achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility, while extrinsic factors (hygiene) include company policy and administration, technical supervision, interpersonal relations with supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions and status (Kwasi Dartey-Baah, 2011; Yudhir, 2012).

ANALYSIS AND FINDINGS

Demographic Profile

Of the academic staff surveyed, 95% are females and 5% are males. Majority of them are in the age of 31 to 40 years old (47%). In terms of marital status, majority of them are married (96%). In terms of employment status, 90% are permanent staff, while 10% are on contract basis. Of the 116 respondents, 14% has been working in KUIS for 5 years and below, 46% has been working in KUIS for 6 to 10 years, 34% 11 to 15 years, and 6% has been working in KUIS for 16 years and above . Most of them live within 31 to 40 kilometers from KUIS. The summary of the demographic analysis is shown in table 1.

Table 1: Demographic Profile of Respondents

Variables	Categories	Percent (%)
Gender	Male	5
	Female	95
Age	30 and below	2
	31 – 40	47
	41 – 50	24
	51 and above	7
Marital Status	Bachelor	1
	Married	96
	Divorced	3
Employment Status	Permanent	90
	Contract	10
Employment Tenure (in KUIS)	5 years and below	14
	6 – 10 years	46
	11 – 15 years	34
	16 years and above	6
Distance to and from KUIS	10 KM and below	3
	11 – 20 KM	9
	21 – 30 KM	17
	31 – 40 KM	69
	41 – 50 KM	7
	51 KM and above	4

Correlation Analysis

Correlation analysis were employed to analyze the data and test the hypothesis in this study.

Table 2: Corelation Result

Factors	Pearson Correlation	Significant Value
Intrinsic factors	0.657	0.000
Extrinsic factors	0.901	0.000

Dependent Variable: Motivation of academic staff

Table 3: Strength of Relationship

Correlation	Strength of Correlation
0.8 – 1.0	Very strong
0.6 – 0.8	Strong
0.4 – 0.6	Moderate
0.2 – 0.4	Weak
0.0 – 0.2	Very weak

Source: Fauzi Hussin et. al (2014)

Table 2 above shows the Pearson Correlation result between dependent and independent variables under study. The result showed that both intrinsic and extrinsic factors significantly influence motivation of academic staff in KUIS. Therefore, both hypotheses are accepted. In terms of influence of the factors, results revealed that extrinsic factors poses a very strong relationship with motivation (0.901), while intrinsic factors influence academic staff motivation at a strong level only (0.657).

Regression Analysis

Table 4 below shows the strength of relationship between intrinsic and extrinsic factors with motivation. The R Square for the overall model is 0.859 indicating that both intrinsic and extrinsic factors exert a strong influence on motivation of academic staff in KUIS at 85.9%. Meanwhile, the results of the regression model in table 5 suggest that generally academic staff of KUIS perceive that extrinsic factors greatly motivate them, while intrinsic factors have lesser effect on their level of motivation. This is proven by the higher Beta value for extrinsic factors (0.670) than intrinsic factors (0.154).

Table 4: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.927 ^a	0.859	0.855	0.26052

a. Predictors: (Constant), Intrinsic factors, Extrinsic factors
b. Dependent Variable: Motivation

Table 5: Regression Result

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Intrinsic factors	0.132	0.038	0.154	3.445	0.001
Extrinsic factors	0.650	0.051	0.670	12.837	0.000

DISCUSSION AND CONCLUSION

The results of Correlation analysis suggest that both intrinsic and extrinsic factors exert a significant influence on motivation of academic staff in KUIS. When compared the two factors, extrinsic factors proved to provide higher level of influence than intrinsic factors. Regression analysis further enhances the findings which showed that both factors strongly explain the dependent variable (motivation) but extrinsic factors found to exert higher influence on motivation than the intrinsic factors.

Findings on significant influence of intrinsic factors towards motivation is consistent with Herzberg Motivation-Hygiene theory which states that intrinsic factors are factors that when exists will enhance motivation level. However, findings on significant influence of extrinsic factors towards motivation is incompatible with Herzberg theory since according to the theory, extrinsic factors are hygiene factor that only play role as mediator to prevent dissatisfaction but not motivate employees.

Nonetheless, this finding is consistent with findings from study conducted by Wan Fauziah Wan Yusoff (2013) on motivation of employees from various countries and industries which show the existence of extrinsic factors (hygiene factors) towards employees' motivation. Similarly, study conducted by Ruthankoon & Ogunlana (2003) and Kwasi Dartey-Baah (2011) also reported different results from Herzberg Motivation-Hygiene theory when the theory was tested in different occupations and workplace settings. They highlighted that different level of employees would perceive intrinsic and extrinsic factors (motivators and hygiene factors) differently and there are some factors that can contribute to both job satisfaction and dissatisfaction. In addition, findings of study conducted by Ilhaamie Abd Ghani Azmi (2005) on job satisfaction among lecturers in University Malaya also reported similar result. It was reported that factors which contribute to the academic staff's job satisfaction (the highest mean value) are interpersonal relationship (5.60), working condition (5.28), responsibility and achievement (5.26). Take note that the first two factors are extrinsic factors.

In conclusion, in an era of increasing competition, it is important for organizations to effectively utilize all available resources; including human resources. In the workplace, the motivation of employees is important to the organization as it is one of the variables that affect the employee productivity and organization sustainability. According to Reis and Pen (2001), organizations that want to develop any management program should incorporate the factors that affect the working lives of the workers. Programs that do not adequately take into consideration inputs from employees are prone to fail since employees are the implementer and direct recipient of the programs. Furthermore, when their voices are heard, they will be more committed in doing their tasks as they will feel appreciated and have sense of belongingness towards the organizations.

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