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Analyzing the Role of Motivation Factors in Herzberg's Theory on Teacher's Job Satisfaction (Case Study: Elementary Schools in Talesh City)

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ABSTRACT

Objective: The purpose of this study was to analyzing the role of motivation factors in Herzberg's theory on teacher's job satisfaction. **Methods:** The population of this study consisted of elementary school teachers in Talesh city (N=850), that 265 of them selected as the sample by using the systematic random sampling. The data collection tool was questionnaire that its face and content validity from different sectors were approved by panel of experts and that's reliability approved by using the Cronbach's alpha coefficient ($\alpha = 0.78$). Results of descriptive statistics showed that teacher's job satisfaction in general were in the low level (36.2 percent). **Results:** Results of correlation coefficient indicated that there was a significant and positive correlation between job satisfaction and job feedback, job characteristics, opportunities for advancement, appreciation and recognition, training and development and responsibility. Results of stepwise multiple regressions showed that appreciation and recognition, job characteristic, job feedback and opportunities for advancement variables in four steps entered into the regression equation and were explained 69/6% of job satisfaction variance.

1.INTRODUCTION

Improvement of performance for each organization depends on a variety of factors that the self-motivated human resources are one of the great importances of them (Khalatbari et al, 2013). This important derive from Peter drucker statement (1993) that argue the 21th century is the knowledge - economy century. In this economy, the human capitals were identified as an

essential asset for organizations and the organization's potential toward success, rooted of human's abilities (Jafari et al, 2013). Also, employees as an important and effectiveness factor in the organizations, responsible for his job performance and organization progress; therefore, to achieve the high performance of job employees should be motivated. Thus, motivation encourages and inspires employee to do their best work in achieving organization goal (Mazlomi et al, 2013).

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Education system as a main training organization not exception of this rule and research on school effectiveness has indicated that student outcomes depend highly on the quality of instruction, which is interrelated to motivation and job satisfaction of the human resources (Scheerens, 2008). Therefore, teachers' motivation as a complex phenomenon is very important for the quality of the teaching-learning process, the student's outcomes, and for implementing changes reforms in the education field (Cristina-Corina, 2012).

Concept that inference of work motivation consist of individuals internal force that stimulate desire and energy toward achieve to some of needs or expectations (Mullins, 2007). Work motivation is the most crucial factor affecting human performance in carrying out task activities, and high-level of motivation can be obtained through increased job satisfaction (Ritz, 2009; Roos, 2009; Keshtkaran, Kharazmi and Yoosefi, 2006). Therefore, job satisfaction conducted the demeanor of internal human resources in the organizations (Bahadory et al, 2012). While, Mullins (2007) believes that trying to understand the nature of job satisfaction and its affect on human resources is not an easy job; because the job satisfaction is a complex and multidimensional concept that can have different meanings for peoples. Thus, a number of researchers have conclude that work motivation and job satisfaction should be treated separately, so that factors of influence can be more readily identified and to allow for better understanding (Stringer, Didham and Theivananthampillai, 2011).

Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. As job satisfaction is regarded a multidimensional and dynamic construct, it is affected by factors such as individual characteristics of the profession, features of the working conditions and specific job related aspects (Griva, Panitsidou and Chostelidou, 2012). Accordingly, Dinham and Scott, (1998) on their part, considered three broad categories of factors which affect job satisfaction: factors intrinsic to teaching, factors operating at the school level, factors operating at the system level. Van der Ploeg and Scholte (2003) distinguish five basic aspects of job satisfaction: management support, autonomy, relations with colleagues, nature of work, and working conditions. Moreover, some of researchers identified other factors that effect on job satisfaction: leadership styles (Ehsani et al, 2012); job security, resources, opportunity for promotion and social statues (Falah Mehne and Asadian, 2006); and job motivation (Singh & tiwari, 2012; Schwartz miller, 2005; Tella et al, 2007 'Igalens & rousel, 1999).

"Dual Structure Theory" also known as "Motivation-Hygiene Theory" explains job satisfaction starting from the premise of a discontinuity between the factors which cause satisfaction and dissatisfaction in the workplace. Thus, job satisfaction is determined by a certain type of factors who arising from intrinsic conditions of the job

itself and refer to the work content: performance, wok itself, assigned or assumed responsibilities and promotion, recognition of contribution and effort, personal growth, career development. Motivation factors give positive satisfaction. Instead, dissatisfaction results from the absence of "hygiene" factors which are extrinsic and refer to the work environment and organizational context (salaries, different benefits, safety, work conditions, social statues, personal policy, managerial competences, relationship with superiors, peers and subordinates). Intrinsic rewards surrounding a job air more satisfying and motivating (Stringer et al, 2011; Salma & Sajid, 2012).

Although researchers identified many influencing factors on job satisfaction, but the work motivation were known as essential factor in it (Bazan, 2009). Therefore, motivation is a key aspect of organization and development the rectify policies play an important role in the employees motivation toward high level of performance, conscious effort and participation in organization (salanova & Kirmanen, 2010). In support of this, Kim (2006) acknowledges that the employee's motivation has significant impact on their behavior in particular ways and ultimately can be determine the organization success or failure. Alnicik et al (2012) in his research showed that work motivation has a positive correlation with organizational commitment and job satisfaction. Ashkar (2004) indicated that job satisfaction has a positive correlation with overtime works, incentives, respectful of the work, work attractive, opportunity for innovation and creativity, have freedom and the authority, determination of responsibility, harmony between responsibilities with mandates, competences of supervisor, respect to sub-groups, good relationship between colleagues and a healthy competition.

Based on what has been said, The purpose of this study was to analyzing the role of motivation factors in Herzberg's theory on teacher's job satisfaction.

2. MATERIAL AND METHODS

This survey in its nature is a quantitative; In terms of objective is an applied and in term of statically is descriptive-correlation. The purpose of this study was to analyzing the role of motivation factors in the Herzberg's theory on teacher's job satisfaction. Statistical population of this research consisted of 830 elementary teachers in Talesh city. The Krejcie and Morgan's table was used to select 265 persons of them as a sample. The teacher's job satisfactions were measured by using the Minnesota's job satisfaction questionnaire and to identify the factors that affect on job satisfaction, Van Wyk (2011) questioner were used. The Content validity of the questionnaire was approved, by a panel of experts and Exploratory factor analysis and its reliability, was confirmed by calculating Cronbach's alpha coefficient ($\alpha = 0.78-0.88$). According to the job satisfaction deviation and obtain score, teachers

were classified in three groups based on his/her job satisfaction (low, medium and high). The method used in this section was shown below (Gangadharappa et al, 2007).

$$\text{Low: } A < \text{mean} - \frac{1}{2} \text{sd}$$

$$\text{Medium: } \text{mean} - \frac{1}{2} \text{sd} < B < \text{mean} + \frac{1}{2} \text{sd}$$

$$\text{High: } C > \text{mean} + \frac{1}{2} \text{sd}$$

3. RESULTS

Based on the results of descriptive statistics the average of teacher's age was 39.72 years old with standard division 6.51 years. The oldest teacher was 56 and the youngest was 22 years old. In terms of gender the 63.4% of responsible was male and 36.6% was female. In term of employment status the 6.4% were contractual and 93.6% were formal. In term of service location the 53.6% working in rural areas and 46.4% in town.

In order to determine the teacher's job satisfaction, they were classified in three groups based on obtain score and standard division from job satisfaction variable. Finding (Table 1) showed that 36.20% of respondents from prospective of job satisfaction were in the low level, 29.80% in the medium and 34.00% in the height level. This finding indicates that the low level of job satisfaction has been most frequently.

Table 1.

Frequency Distribution of student's behavioral protection levels in environment

Behavioral protection	Frequency	Percent
Low (lowest than 68)	96	36.20
Medium (between 68 - 81)	79	29.80
Height (highest than 81)	90	34.00
Total	265	100

Findings from ranking the job satisfaction items show that satisfaction of colleague's behavior, delivery service to clients and personal method to duty implementation were in first priority. In contrast, satisfaction of receive rewards for implementation duty with high quality, satisfaction of organization policy and satisfaction of possibility to clients guidance were in the latest priority (see table 2).

Table2.

Ranking the job satisfaction items base on the teachers view

Variable	Mean (from 5)	Standard Deviation	coefficient of variations	rank
satisfaction of colleague's behavior	4.41	0.82	0.178	1
satisfaction of delivery service to clients	4.26	0.82	0.194	2
satisfaction of personal method to duty implementation	4.17	0.85	0.204	3
satisfaction of advantage of my ability to do work	4.15	0.88	0.212	4
satisfaction of the exits opportunity for work	4.09	0.93	0.227	5
satisfaction of opportunities for career advancement	4.29	1.01	0.235	6
satisfaction of social satisfaction	3.96	1.02	0.257	7
satisfaction of mandate domain	4.03	1.04	0.258	8
satisfaction of usefulness	3.70	1.00	0.270	9
satisfaction of supervisors	3.99	1.08	0.272	10
satisfaction of using itself idea to improve the work	3.82	1.10	0.288	11

implementation

satisfaction of manager's ability to perform administrative tasks	3.78	1.09	0.289	12
satisfaction of job advancement	3.81	1.12	0.294	13
satisfaction of job condition	3.77	1.12	0.298	14
satisfaction of job enrichments	3.87	1.20	0.311	15
satisfaction of possibility to clients guidance	3.87	1.22	0.316	16
satisfaction of organization policy	3.67	1.19	0.324	17
satisfaction of receive rewards for implementation duty with high quality	3.40	1.36	0.400	18

Spearman's correlation coefficient was used to clarify the relationship between the variables that effect on teacher's job satisfaction. Results showed that a positive and significant relationship between all variable in this research with teacher's job satisfaction (see table 3).

Table 3.

Correlation analysis between variables that effect on teacher's job satisfaction

Variable	Correlation coefficient	Significance level
Feedback	0.419	0.00
Job characteristic	0.506	0.00
Opportunity to progress	0.436	0.00

Appreciation and recognition	0.728	0.00
Education and development	0.460	0.00
Responsibility (duty)	0.265	0.00

Stepwise regression was applied to identify the role of each variable on teacher's job satisfaction. Results showed that in generally Appreciation and recognition, Job characteristic, Feedback and Opportunity to progress have been defined 69.6% of teacher's job satisfaction variances (see table 4).

Table 4.

Results of stepwise regression

Variable	B	Beta	t
Constant coefficient	5.849	-----	1.877**
Appreciation and recognition X ₁	4.775	0.611	16.234**
Job characteristic X ₂	1.916	0.214	5.660**
Feedback X ₃	1.238	0.165	4.475**
Opportunity for progress X ₄	0.753	0.144	3.859**
R ² _{Adj} = 0.696		R ² = 0.701	

**significant at the 0.01level

According to stepwise regression outputs, the research equation presented in below.

$$Y = 5.849 + 0.611X_1 + 0.214X_2 + 0.165X_3 + 0.144X_4$$

4. DISCUSSION

Work motivation is the most crucial factor affecting human performance in carrying out task activities, and high-level of motivation can be obtained through increased job satisfaction. Therefore, job satisfaction conducted the demeanor of internal human resources in the organizations. Job satisfaction is regarded a multidimensional and dynamic construct that affected by many factors. In general, factors that affect on job satisfaction can described by using the framework of Herzberg's "hygiene -motivation" theory. Therefore, the purpose of this study was to analyzing the role of motivation factors in Herzberg theory on teacher's job satisfaction. Result showed that the low level of job satisfaction has been most frequently (36.20%). This finding contrasts with Castillo and Cano (2004) findings. This contrast may be caused by differences between teachers and faculty members job nature. Also, can be argued that attention to motivation factors in these schools were in low level and highly attention to hygiene factors.

Findings from ranking the job satisfaction items show that satisfaction of colleague's behavior, delivery service to clients and personal method to duty implementation were in first priority. These finding confirm the results of Ashkar (2004) and Lee Ma (2010) researches.

Results of correlation coefficient showed that a positive and significant relationship between all variable in this research with teacher's job satisfaction. This finding confirms the results of Kim (2006), Alniacik et al (2012), and Castillo and Cano (2004) researches. Results from stepwise regression showed that in generally Appreciation and recognition, Job characteristic, Feedback and Opportunity to progress have been defined 69.6% of teacher's job satisfaction variances. Now, based on this study finding suggest that:

Education planners to increase the teachers job satisfaction should developed appropriate mechanisms such as worthy appreciation of teachers, introduce the pioneer teachers to others and job enrichment for teachers who performed their tasks with high quality.

Education directors in Talesh city should facilitated the teachers participatory in organization's decision making and implemented policies by accomplishment the classes with content of participatory management.

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