



**UTILIZATION OF HERZBERG'S TWO-FACTOR THEORY TO  
INVESTIGATE THE MOTIVATION AND JOB SATISFACTION  
OF PUBLIC PRIMARY SCHOOL TEACHERS IN THE  
GOVERNORATE OF AMMAN, JORDAN**

By

*Heba Hamzah Zaid-ALKilani*

Supervised By

*Prof. Hala Ahmed Abdulqader*

A Thesis Submitted in

Partial Fulfillment of the

Requirements for the Degree of

**Master of Business Administration**

At

**University of Petra**

Amman, Jordan

December/2020

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## **ABSTRACT**

### **UTILIZATION OF HERZBERG'S TWO-FACTOR THEORY TO INVESTIGATE THE MOTIVATION AND JOB SATISFACTION OF PUBLIC PRIMARY SCHOOL TEACHERS IN THE GOVERNORATE OF AMMAN, JORDAN**

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University of Petra

Under the Supervision of Professor Hala Ahmed Abdulqader

This research aims to determine the general level of job satisfaction of primary public-school teachers in Amman Qasabah, Jordan. This research also utilized Herzberg's Two-Factor theory to test the correlation between the hygiene and motivational factors, and the Job satisfaction of primary public-school teachers in Amman.

For this purpose, a survey questionnaire was used combining the Likert scale and the Godfrey instrument to collect data from research participants. The research random sample included (195) primary public-school teachers in Amman Qasabah district, Jordan. The overall response rate was 90.7%. The responses of these teachers were analysed using the SPSS software.

In conclusion, the results of this research showed that the sample of teachers studied were relatively satisfied in their job. The research also proved a positive relationship between the hygiene and motivational factors -from Herzberg's two-factor theory- and the increasing of satisfaction level of teachers. Most of the factors were a source of

satisfaction for the teachers, and the only two Factors that the teachers were dissatisfied with were the “Salary and benefits” and “Working conditions”.

The research concluded that improving the hygiene and motivational factors will increase the satisfaction of teachers, which in turn will improve teachers’ performance. In addition, decision makers may need to focus more on improving teachers’ salary and working conditions, as the teachers were least satisfied with these two factors.

**Keywords: Herzberg, Two-Factor Theory, Motivation, Satisfaction, Teachers, Public-Schools, Jordan.**

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تطبيق نظرية فريدريك هيرزبرج ذات العاملين لاستقصاء عوامل الدافعية والرضا الوظيفي لدى  
معلمي المدارس الابتدائية الحكومية في محافظة العاصمة عمان

إعداد

هبة حمزة زيد-الكيلاي

جامعة البترا

بإشراف أ.د. هالة عبد القادر

ملخص

تهدف هذه الدراسة إلى تحديد المستوى العام للرضا الوظيفي لمعلمي المدارس الابتدائية الحكومية في قسبة عمان - الأردن. كما قامت هذه الدراسة باستخدام نظرية هيرزبرج ذات العاملين لإختبار العوامل الوقائية والعوامل الدافعة و علاقتهم بالرضا الوظيفي لمعلمي المدارس الابتدائية الحكومية في عمان.

تم استخدام إستبيان يجمع بين مقياس ليكرت وأداة غودفري لجمع البيانات من المشاركين في الدراسة. وشملت عينة الدراسة العشوائية 195 معلماً من معلمي المدارس الابتدائية الحكومية في منطقة قسبة عمان - الأردن. و كان معدل الإستجابة الإجمالي 90.7%، كما تم إستخدام برنامج SPSS لتحليل ردود هؤلاء المعلمين على الإستبيان.

أظهرت النتائج أن المعلمين الذين تم اختيارهم كعينة كانوا راضيين نسبياً عن عملهم، كما تبين أيضاً وجود علاقة إيجابية بين العوامل الوقائية و الدافعة- حسب نظرية هيرزبرج ذات العاملين - وزيادة مستوى الرضا الوظيفي للمعلمين. وكانت معظم العوامل مصدراً لرضا المعلمين فيما عدا الراتب وظروف العمل، حيث كان المعلمين غير راضيين عنهما.

وأوصت الدراسة بتحسين العوامل الوقائية والدافعة لرفع وزيادة مستوى درجة الرضا لدى المعلمين ، مما يؤدي بدوره إلى تحسين أدائهم. كذلك اوصت الدراسة الى ضرورة اهتمام صانعي القرار بالعمل على تحسين رواتب المعلمين وظروف العمل التي يعملون بها.

**الكلمات المفتاحية:** ، فريدريك هيرزبرج، نظرية ذات العاملين، التحفيز، الرضا الوظيفي، المدارس

الحكومية المعلمون، الأردن.

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I would like to thank all my professors at the University of Petra for their guidance and for sharing their valuable knowledge.

Finally, I would like to thank my parents and family for all their love, support and patience, and for always believing in me.

Heba Zaid-AlKilani

## AUTHORIZATION FORM

I, Heba Hamzah Zaid-ALKilani, authorize the University of Petra to supply copies of my research to libraries or establishments or individuals wherever is required.

Signature

Heba Hamzah Zaid-ALKilani

Date: December/2020



## **DEDICATION**

I dedicate this research to the teachers of Jordan. Teachers have always had a special place in my heart since childhood.

My research is a humble effort to help put some light on the teachers' situation in Jordan. Understanding the problem is the most important part of finding a solution.

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## LIST OF ABBREVIATIONS

<b>COVID-19</b>	2019 Novel Coronavirus Disease
<b>JTA</b>	Jordan Teachers Association
<b>MoE</b>	Ministry of Education
<b>QRF</b>	Queen Rania Foundation

# **CHAPTER 1: INTRODUCTION, SCOPE AND OBJECTIVES**

## **1.1. INTRODUCTION**

The chapter covers eleven subsections. The first sub section composes the background and purpose of this research, followed by its context and scope. In order to state the relevance of this research a problem statement and significance of this research are provided under separate headings.

The research objectives are listed in this chapter in addition to the research questions and research hypotheses. This chapter has also mapped out the methodological framework. Additionally, it includes the procedural definitions of the key terms of the research topic.

The limitations and delimitations are also outlined in this chapter.

## **1.2. BACKGROUND AND PURPOSE OF THE RESEARCH**

The purpose of this research is to measure the current general level of job satisfaction of the Ministry of Education (MoE) teachers who work in Amman Qasabah, Jordan. This research also aims to utilize Frederick Herzberg's Two-factor theory to assess the correlation between the hygiene and motivational factors, and the job satisfaction of teachers.

This research tests the Ministry of Education (MoE) teachers' level of satisfaction with each of the hygiene and motivational factors in detail, it also ranks these factors according to the level of satisfaction the teachers have with each factor.

According to the current situation of the MoE teachers strike in Jordan; it is clear that there's a need of more research to be done about teachers' work environment and the motivation of primary school teachers in Jordan. Job satisfaction is important to all employees in all sectors especially in the teaching profession. Given that teachers'



dissatisfaction at work is leading to several strikes, teacher job satisfaction demands closer attention.

Although, teachers' satisfaction has a great and long-term effect on the profession of teaching and the outcome of students, it is often overlooked. Students of satisfied teachers will feel better and receive better learning quality and support.

Being satisfied at work contributes to a teacher's well-being as it makes them less prone to have stress and burnout. A satisfied teacher will have better job commitment and is less likely to leave their job, which will in turn decrease turnover (Toropova et al., 2020).

### **1.3. CONTEXT AND SCOPE OF RESEARCH**

The Jordanian Teachers Association and the Jordanian government have been engaging in many public disputes since 2011. Most disputes were mainly over public-school teachers' pay (Human Rights Watch, 2020).

The situation aggravated as the teachers of Jordan syndicate led a strike that lasted 4 weeks in all Jordanian governorates, demanding a 50% pay raise that was promised by the governorate in 2014.

As a result, more than 100,000 public-school teachers were on strike. Around 1.3 million public-school students were not attending classes (Younes, 2019).

This has also increased the value differential between public and private schools. As a private school studying plan for that year was not affected and students were attending classes as usual.

The public-school teachers are no longer motivated to work. The teachers are demanding a salary rise, and according Herzberg's two-factor theory; salary is

considered as one of the hygiene factors that cause job dissatisfaction (Herzberg et al., 1959).

#### **1.4. PROBLEM STATEMENT**

Not having good working conditions, good salaries, good education system, and good management will eventually cause even the most energetic and committed teachers to lose motivation (Burns and Guajardo, 2016).

Teacher's strike in Jordan is a clear indication that public-school teachers' motivation and satisfaction at work demands more attention and assessment. It is necessary to conduct more research regarding teachers' satisfaction in Jordan. Carefully assessing and understanding the cause of teachers' loss of motivation is the first step to solve this problem before taking action (Clark and Saxberg, 2019).

Hence, this research provides data to help examine job satisfaction and job dissatisfaction of primary public-school teachers in Jordan based on Herzberg's motivation-hygiene theory. This research measures the level of satisfaction of teachers in each of the hygiene and motivational factors in Herzberg's theory. It also helped measure the teachers' current general level of job satisfaction.

#### **1.5. SIGNIFICANCE OF THE RESEARCH**

##### **Practical significance:**

This research is significant as it offers all the concerned parties: the MoE teachers, the Government of Jordan, the Ministry of Education (MoE), and Jordan Teachers Association (JTA), with important information about the present level of job satisfaction of MoE primary school teachers. It also provides information about the sources and factors that contribute to the job satisfaction and job dissatisfaction of teachers within the bounds of Herzberg's Two-Factor theory.

This research is important because it is a step to assess what might be the cause of the motivational failure of MoE teachers. Motivation and job satisfaction improve the well-being of the teachers and their performance, which in return will improve the quality of education in MoE schools in Amman.

**Theoretical significance:**

Ozguner & Ozguner (2014) argued that employees' job dissatisfaction is a common problem. Employee job dissatisfaction is also a common problem in Jordan, and because of that, this research will be a step to assess the problem of teachers' job dissatisfaction which will provide valuable information for researchers who might want to find solution to this problem or for researchers studying employee motivation in other fields of work and areas in Jordan.

Moreover, this research provides data for researchers studying Herzberg's Two-Factor theory and its validity across different cultural contexts and different industries.

## **1.6. RESEARCH OBJECTIVES**

The main purpose of this research is to evaluate the level of job satisfaction of primary public-school teachers in Amman Qasabah district and to examine the relationship of the hygiene and motivational factors with the satisfaction level of the teachers, and to attain the following objectives:

1. To evaluate the present level of job satisfaction of primary public-school teachers in Amman.
2. To examine whether hygiene and motivator factors have a positive relationship with the satisfaction of primary public-school teachers in Amman.

3. To describe sources of job satisfaction and job dissatisfaction of primary public-school teachers in Amman within the bounds of Herzberg's two-factor theory.
4. To provide recommendations that might be useful for the decision makers working in the educational sector in Jordan.

### **1.7. RESEARCH QUESTIONS**

What is the current level of job satisfaction of the primary public-school teachers in Amman Qasabah, Jordan and what is the relationship between the hygiene and motivational factors from Herzberg's two-factor theory and job satisfaction of these teachers?

In other words, this research aims to answer the following questions:

1. What is the current level of general job satisfaction of primary school teachers?
2. To what extent the motivational factors are related to the overall job satisfaction of primary school teachers?
3. To what extent the hygiene factors are related to the overall job dissatisfaction of primary school teachers?
4. Which of Herzberg's motivational factors are the primary school teachers most satisfied with?
5. Which of Herzberg's motivational factors are the primary school teachers least satisfied with?
6. Which of Herzberg's hygiene factors is/are the primary school teachers most satisfied with?
7. Which of Herzberg's hygiene factors are the primary school teachers least satisfied with?

## **1.8. RESEARCH HYPOTHESES**

### **1.8.1. First Main Hypothesis**

*There is no significant relationship between the job content, motivating factors (achievement, recognition, advancement, work itself, growth opportunity and responsibility) and primary schools teachers' job satisfaction.*

#### **1.8.1.1. Sub-Hypothesis H.1.1**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between achievement and primary school teachers' job satisfaction.*

#### **1.8.1.2. Sub-Hypothesis H 1.2**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between recognition and primary school teachers' job satisfaction.*

#### **1.8.1.3. Sub-Hypothesis H 1.3**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between advancement and primary school teachers' job satisfaction.*

#### **1.8.1.4. Sub-Hypothesis H 1.4**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between work itself and primary school teachers' job satisfaction.*

#### **1.8.1.5. Sub-Hypothesis H 1.5**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between growth opportunities and primary school teachers' job satisfaction.*

#### **1.8.1.6. Sub-Hypothesis H 1.6**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between responsibility and primary school teachers' job satisfaction.*

## **1.8.2. Second Main Hypothesis**

*There is no significant relationship between the job context/ hygiene factors (Policies and rules, relations with colleagues, relations with supervisors, work conditions, salary, job security and job status) and primary school teachers' job dissatisfaction.*

### **1.8.2.1. Sub-Hypothesis H 2.1**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between school policies and rules and primary school teachers' job dissatisfaction.*

### **1.8.2.2. Sub-Hypothesis H 2.2**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between the relation with colleagues and primary school teachers' job dissatisfaction.*

### **1.8.2.3. Sub-Hypothesis H 2.3**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between the relation with supervisors and primary school teachers' job dissatisfaction.*

### **1.8.2.4. Sub-Hypothesis H 2.4**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between work conditions and primary school teachers' job dissatisfaction.*

### **1.8.2.5. Sub-Hypothesis H 2.5**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between salary and primary school teachers' job dissatisfaction.*

### **1.8.2.6. Sub-Hypothesis H 2.6**


*There is no relation, at alpha  $\leq 0.05$  level of significance, between job security and primary school teachers' job dissatisfaction.*

**1.8.2.7. Sub-Hypothesis H 2.7**

*There is no relation, at alpha  $\leq 0.05$  level of significance, between job status and primary school teachers' job dissatisfaction.*

## 1.9. METHODOLOGICAL FRAMEWORK

Figure 1. 1: Methodological Framework

INDEPENDENT VARIABLES		DEPENDENT VARIABLES
<b>MOTIVATIONAL/SATISFIERS</b>	<b>H 1</b>	 <p><b>JOB SATISFACTION</b></p>
1. SELF-ACHIEVEMENT	H.1.1	
2. RECOGNITION	H.1.2	
3. ADVANCEMENT	H.1.3	
4. WORK ITSELF	H.1.4	
5. GROWTH OPPORTUNITIES	H.1.5	
6. RESPONSIBILITY	H.1.6	
<b>HYGIENE/DISSATISFIERS</b>	<b>H 2</b>	
1. SCHOOL POLICIES AND RULES	H.2.1	
2. RELATIONS WITH COLLEAGUES	H.2.2	
3. RELATIONS WITH SUPERVISORS	H.2.3	
4. WORK CONDITIONS	H.2.4	
5. SALARY AND OTHER BENEFITS	H.2.5	
6. JOB SECURITY	H.2.6	
7. JOB STATUS	H.2.7	



## 1.10. DEFINITIONS OF TERMS

1.10.1 **Motivation:** The reason why the teachers do their job and the level of desire they have to do it. A teacher's motivation will affect the teacher's behavior direction, aptitude, and persistence.

1.10.2 **Job Satisfaction:** When a teacher is in a positive emotional-state resulting from a teacher's appreciation of the teaching job experience.

1.10.3 **Intrinsic- Motivational factors (Motivating factors):** Factors that are related to the content of the teaching job itself. And according to Herzberg it includes the following factors: achievement, recognition, the work itself, responsibility, advancement, and growth.

1.10.4 **The Work Itself:** A hygiene factor from Herzberg's theory. A teacher's work itself means the work content of the teaching profession and it represents a teacher's cycle time in which they perform the teaching practices and tasks.

1.10.5 **Achievement:** A Teachers' achievement is measured with the academic outcomes of their students in class and during tests and that reflects the extent to which the students have achieved their learning goals. Achievements also include completing tasks on time, such as finishing the curriculum on time.

1.10.6 **Growth:** The opportunity to gain new skills and experiences.

1.10.7 **Recognition:** The acknowledgement of a teacher for her/his hard work, effort, and accomplishments.

1.10.8 **Responsibility:** The freedom the teachers have to use their own judgement and decisions related to their tasks, and the amount of control and responsibility they have on how to do their work.

1.10.9 **Advancement:** The annual promotions and granted bonuses that are issued at the beginning of each year from the MoE to the teachers who deserve it. Promotions include the obligatory and permissible promotions.

1.10.10 **Extrinsic-Hygiene factors (Hygiene factors):** Factors that are non-job related and are related to the context of the teaching job. And according to Herzberg it includes the following: company policies, salary, co-worker relations, and supervisory style. According to Herzberg these factors are associated with the context of a job and bring job dissatisfaction.

1.10.11 **Work Conditions:** Includes those physical conditions that the teachers' experiences within their working environment e. g. equipment, noise, temperature, amount of work required and the adequacy and availability of school supplies and equipment.

1.10.12 **Job Security:** It is concerned with the possibility or probability of a teacher to keep his/her job.

1.10. 13 **Policies:** The boundaries, guidelines, and practices that are set by the MoE to guide teachers' behavior at work.

1.10.14 **Primary schools:** schools that provide basic education for students from 1st -10th grade.

1.10.15 **Ministry of Education Teachers (Public-School Teachers):** this term is used in this research to represent teachers working for the Jordanian government schools.

### **1.11. LIMITATIONS OF THE RESEARCH**

The following were the limitations and challenges of this research:

1. Respondents were asked to respond voluntarily, so results may contain non-determinable bias.
2. One of the main challenges was the COVID-19 pandemic. The decision of MoE to close schools came up during the distribution and collection of the surveys. This has caused a lot of delay.
3. The closures of schools, the limited time to conduct the research, and not receiving enough surveys online, have affected the ability to reach a sufficient sample size of 345 primary public-school teachers.
4. Limitation of data about the Jordanian public-school teachers' level of satisfaction and motivation.
5. Risk of personal error, as some teachers focused mainly on their current demand, which is the salary raise. This might have made some teachers overlook the other factors that were tested and that could be affecting their level of satisfaction as well.

### **1.12. DELIMITATIONS OF THE RESEARCH**

The following were the delimitations of this research:

1. The length of the questionnaire. The questionnaire had a total of 66 questions, and it needed an average of 7 minutes to finish.
2. Using a questionnaire as the instrument for data collection was to save time and energy because of the big sample size. Although making interviews with the teachers or using critical incident report method would have produced more accurate results.

## **CHAPTER II: REVIEW OF RELATED LITERATURE AND PREVIOUS STUDIES**

### **2.1. INTRODUCTION**

This section of literature review provides a detailed account of the previously published studies on the research topic of Herzberg's two-factor theory along with its relevance on the job satisfaction and motivation of primary public-school teachers. The literature review chapter also describe context of the research topic by debating further onto its application by extraction ideas from the background of previous chapter of introduction.

The literature evidences and insights extracted from the previously published papers have been properly discussed in this chapter in form of a structured format. The literature review chapter subcategorizes the research topic into three main topics, first being the discussion on independent variables, second being dependent variables, and third being the relationship between independent and dependent variables.

In context of highlighting the previous background studies in this chapter, the studies were sectioned in two categorizes that include studies published in Arab and international background. And finally, the contribution of this research to knowledge is presented.

### **2.2. LITERATURE REVIEW**

Work can be a source of satisfaction for a number of lucky people, but it can also be a source of grief for a lot of people. Work fills the biggest part of most of adults' day (Herzberg et al., 1959, p.3).

Business experts have come with a lot of meanings for the term motivation. However, all these meanings can be summed up in this sentence: "The will to work".

Many factors can lead to motivation, sometimes it comes from the enjoyment of the work itself and other times it comes from the desire to achieve a certain goal. For example: the desire to earn more money or to get promoted. Motivation is important for business because employees' behavior is determined by what motivates them. An employees' performance is not only determined by their abilities such as their skills and experience, but is a result of both, the abilities and motivators (Riley, n.d.).

Motivational factors have always affected peoples' interest to work. How well people work is determined by why they work. In other words: someone's motive to perform a task determines their level of performance

According to Riley, having well-motivated employees in a team will lead to better productivity, lower levels of absenteeism, and a lower turnover rate, and that will reflect positively on their firm, as it will improve quality, productivity and reputation of firm (Riley, n.d.).

Identifying the sources of teachers' motivation in this research may enhance the ability for the Ministry of education (MoE) and school principals to motivate teachers and better understand what teachers need to be motivated. This research tested MoE primary schools' teachers' motivation based on Herzberg's motivation-hygiene theory.

Despite the increasing effort of organizational researches and managers to understand motivation in order to influence and understand organizational behavior, there is still no overall commonly accepted work motivation framework or approach (Porter et al., 2003, p 2).

Many motivation theories started to emerge in an attempt to formulate empirically verifiable relationship among groups of variables, which can be used in predicting behavior (Porter et al., 2003, p 3). There are several theoretical and

conceptual approaches relevant to work motivation. But a single accepted theory of work motivation doesn't exist yet (Porter et al., 2003, p 45).

Ozguner Z. and Ozguner M. stated in their study that taking advantage of the theories of motivation and analyzing employees' psychology can be very helpful in increasing efficiency and adaptation of employees in the organization. This means that performance and motivation are closely related. One shouldn't expect a good performance from unmotivated employees. An organization must first meet the psychological needs (Ozguner & Ozguner, 2014, p 207).

### **2.2.1. Topic 1 (independent variable/s) discussion and background studies.**

- **2.2.1.1 Motivation factors:**

Based on Herzberg, Mausner, and Synderman's study in 1959, the Motivation factors are: (1) Achievement, (2) Recognition, (3) Advancement, (4) Work-itself, (5) Possibility of growth, and (6) Responsibility.

Herzberg believes that the industry's focus and concern was with the hygiene factors, which can't motivate employees but only reduces dissatisfaction. The best way to increase motivation according to Herzberg's theory is by making a job more meaningful and satisfying. Whenever possible, a job should be able to provide a great sense of responsibility, achievement, recognition and growth (Ozguner & Ozguner, 2014, p 212).

- **2.2.1.2 Hygiene factors:**

Based on Herzberg, Mausner, and Synderman's study in 1959, the hygiene factors are: (1) Policy and Administration, (2) Supervision-Technical, (3) Interpersonal Relations-Supervisor, (4) Interpersonal Relations-Peers, (5) Interpersonal relations- Subordinates, (6) Salary, (7) Job Security, (8) Personal life, (9) Working Conditions, and (10) Status.

A clean and safe working environment in addition to good working conditions, supervision and salary, are all hygiene factors which promote work satisfaction. But if the working conditions are poor, and if the working environment is unsafe or there's poor supervision, this will lead to dissatisfaction and poor performance. If we look at the appropriate working environment as explained in Maslow's theory of Hierarchy of needs, the environment should provide the employees with psychological needs such as security and belonging. According to Herzberg, in order for motivators to start working, one must first attend to the hygiene factors (Kermally, 2004, p 45).

Herzberg's theory has insightful implications for organizations. According to him factors such as pay, fringe benefits and working conditions don't cause employee satisfaction and motivation. These factors may lead to dissatisfaction if they go below a certain level, but will have little positive impact once they improve to that level (Aldag & Stearns, 1987 as cited in Ozguner & Ozguner, 2014, p 211).

### **2.2.2. Topic 2 (dependent variable/s) discussion and background studies**

- **2.2.2.1 Motivation and Satisfaction:**

Most psychological theories of motivation, both early and contemporary, have their roots – at least to some extent – in the principle of Hedonism that dates back to the early Greek philosophies. This principal, states that individuals tend to seek pleasure and avoid pain. Hedonism assumes that individuals have a certain degree of conscious behavior where they make intentional decisions or choices concerning future action. In theory, people rationally consider the behavioral alternative available to them and act accordingly to maximizing positive results and to minimize negative result (Porter et al., 2003, p 2).

Herzberg reported, based on his studies, that employees described satisfying experiences in term of factors that were intrinsic to the content of the job itself. He

called these factors the “motivators” and they include variables such as achievement, recognition, the work itself responsibility, advancement, and growth (Porter et al., 2003, p 9).

- **2.2.2.2 Dissatisfaction:**

“Herzberg reported, on the basis of his studies, that employees dissatisfying experiences, called “Hygiene” factors, resulted largely from extrinsic, non-job related factors, such as company policies, salary, coworker relations, and supervisory style” (Porter et al., 2003, p 9).

According to Herzberg’s theory, if you give an employee a raise or a new job title- which are both considered hygiene factors- without giving her/him extra responsibilities, it will not motivate that employee but will only let him stop complaining about the job. (Kermally, 2004, p 46). This means that providing the hygiene factors will only prevent or lower employee dissatisfaction, but it will not necessarily motivate the employee.

### **2.2.3. Topic 3, the relation among the independent and dependent variables in the literature with background studies on the subject.**

Herzberg’s Two-Factor Theory (Also referred to as the Dual Factor Theory, the Motivation-Hygiene Theory, or the motivation-maintenance Theory). (Rue & Byars, 1986 as cited by Ozguner & Ozguner, 2014, p 210)

Frederick Herzberg was a practicing manager, an academic, and a professor of management and originator of the motivation-hygiene theory. He was born in 1923 and considered the father of the job enrichment principle (Kermally, 2004, p 43).

Herzberg has filled the void by calling attention to the increased need for understanding the role of motivation in work organizations (Porter et al., 2003, p 10).



Herzberg argued that money is not necessarily the most important force on a job. According to him, context factors which surround a job such as the work environment and supervision style in addition to money, will not necessarily affect employee motivation markedly either. Herzberg advised that managers should give considerable attention to the “content” factors such as providing recognition, job advancement, and opportunities for achievement, which will have an important impact on behavior (Porter et al., 2003, p 10).

To explain the situation in brief according to Herzberg, hygiene factors serve as preventives, which means they will prevent job dissatisfaction, and because these factors deal with the environment, he has named these factors similar to the way this term is used in preventive medicine (Ozguner & Ozguner, 2014, p 210).

In his study Herzberg summarized the answer to this question: “what do people want from their job?”. When the employees were asked to describe the situation when they felt happy with their job; their answers most frequently described factors related to events when they felt successful in doing their job, or related to their tasks, or to the possibility of personal growth. Contrarily, when they reported feelings of unhappiness, they were not correlated with the job itself but with the surrounding conditions of the job. These surrounding conditions led the employees to the belief that the context in which they work is unfair or chaotic which is considered an unhealthy psychological work environment. Herzberg calls these factors the hygiene factors. The improvement of these factors of hygiene will contribute to removing what might be a hindrance to positive attitudes. The hygiene factors include the following: supervision, interpersonal relations, physical working conditions, Salary, benefits, company policies and administrative practices, and job security. Job

dissatisfaction occurs when the hygiene factors worsen or decline (Herzberg et al., 1959).

Based on his research results, Herzberg argues that eliminating the causes of dissatisfaction by providing hygiene factors will not lead to state of satisfaction but would result in a neutral state. What will lead to satisfaction and motivation are the motivators (Porter et al., 2003, p 9-10).

It is important to note that Herzberg didn't view satisfaction and dissatisfaction as being at opposite ends of the same continuum. But he saw them as two separate continua. The opposite of satisfaction is not dissatisfaction but no satisfaction. The opposite of dissatisfaction is not satisfaction but no dissatisfaction (Ozguner & Ozguner, 2014, p 211).

#### **2.2.4. Criticisms of Herzberg's theory**

Herzberg's theory was criticized because in his study he interviewed a group of engineers and accountants. So, his findings may not apply to professional in other fields of work. It is also said that his research methodology has led to his findings and that it lacked scientific rigor.

Hygiene factors and motivators may vary depending on the personality of individuals involved and the nature of the job being examined. Other researchers argue that satisfaction and dissatisfaction can be provided by both the job context and job content. In addition to that, there is still no evidence that proves that high satisfaction will lead to high performance (Kermally, 2004, p 48).

The two-factor theory of motivation was investigated and experimented in different organizations and industries. However, the results did not always support Herzberg, in fact only one in three agree with it. Herzberg's theory has been very

popular but this should not necessarily mean it is true and applicable in all situations (Gardner, 1977, as cited by Kermally, 2004, p 48).

## **2.3. PREVIOUS STUDIES**

### **2.3.1. Arab studies**

The following studies were conducted to study the topic of job satisfaction of teachers in Jordan:

**1. Al- Ta'ani, H. & Kasasbeh, A. (2005). “Job Satisfaction and the Affecting Factors among Government and Private Secondary School Teachers in the District of Amman: A Comparative Study”** This research aimed to determine the degree of job satisfaction and the affecting factors among public and private school teachers in Amman, Jordan.

The researchers developed a questionnaire with 61 questions to measure the degree of teachers' job satisfaction in public and private school teachers in Amman. The sample consisted of 490 public-school teachers and 175 private school teachers.

The research results showed that (1) there was a significant difference of satisfaction level between private and public-school teachers, as private school teachers were more satisfied. (2) There was a significant difference in satisfaction between male and female teachers, as the female teachers were more satisfied. And one of the main recommendations was that salary of teachers needs to be increased so it can cover the necessary basic living needs.

**2. Sawalha, M., (2006). “Job Satisfaction of Kindergarten Female Teacher in Jordan in Light of Some Variables”** This study aimed at investigating the significance of differences of job satisfaction of a sample of 85 kindergarten teachers working in public and private schools in Jordan in view of some variables. The

researcher research tool was a questionnaire containing (59) statement, that aimed to assess the level of job satisfaction among public and private kindergarten school teachers.

The results of the research found that the level of job satisfaction of the kindergarten teachers was affected by the following variables: salary, social state, experience, qualifications and supervision authority. The researcher found that Job satisfactions was higher in teachers whose salaries were less than 100 JD, and those who were married, held intermediate diploma, had a longer work experience, and those who worked in the private sector were more satisfied.

**3. Qarout, et al., (2015) Jordan's Teachers QRF National Teacher Survey-2014**, this was the first nationally representative survey of public-school teachers in Jordan, and it was done by the Queen Rania Foundation in 2014. The survey was answered by 1314 public-school teachers, and aimed at yielding important key insights about the teachers' background, motivations, training experience, attitude, and challenges.

The following are some of the survey results that are related to this research; the survey responses showed that the majority of public-school teachers in Jordan are Females, and 90% of them hold a Bachelor's degree or higher. And regarding satisfaction, 90% of the teachers reported that they were happy and honored to be teachers. But there was a difference between the attitude of male and female teachers' attitude towards their profession, as the male teachers were more likely to leave their teaching profession if they had the chance.

The survey has also provided data on teachers' professional needs such as the need to receive more professional training prior and during employment. Furthermore, the researchers have also encouraged that further research to be done to assess

motivation and attitudes between various subgroups of teachers. Finally, the researchers suggested that more research and programs to be developed in order to support teachers to perform their best.

**The following Arab studies were conducted to study Herzberg's Two-Factor theory and its application in some of the Arab countries:**

**4. Bachkirov et al., (2015). "Herzberg's Two-Factor Theory of Motivation: Empirical Evidence from the Arabian Gulf"** The aim of this research was to test whether Herzberg's Two-Factor theory of motivation applies to the work context in the Arabian Gulf.

The researchers conducted in-depth interviews with 10 practicing managers of different job levels, industries, and sectors in Oman Muscat metropolitan area. The results of the research supported Herzberg's theory. The results also showed that cultural characteristics of the research context such as: collectivism, high power distance, high uncertainty avoidance, and moderate masculinity influenced the structure of motivating and demotivating factors.

The researchers also suggested also that caution must be exercised when transferring management theories across cultures.

**5. Alrawahi et al., (2020). "The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals"** The aim of this research was to explore the motivational elements that are associated with job satisfaction among medical laboratory professionals in Oman, using Herzberg's Two-Factor theory. The researchers used focus group discussions to collect data. The data was analyzed by directed content analysis, and frequencies of statement related to factors were calculated for a comparison with the Herzberg theory. And based on

the results the following hygiene factors were identified: health and safety, heavy workload, salary, promotion, recognition, and organizational policies. And the identified Motivation factors were: relationship with co-workers, relationship with leaders, and professional development.

**6. Hasanein & Sobaih (2020). “Herzberg’s theory of motivation and job satisfaction: Does it work for hotel industry in developing countries?”** The aim of this study was to test the validity of Herzberg’s Two-Factor theory and its relationship with job satisfaction in the hotel industry in developing countries. A survey was used to collect the data from employees in 10 international 5-star hotels in Cairo, Egypt. The results of this research didn’t support Herzberg’s theory, the findings showed that the hygiene factors affected job satisfaction positively, whereas the Motivators affected job satisfaction negatively and caused dissatisfaction. Hygiene factors like money and working conditions were a great source of job satisfaction.

The researchers concluded that the results of the study did not support Herzberg’s theory, and therefore may not be applicable to all organizations nor to all workers in all countries.

### **2.3.2. International Studies**

**1. Strachan (1975). “An Application of Herzberg’s Motivator-Hygiene Theory to Teacher Job Satisfaction”** Strachan’s investigation results supported Herzberg’s findings. Strachan’s used the critical incident report technique which was used in the original Herzberg study. The study was applied on a sample of 320 teachers working in Carelton County.

Strachan found that the satisfaction episodes included factors that were related to performance of work, and the dissatisfaction episodes included factors that were related to the work. And the results of this research supported Herzberg’s theory.

**2. Openshaw (1980). “Job Satisfaction Determinants among Faculty and Administrators: An Application of Herzberg’s Motivation-Hygiene Model in Higher Education.”** Openshaw studied the correlation between motivation factors and job satisfaction and the correlation between the hygiene factors and job dissatisfaction of academic administrators (n=61) and a proportional stratified sample of full-time teaching faculty (n=200).

Respondents in this research exhibited a high degree of job satisfaction. “Contrary to the Herzberg theory, both motivation and hygiene factors were primarily related to feelings of job satisfaction rather than to feelings of job dissatisfaction, and hygiene factors were significantly greater indicators of job satisfaction than were motivation factors. Academic administrators had significantly higher overall job satisfaction scores than did full-time teaching faculty.” (Openshaw, 1980).

**3. Pillar (1991). “Motivation-Hygiene Theory and Lay Principals in Parish or Diocesan Affiliated Catholic Elementary and Secondary Schools in Michigan.”** The study examined the Herzberg theory and applied it on elementary and secondary school principals in Michigan.

The survey was administered to the business operations division from 36 units that report to an executive vice president. 2754 was the total number of employees in the administrative division, the overall response rate was 79% (N = 2180).

This study aimed to answer the following questions: (1) How influential are personal characteristics and job characteristics on job satisfaction? (2) What are the greatest predictors of job satisfaction? (3) And can Herzberg’s Two-Factor theory of motivators and hygiene factors be verified in a higher education context?

Pillar found an overlapping of motivators and hygiene factors as they were both a source of job satisfaction and job dissatisfaction for the school principals in this study.

But the combined hygiene factors contributed more to job dissatisfaction than the combined motivator factors and the combined motivator factors contributed more to job satisfaction than the combined hygiene factors.

**4. Chu & Kuo (2015). “Testing Herzberg’s Two-Factor Theory in Educational Settings in Taiwan”** The aim of this study that was conducted in Taiwan was to assess the extent of Herzberg’s research and to examine the applicability of the theory in a different type organization and society.

The study was conducted on a group of elementary school teachers. The researchers used Herzberg’s Two-Factor theory to investigate and determine the level and impact of that the hygiene and motivation factors have on job involvement. The results of this study showed that both of the hygiene and motivation factors -except the monetary rewards and from the hygiene factors and recognition from the motivation factors- had a positive and significant effect on job involvement when tested separately. However, when the factors were tested using a stepwise regression analysis as independent variables, the hygiene factors lost their influence on job involvement completely, and thus the research results supported Herzberg’s theory.

**5. Nosraty et al. (2015). “Analyzing the Role of Motivation Factors in Herzberg’s Theory on Teacher’s Job Satisfaction (Case Study: Elementary Schools in Talesh City)”** The aim of this study was to analyze the role of Herzberg’s motivation factors on teacher’s job satisfaction. The study sample consisted of 265 elementary school teachers from Tales city using the systematic random sampling method. The researchers used a questionnaire to collect data. The results of the research showed that there is a significant and positive correlation between job satisfaction and job feedback, job characteristics, opportunities for advancement, appreciation & recognition, training, development, and responsibility.



**6. AtaliÃ§ et al. (2016). “Herzberg's Motivation- Hygiene Theory Applied to High School Teachers in Turkey”** This study aimed to examine the job satisfaction and motivational level of high school teachers who were working in the public sector schools of Isparta province, Turkey. The study utilized the hygiene and Motivator factors as identified by Herzberg to find the effect of the fulfillment of hygiene and motivator factors on the motivation of public high school teachers. A questionnaire was used to assess the teacher’s job satisfaction, in addition to the assessment of school climate. The survey was distributed to 198 teachers. The results of this study indicated that both hygiene factors and motivation factors contributed to job satisfaction; however, the hygiene factors were more satisfying.

#### **2.4. CONTRIBUTION OF THE RESEARCH TO KNOWLEDGE**

This research tested Herzberg’s Two-Factor theory in the Jordanian context. And provided information that might help other researchers to further investigate how applicable Herzberg’s theory is in different cultures.

It also provides information about the level of Public-school teacher’s satisfaction in this period of strike in Jordan. This will show if it’s the lack of satisfaction is the reason behind this strike or it could be other reasons.

## CHAPTER III: METHODOLOGY

### 3.1. INTRODUCTION

The following chapter of methodology is a comprehensive discussion over the methodological approach used in the data collected and data analysis process throughout this research work.

This chapter of methodology includes a brief overview of the research methodology, research design, statistical techniques in data analysis, population and sample, research instrument, procedure for data collection, and validity and reliability of research.

At first this chapter provides an explanation on the factors studied in this research as to further provide its link to the purpose of using the chosen primary methodological approach in this research. A description over the use and application of quantitative methodology has been provided in this chapter along with the sample size and population used to collect data. Details related to the use of Likert Scale and Godfrey instrument used in designing the questionnaire are also provided. The particulars on the research population, number of participants (both male and female), and statistical report of the academic year are also provided. Towards the end of this chapter there is an outlined of the research instrument by listing down the three parts of the questionnaire and the two sections of motivation/ satisfaction and hygiene/ dissatisfaction questions inquired by the research participants in the questionnaire.

### 3.2. RESEARCH METHODOLOGY

Herzberg's original research relied on the critical-incident method and on the in-depth interviews to gather data (Pillar, 1991). Herzberg and his colleagues asked the subjects in their research to answer two questions: (1) "can you describe, in detail, when you felt exceptionally good about your job?" and (2) "can you describe in detail, when you felt exceptionally bad about your job?" (Herzberg, 1959 & Herzberg 1966 as cited in Porter et al., 2003, p 9).

Ideally, the most appropriate method for this research would be an identical method to the one that was used by Herzberg (Pillar, 1991). But because of the limitations such as the size of the sample population and the number of schools that were chosen in this research, Herzberg's methodology of data gathering was not practical.

A questionnaire was developed in order to collect the data necessary to analyze the problem of this research. The survey consisted of three sections. The first section was to gather background information of the teachers such as: gender, age, education, and marital status. The second section and third were Likert scale questions. The questionnaire was then translated to the Arabic language.

For the purpose of this research the survey was distributed to 215 public primary school teachers in the Governorate of Amman. The response rate to survey was 90.7% which is considered a high rate.

The survey was supposed to be distributed online and an online questionnaire was created. The response rate was not as high as expected, so the survey had to be printed and distributed by hand to school teachers. The surveys were collected in the same day they were distributed.

### **3.3. RESEARCH DESIGN**

This research is a Quantitative research, and it included: multiple choice questions and Likert 5- point scale questions.

The questionnaire used was the same questionnaire used by (Sithiphand,1983) in addition to The Godfrey instrument that was modified by Pillar (Pillar, 1991). The questionnaire was modified and more questions were added to fulfill the purpose of this research.

### **3.4. STATISTICAL TECHNIQUES IN DATA ANALYSIS**

Data analysis phases were: (1) Data cleanup, (2) Reduction, (3) Differentiation, and (4) Explanation.

The Statistical Package for the Social Science (SPSS) was used to analyze the collected data.

### **3.5. POPULATION AND SAMPLE**

#### **3.5.1. Population**

The population of this research is a random sample of primary public-school teachers working in central Amman (Amman Qasabah district) primary public-schools. There are 120 primary public schools in Amman Qasabah district. The number of teachers working in these schools is 3329 (2156 Female and 1173 Males) (Statistical report on the Academic Year 2017/2018, 2019).

#### **3.5.2. Sampling and Sampling Methods**

The population of this research was a random sample of 195 primary public-school teachers. The overall response rate was 90.7%. The survey was distributed by hand and collected on the same day so the teachers who were not interested to fill the survey were not counted.

The original plan was to conduct the research on a random sample of 345 teachers, 95% confidence level, at  $\alpha \leq 0.05$  level of significance. But it was only possible to collect 195 in the limited time and data collection challenges. Schools closures as a protection procedure against the spread of COVID 19 and not receiving enough complete surveys online have limited my ability to reach the needed sample size.

117 surveys were filled on paper and collected personally and 20 of these surveys were filtered as they were not completely filled, and the number of completed surveys was 97. And 98 surveys were answered online. The online survey link was shared via WhatsApp through teachers, via e-mail, and Facebook, so only the teachers who were interested in the research answered the survey.

### **3.6. RESEARCH INSTRUMENT**

A Quantitative Research was used in this research. The quantitative survey included: (1) General background questions, (2) Job Satisfying Factors questions, and (3) Job Dissatisfying (Hygiene) Factors questions.

**Part (1)** of the questionnaire included the General background questions. This part is designed to obtain data related to the job position, Gender, age, marital-status, the highest educational degree level, and total number of years working experience of each employee (Sithiphand, 1983).

**Part (2)** of the questionnaire included 15 General satisfaction level questions to test the general level of satisfaction of teachers.

**Part (3)** of the questionnaire included the following parts:

- **Part 3 (A): (23) Motivation/ Satisfaction questions.** This part included questions that ranged from strongly agree to strongly disagree on a 5-

point Likert scale. And it included the items with positive meanings from Herzberg's (1959) 14 job factor categories. The purpose of this part was to gather data related to sources of job satisfaction or factors, which motivated employees to have high feelings, enthusiasm, and satisfaction in their job situation (Sithiphand, 1983).

- **Part 3 (B): (28) Hygiene/Dissatisfaction questions.** This part included questions that ranged from *strongly agree to strongly disagree* on a 5-point Likert scale. And it included the items with negative meanings from Herzberg's (1959) 16 job factor categories. This part was designed to collect data related to sources of job dissatisfaction or factors that made employees have low feelings and dissatisfaction in their job situation (Sithiphand, 1983).

The Questionnaire was finally translated to the Arabic language.

The questionnaire that was translated and distributed to the teachers only appeared to have two parts: The General questions part and the Likert scale questions part. This adjustment was made to not complicate the questionnaire and make it easier to answer.

### **3.7. PROCEDURE FOR DATA COLLECTION**

First, approval on the distribution of surveys to teachers was obtained from the Ministry of Education in Jordan.

The questionnaire was developed on SurveyMonkey website and the link to the questionnaire was distributed using WhatsApp, E-mails, and shared on Facebook. The online survey was used to reach a bigger number of teachers and to it needed less effort and cost. Each completed questionnaire was sent back from the respondents directly through the SurveyMonkey website. This method allowed respondents to

have time flexibility to answer and they were able to answer using their Smartphone or a computer. But the response rate was low using this method so the questionnaire was printed and distributed by hand to the teachers by conducting school visits.

The surveys were printed and delivered to schools by hand, and the responses were received on the same day.

Unfortunately, it wasn't possible to continue with this method because schools had to be closed during the COVID-19 pandemic, and the questionnaires were distributed online again.

## CHAPTER IV: RESEARCH RESULTS, DISCUSSION AND INTERPRETAION

### 4.1. INTRODUCTION

The following chapter of research includes the results, discussion, interpretation and analysis over the final collected data on the relation of Herzberg's two-factor theory and its application on the job satisfaction and motivation of primary public-schools' teachers in Amman-Jordan. The results collected from the responses of survey questionnaire were analyzed by SPSS software and discussed in this chapter. A reliability test has been conducted on the three main variables of hygiene, motivation, and job satisfaction.

A descriptive analysis has been carried out on the demographic information of the participants including: educational level, age, gender, marital status and working experience as teacher. In addition, with this the descriptive statistics on general items of job satisfaction, motivation, and hygiene variables have also been carried out to calculate the mean and standard deviation of each of the items. The chapter also conducts a normality test followed by the inferential statistics of all individual hypotheses.

### 4.2. VALIDITY TEST

Validity test is conducted in order to see the instrument validity. Conducting a pilot research to test the validity was not possible due to the lack of time and resources.

The test used in this research is directly related to a previously more established measure that was used by Smerek and Peterson in their research titled "*Examining Herzberg's Theory: Improving Job Satisfaction among Non-Academic Employees at a*



*University*” (Smerek R. and Peterson M., 2007), In addition to using the Godfrey instrument.

Test validity is the extent to which accurately measures what it is supposed to measure. More specifically, "validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests." (American Educational Research Association, 1999). Validity is generally considered the most important issue in psychological and educational testing (Popham, 2008) because it concerns the meaning placed on test results (Messick, 1995). Statistical analysis helps determine whether the differences between the various results either are large enough to be a problem or are acceptably small.

In order to achieve the validity test, the Pearson correlation analysis was conducted.

**Table 4. 1: Correlations Matrix**

		Hygiene as a main factor	Job status Hygiene as a factor	Job security Hygiene as a factor	Work condition Hygiene as a factor
Hygiene as a main factor	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	195			
Job status Hygiene as a factor	Pearson Correlation	.767**	1		
	Sig. (2-tailed)	.000			
	N	195	195		
Job security Hygiene as a factor	Pearson Correlation	.720**	.613**	1	
	Sig. (2-tailed)	.000	.000		
	N	195	195	195	
Work condition Hygiene as a factor	Pearson Correlation	.701**	.496**	.425**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	195	195	195	195

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 explains that there is validity in result at the significance point 0.05. More specifically, there is a positive significant relationship between the variables.

**Correlations**

		General Job Satisfaction as an independent factor	Job status	Job_security	Work_condition	relation with Colleagues	Salary and benefits	relation with supervisor	Policy and Administration	Responsibility
General Job Satisfaction as an independent factor	Pearson Correlation Sig. (2-tailed) N	1 .000 195	.467** .000 195	.449** .000 195	.393** .000 195	.355** .000 195	.349** .000 195	.683** .000 195	.694** .000 195	.632** .000 195
Job status	Pearson Correlation Sig. (2-tailed) N	.467** .000 195	1 .000 195	.613** .000 195	.496** .000 195	.281** .000 195	.266** .000 195	.377** .000 195	.517** .000 195	.438** .000 195
Job_security	Pearson Correlation Sig. (2-tailed) N	.449** .000 195	.613** .000 195	1 .000 195	.425** .000 195	.191** .008 195	.147* .041 195	.425** .000 195	.458** .000 195	.398** .000 195
Work_condition	Pearson Correlation Sig. (2-tailed) N	.393** .000 195	.496** .000 195	.425** .000 195	1 .000 195	.226** .002 195	.412** .000 195	.355** .000 195	.447** .000 195	.427** .000 195

### Correlations

relation with Colleagues	Pearson									
	Correlation	.355**	.281**	.191**	.226**	1	.256**	.221**	.367**	.367**
	Sig. (2-tailed)	.000	.000	.008	.002		.000	.002	.000	.000
	N	195	195	195	195	195	195	195	195	195
Salary and benefits	Pearson									
	Correlation	.349**	.266**	.147*	.412**	.256**	1	.298**	.306**	.408**
	Sig. (2-tailed)	.000	.000	.041	.000	.000		.000	.000	.000
	N	195	195	195	195	195	195	195	195	195
relation with supervisor	Pearson									
	Correlation	.683**	.377**	.425**	.355**	.221**	.298**	1	.709**	.476**
	Sig. (2-tailed)	.000	.000	.000	.000	.002	.000		.000	.000
	N	195	195	195	195	195	195	195	195	195
Policy and Administration	Pearson									
	Correlation	.694**	.517**	.458**	.447**	.367**	.306**	.709**	1	.631**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	195	195	195	195	195	195	195	195	195

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table 4. 2**

Table 4.2 shows that there is a significant relationship between the motivation factors including policy and administration, relation with supervisor; salary and benefits, relation with colleagues, work condition, job security and job status toward job satisfaction.

**Correlations**

		General Job Satisfaction as an independent factor	Responsibility	Achievement	Recognition	Advancement	Work itself	Possibility of growth
General Job Satisfaction as an independent factor	Pearson Correlation	1	.632**	.682**	.734**	.526**	.613**	.505**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	195	195	195	195	195	195	195
Responsibility	Pearson Correlation	.632**	1	.621**	.612**	.534**	.609**	.647**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	195	195	195	195	195	195	195
Achievement	Pearson Correlation	.682**	.621**	1	.683**	.448**	.548**	.469**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	195	195	195	195	195	195	195
Recognition	Pearson Correlation	.734**	.612**	.683**	1	.534**	.624**	.451**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	195	195	195	195	195	195	195
Advancement	Pearson Correlation	.526**	.534**	.448**	.534**	1	.521**	.614**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	195	195	195	195	195	195	195
Work itself	Pearson Correlation	.613**	.609**	.548**	.624**	.521**	1	.439**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	195	195	195	195	195	195	195

Possibility of growth	Pearson Correlation	.505**	.647**	.469**	.451**	.614**	.439**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	195	195	195	195	195	195	195

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Table 4.3**

Table 4.3 shows that there is a significant relationship between the motivation factors including self-achievement, recognition; work itself, possibility of growth, and responsibility toward job satisfaction.

### 4.3. RELIABILITY TEST

Reliability test is conducted to in order to see the instrument reliability. In this regard, Hair, Hult, Ringle and Sarstedt (2014) state that to look at the values of the reliability (Cronbach's alpha) if the values will be between 0.60 and 0.70 it will be acceptable, and if they will be between 0.70 and 0.90 it will be considered satisfactory. The Cronbach's alpha test showed that the instrument of the present research was satisfactory (see table 4.1). The internal consistencies of the variable are displayed in the following tables.

**Table 4. 4: Reliability Statistics of the three main variables**

Cronbach's Alpha	N of Items	Variables
.862	13	Job Satisfaction
.935	23	Motivation
.927	28	Hygiene

**Table 4. 5: Reliability statistics of all (13) variables**

<b>Motivation Factors</b>		
<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
Recognition	.846	5
Advancement	.841	3
Possibility of Growth	.838	3
Responsibility	.824	4
Work itself	.806	5
Self-Achievement	.644	3
<b>Hygiene factors</b>		
<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
Relation with supervisor	.947	5
Relation with colleagues	.923	6
Salary and benefit	.901	4
Policy and administration	.891	5
Job Status	.816	2
Work Condition	.802	5
Job Security	.738	2

Table 4.5 shows the reliability test of all other variables. In regard to the motivation factors, the highest one is recognition factor and its Cronbach's Alpha is .846 and the lowest one is self-achievement rating .644. As for the hygiene factors, the highest factor was relation with supervisor rating .947 and the lowest one is job security .738. The order might be changed when all factors together are being compared. Accordingly, relation with supervisor is still the highest one among all factors together and the lowest one is self-achievement rating .644.

#### 4.4. DESCRIPTIVE STATISTICS

This step of descriptive statistics is deemed to be the first statistical analysis step. Descriptive statistics, in the present research, were carried out on demographic information and variables of the research as presented in the following subsections.

##### 4.4.1. Descriptive Statistics of Demographic Information

Descriptive analysis was utilized to describe the demographic information that are related to the respondents to the questionnaire, in terms of highest level of educational degree; gender, age, work experience as a teacher, and marital status. More precisely, this part provides the characteristics and information concerning the background of respondents.

**Table 4. 6: The educational level of the respondents**

	Frequency	Percent	Cumulative Percent
Doctorate Degree (PhD)	4	2.1	2.1
Master's Degree	17	8.7	10.8
Bachelor's Degree	149	76.4	87.2
Diploma Degree	24	12.3	99.5
High School Degree	1	.5	100.0
Total	195	100.0	



Table 4.6 shows that the highest percentage was for the respondents who have Bachelor degree rated to be 76.4% and the lowest one was high school degree rated as 5%. As for the diploma was rated to be 12.3 and followed by master degree rated as 8.7% and then, doctorate degree that was rated 2.1%.

**Table 4. 7: the gender of the respondents**

	Frequency	Percent	Cumulative Percent
Female	122	62.6	62.6
Male	73	37.4	100.0
Total	195	100.0	

Table 4.7 shows that females were rated to be more than male as for the females, the percentage was 62.6% and the males were 37.4.

**Table 4. 8: the age of the respondents**

	Frequency	Percent	Cumulative Percent
<25 y/o	9	4.6	4.6
25-29 y/o	24	12.3	16.9
30-39 y/o	87	44.6	61.5
40-49 y/o	56	28.7	90.3
>50 y/o	19	9.7	100.0
Total	195	100.0	

Table 4.8 illustrates the age of the respondents and it shows that the highest percentage was for those whose age is between 30 to 39 years old rating as 44.6%, and the lowest rating was 4.6% for the respondents whose age were below 25 years old. As for the people who were between 40 to 49 years old, their percentage was 28.7%, followed by the ones whose age between 25 to 29 year old and they were rated to be 12.3% and then, people whose age was above 50 years old and they were 9.7%.

**Table 4. 9: the work experience of the respondents**

	Frequency	Percent	Cumulative Percent
1-5 years	44	22.6	22.6
6-10 years	53	27.2	49.7
11-15 years	51	26.2	75.9
>15 years	47	24.1	100.0
Total	195	100.0	

Table 4.9 shows that people whose experience was between 6 to 10 years were 27.2% followed by the ones whose age was between 11 to 15 years and they were 26.2%. Then, people whose experience was above 15 years and they were 24.1% and lastly, the workers whose experience was 1 to 5 years and they were 22.6%.

**Table 4. 10: the marital status of the respondents**

	Frequency	Percent	Cumulative Percent
Unmarried	43	22.1	22.1
Married	152	77.9	100.0
Total	195	100.0	

Table 4.10 shows that the respondents, who were married, were rated to be 77.9% and this indicates that they are more than unmarried workers as unmarried workers were 22.1%.

#### **4.4.2. Descriptive Statistics of the Study Variables**

In this section, the descriptive analysis was utilized to describe the studies variables as well as the items that are used in this research. More precisely, this part provides the characteristics and information concerning the job satisfaction items, motivation's dimensions and items, and then, hygiene's dimensions and items as follows:

**Table 4. 11: Descriptive Statistics of General Job Satisfaction Items**

<b>Items of Job Satisfaction</b>	<b>Mean</b>	<b>Std. Deviation</b>
1. The working conditions	3.18	1.138
2. The feeling of accomplishment I get from the job	3.27	.939
3. The praise I get for going a good job	3.27	.939
4. The freedom to use my own judgment	3.28	1.072
5. The competence of your supervisor in making decisions	3.29	1.201
6. Praise you get for doing a good job	3.35	1.172
7. the way your boss handles his / her workers	3.50	1.190
8. The way company's policies are put into practice	3.55	1.021
9. Being able to keep busy all the time	3.57	1.074
10. The chance to do different things from time to time	3.61	1.026
11. The chance to work alone on the job	3.65	.996
12. The chance to be somebody in the community	3.95	1.066
13. Being able to do things that don't go against your conscience	4.10	.974
14. The chance to do something that makes use of your abilities	4.11	.798
15. The chance to do things for other people	4.33	.708

Table 4.11 shows the items of the job satisfaction. Indeed, it is important to see which item has taken the highest mean in order to highlight how respondents respond to the questionnaire. Hence, this research arranged the items according to the mean from the lowest to the highest one. "The working conditions" has scored the lowest mean with 3.18 and the highest one was "The chance to do things for other people" with 4.33 indicating that the responses of the participants were in between these two means and this can also indicate that the respondents were more closed to be satisfied.

**Table 4. 12: Descriptive Statistics of Motivation Items**

Motivation Items	Mean	Std. Deviation
1. Degree of pressure at work	2.85	1.194
2. Promotion opportunity	3.03	1.096
3. Holding the freedom to use your own Judgments and make decisions related to your tasks.	3.18	1.150
4. Receiving adequate recognition for doing a good job	3.32	1.146
5. Receiving the necessary training to do your job well.	3.37	1.059
6. Recognition of your achievements.	3.39	1.223
7. Having the opportunity to learn new skills that help your career advancement and promotion.	3.48	1.052
8. Having the opportunity to improve your professional skills, experience, and performance.	3.49	1.022
9. The chance to grow and develop as a person.	3.52	1.042
10. The appreciation, expressions of thanks or praise you receive from your peers and Supervisor acknowledging your job performance.	3.54	1.061
11. Growth in skills	3.55	1.016
12. Having a job position and duties that matches your skills and abilities.	3.57	1.097
13. Considering and respecting your opinion at work.	3.60	1.002
14. Being appreciated when you achieve or complete a task.	3.60	1.022
15. Being allowed to work without supervision.	3.61	1.094
16. The responsibility of offering specialized education to students	3.62	1.065
17. Possessing control over how you do your work	3.62	1.074
18. Having a challenging and exciting job.	3.64	1.096
19. Appreciating your teaching job	3.68	1.090
20. Getting results of work	3.74	.950
21. Being appreciated and respected by your students and the community for doing a good work.	3.90	1.005
22. Feeling a sense of contribution to your school work	4.08	.837
23. Having a sense or feelings of accomplishment.	4.14	.867

Table 4.12 shows the items of the motivation. “Degree of pressure at work” has scored the lowest mean with 2.85 and the highest one was “Having a sense or feelings of accomplishment” with 4.14 indicating that the responses of the participants were in between these two means.

**Table 4. 13: Descriptive Statistics of Hygiene Items**

Hygiene Items	Mean	Std. Deviation
1. Adequacy of salary for covering living expenses	1.98	1.072
2. Adequacy of Wage increase	2.13	1.153
3. Availability of teachers' rest rooms and cafeteria	2.35	1.194
4. Amount of salary you receive	2.44	1.268
5. Salary compared with others doing similar or same job.	2.59	1.204
6. Adequacy and availability of School equipment and supplies.	2.73	1.214
7. General perception of work environment (class surrounding, sound, heating, air-conditioning, lighting, ventilation...etc)	2.77	1.265
8. Social surroundings of work	3.05	1.157
9. Personnel and human resources policies	3.17	1.000
10. Permanent status of the job and other objective signs of job security	3.20	1.191
11. Delegation of work	3.21	1.197
12. Community and social recognition for your teaching role	3.21	1.240
13. School administration's efforts in maintaining acceptable and good work conditions	3.30	1.053
14. Organization of work	3.37	1.068
15. The feedback you receive of your work from your principal and management	3.37	1.044
16. The way School policies are put into practice.	3.39	1.071
17. Supervisor's recognition for work done	3.42	1.183
18. Principal's and management's support of you at work	3.42	1.152
19. Having a given status for your teaching role	3.48	1.164
20. Open channels of communication with management in information sharing regarding school's goals and strategies	3.53	1.090
21. Nature of relation with principal and administration	3.59	1.077
22. Supervisor's willingness to listen to suggestions	3.63	1.129
23. Availability of Teamwork Spirit	3.90	.956
24. Trust of your colleagues	3.93	.825
25. Cooperation with other teachers you work with	3.93	.891
26. Nature of sociable relations with colleagues	3.99	.870
27. Friendship with colleagues, you work with	4.07	.832
28. Treatment with respect you have from colleagues	4.23	.704

Table 4.13 displays the items of the hygiene. "Adequacy of salary for covering living expenses" has scored the lowest mean with 1.98 and the highest one was

“Treatment with respect you have from colleagues” with 4.23 indicating that the responses of the participants were in between these two means.

#### **4.5. NORMALITY TEST**

In the present research, normality test was conducted (Baltagi, 2008) reveals that this test is deemed to be an essential assumption while analyzing data. It is a test that aims to see the data distribution nature, more specifically, if the data have a normal distribution. A histogram graphs can show the shape of the dataset as shown in the figures (4.1), (4.2), (4.3), (4.4), (4.5), and (4.6) in the Appendices p 61-63. The normality could be seen by also the following graphs. The normality test’s results of the present research display that the variables have shown that there is no normality problem.

#### **4.6. INFERENCE STATISTICS**

The correlation test is conducted to see the relationship between factors and testify the hypotheses.

##### **4.6.1. Hypothesis 1**

According to Herzberg theory, the job content/intrinsic factors (such as achievement, recognition, advancement, work itself, growth opportunity and responsibility) are motivating factors and will lead to primary school teachers’ job satisfaction.

##### **4.5.1.1 Sub-Hypothesis 1**

There is a significance relationship between achievement and primary school teachers’ job satisfaction.

#### **4.5.1.2 Sub-Hypothesis 2**

There is a significance relationship between recognition and primary school teachers' job satisfaction.

#### **4.5.1.3 Sub-Hypothesis 3**

There is a significance relationship between advancement and primary school teachers' job satisfaction.

#### **4.5.1.4 Sub-Hypothesis 4**

There is a significance relationship between work itself and primary school teachers' job satisfaction.

#### **4.5.1.5 Sub-Hypothesis 5**

There is a significance relationship between growth opportunities and primary school teachers' job satisfaction.

#### **4.5.1.6 Sub-Hypothesis 6**

There is a significance relationship between responsibility and primary school teachers' job satisfaction.

**Table 4.14:** Correlation Matrix for Job Satisfaction and motivation with its dimensions

		General Job Satisfaction as an independent factor	Motivation as a main factor	The achievement motivation as a factor	The recognition motivation as a factor	The advancement motivation as a factor	The work-itself motivation as a factor	The possibility of growth motivation as a factor	The responsibility motivation as a factor
General Job Satisfaction as an independent factor	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	195							
Motivation as a main factor	Pearson Correlation	.770**	1						
	Sig. (2-tailed)	.000							
	N	195	195						
The achievement motivation as a factor	Pearson Correlation	.682**	.778**	1					
	Sig. (2-tailed)	.000	.000						
	N	195	195	195					
The recognition motivation as a factor	Pearson Correlation	.734**	.812**	.683**	1				
	Sig. (2-tailed)	.000	.000	.000					
	N	195	195	195	195				
The advancement motivation as a factor	Pearson Correlation	.526**	.777**	.448**	.534**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	195	195	195	195	195			
The workitself motivation as a factor	Pearson Correlation	.613**	.779**	.548**	.624**	.521**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	195	195	195	195	195	195		
The possibility of growth motivation as a factor	Pearson Correlation	.505**	.771**	.469**	.451**	.614**	.439**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	195	195	195	195	195	195	195	
The responsibility motivation as a factor	Pearson Correlation	.632**	.847**	.621**	.612**	.534**	.609**	.647**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	195	195	195	195	195	195	195	195

\*\* . Correlation is significant at the 0.01 level (2-tailed).



The results that were obtained by SPSS computation of Pearson's Correlation Coefficient display the correlation coefficients' value which are higher than 0 (positive relationship) and close to 1 (perfect linear relationship). As it can be seen based on the data, at the 99 % level of significance ( $p - value=0.01$ ), all the motivation factors including (achievement, recognition, advancement, work itself, growth opportunity and responsibility) have a statistically significant positive relationship with job satisfaction. Therefore, these results do not support the Null hypothesis and provide support for our Alternative hypothesis or Hypothesis 1 that "There is a significant and positive relationship between each motivator factor and job satisfaction of primary school teachers' job satisfaction.

#### **4.6.2. Hypothesis 2**

According to Herzberg theory, the job context/extrinsic factors (such as policies and rules, relations with colleagues, relations with supervisors, work conditions, salary, job security and job status) are hygiene factors and will lead to primary school teachers' job dissatisfaction.

##### **4.5.2.1 Sub-Hypothesis 1**

There is a significance relationship between school policies and rules and primary school teachers' job dissatisfaction.

##### **4.5.2.2 Sub-Hypothesis 2**

There is a significance relationship between the relation with colleagues and primary school teachers' job dissatisfaction.

##### **4.5.2.3 Sub-Hypothesis 3**

There is a significance relationship between the relation with supervisors and primary school teachers' job dissatisfaction.

#### **4.5.2.4 Sub-Hypothesis 4**

There is a significance relationship between work conditions and primary school teachers' job dissatisfaction.

#### **4.5.2.5 Sub-Hypothesis 5**

There is a significance relationship between salary and primary school teachers' job dissatisfaction.

#### **4.5.2.6 Sub-Hypothesis 6**

There is a significance relationship between job security and primary school teachers' job dissatisfaction.

#### **4.5.2.7 Sub-Hypothesis 7**

There is a significance relationship between job status and primary school teachers' job dissatisfaction.

**Table 4.15:** Correlation Matrix for Job Satisfaction and hygiene with its dimensions

		General Job Satisfaction as an independent factor	Hygiene as a main factor	Policy and administration Hygiene as a factor	Relation with supervisor Hygiene as a factor	Relation with colleagues Hygiene as a factor	Salary and benefit Hygiene as a factor	Work condition Hygiene as a factor	Job security Hygiene as a factor	Job status Hygiene as a factor
General Job Satisfaction as an independent factor	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	195								
Hygiene as a main factor	Pearson Correlation	.711**	1							
	Sig. (2-tailed)	.000								
	N	195	195							
Policy and administration Hygiene as a factor	Pearson Correlation	.694**	.792**	1						
	Sig. (2-tailed)	.000	.000							
	N	195	195	195						
Relation with supervisor Hygiene as a factor	Pearson Correlation	.683**	.716**	.709**	1					
	Sig. (2-tailed)	.000	.000	.000						
	N	195	195	195	195					
Relation with colleagues Hygiene as a factor	Pearson Correlation	.355**	.486**	.367**	.221**	1				
	Sig. (2-tailed)	.000	.000	.000	.002					
	N	195	195	195	195	195				
Salary and benefit Hygiene as a factor	Pearson Correlation	.349**	.560**	.306**	.298**	.256**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000				
	N	195	195	195	195	195	195			

Work condition Hygiene as a factor	Pearson Correlation	.393**	.701**	.447**	.355**	.226**	.412**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.002	.000			
	N	195	195	195	195	195	195	195		
Job security Hygiene as a factor	Pearson Correlation	.449**	.720**	.458**	.425**	.191**	.147*	.425**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.008	.041	.000		
	N	195	195	195	195	195	195	195	195	
Job status Hygiene as a factor	Pearson Correlation	.467**	.767**	.517**	.377**	.281**	.266**	.496**	.613**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	195	195	195	195	195	195	195	195	195
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

The results that were obtained through SPSS computation of Pearson's Correlation Coefficient show value of correlation coefficients which are higher than 0 (positive association) and close to 1 (perfect linear relationship). As it can be concluded from the data, at the 99 % level of significance ( $p - value=0.01$ ), all the hygiene factors containing (policies and rules, relations with colleagues, relations with supervisors, work conditions, salary, job security and job status) have a statistically significant positive relationship with job satisfaction. Therefore, these results do not support the Null hypothesis and provide support for our Alternative hypothesis or Hypothesis 1 that "There is a significant and positive relationship between each hygiene factor and job satisfaction of primary school teachers' job satisfaction.

#### **4.7. SUMMARY**

The utilization of Herzberg two-factor theory was used to investigate the relationship between motivation factors as well as hygiene factors and job satisfaction of public primary schools teachers in the Governorate of Amman-Jordan and it is seen to be a useful theory that allows us to understand in order to improve teachers' performance, how and under what conditions building job satisfaction among teachers could be done.

The research indicated that these factors affect the teachers' job satisfaction positively. Hence, this means that schools must pay attention to such variables to enhance students' education level and teachers' performance. In fact, job satisfaction topic has received a numerous research attention among the employees including teachers (Gautam, Mandal, & Dalal, 2006; Okaro, Eze, & Ohagwu 2010). Moreover, Judge and Klinger (2008) reveal that job satisfaction has a significant role in several models and theories of individual behavior and attitudes. Similarly, the topic of job satisfaction has attracted the interests of several researchers (e.g., Pelit, Ozturk, & Arslanturk, 2011; Seibert et al., 2004). According to Singh and Jain (2013) found that

job satisfaction is the strongest factor that influences the employees' overall life satisfaction. All of these studies reflect the job satisfaction importance to both the organization such as schools and the employees such as teachers. Previous research has revealed a link between work's various aspects and job satisfaction, which may prove its own importance. For instance, the workers who are more satisfied; they would be more productive (Al-Hussami, 2008; Okaro et al., 2010). According to Al-Hussami (2008) the employees who are satisfied tend to be more creative and productive.

Based on the SPSS analysis of this research, it can be said that motivation factors including (achievement, recognition, advancement, work itself, growth opportunity and responsibility) as well as the hygiene factors containing (policies and rules, relations with colleagues, relations with supervisors, work conditions, salary, job security and job status) affect positively teachers' satisfaction and policy-makers have to pay attention to them. In other words, when these factors are enhanced satisfaction can be enhanced.

## **CHAPTER V: RESULTS DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1. INTRODUCTION**

The following chapter aims to present the results discussion and conclusion of this research. For better conceptualization of ideas this chapter also provides general recommendations based on the research findings and suggestions for further research on the topic of this research in the future.

### **5.2. RESULTS DISCUSSION**

Based on the general satisfaction results, teachers were closer to be satisfied. They scored lowest in the “Working conditions” followed by “The feeling of accomplishment I get from the job” item and highest was “The chance to do things for other people” item.

The research indicated that the hygiene and motivational factors have a significant positive relationship with the teachers’ job satisfaction. Most of the factors were a source of satisfaction for the teachers, and the only two Factors that caused dissatisfaction were the “Salary and benefits” with a mean of 2.285 and the “work conditions” with a mean of 2.722.

The “Salary and benefits” and “Work conditions” are both considered hygiene factors according to Herzberg’s theory.

The “Adequacy of salary for covering living expenses” item scored the lowest out of the “Salary and benefits” factor items followed respectively by the “Adequacy of wage increase”, “Amount of salary you receive”, and “Salary compared with others doing a similar job”.

Teachers were also dissatisfied with the “Work conditions” factor and the teachers were least satisfied with the “Availability of teachers’ rest rooms and cafeteria” item, followed by the “Adequacy and availability of school equipment and supplies” and “General perception of work environment”.

Herzberg’s hygiene factor that the primary school teachers were most satisfied with was the “The relationship with colleagues” with a mean of 4.008. The “treatment with respect from colleagues” item scored the highest. The other items describing the relationship with colleagues at work also scored really high.

The primary school teachers were most satisfied with the “Achievement” factor from the motivational factors with a mean of 3.87, and “Having a sense or feeling of accomplishment” item scored the highest, followed by “Feeling a sense of contribution to your school work”.

The motivational factor that scored the lowest was the “Advancement” factor, although the teachers were relatively satisfied with it with a mean of 3.35. The “Degree of pressure at work” item scored the lowest among the motivator items, although it’s an item related to the “Work itself” factor which the teachers were more satisfied with than the “Advancement” factor.

### **5.3. CONCLUSIONS**

The research reveals that the primary public-school teachers’ satisfaction level was higher than expected. However, the teachers were least satisfied with two of the hygiene factors which are: “Salary and benefits” and “Work conditions”.

The cost of living in Amman is well-known to be high. Amman ranked up with the major European cities such as Lisbon & Barcelona; it was number 71 out of 209



countries surveyed in 2020 by Mercer Cost of Living Survey (Expatriate Arrivals, 2020). Moreover, in another report done by the Economist Intelligence Unit, the cost of living in Amman ranked number 1 among the Arab cities (Roeder, 2017).

The sample of teachers studied in this research were least satisfied with the “Salary and Benefits” factor and that was an expected outcome given the economic situation in Jordan. Specifically, the teachers were least satisfied with the “Adequacy of salary for covering living expenses” item with a mean of 1.98. There is a noticeably a huge gap in the average Salary vs. the average cost of living. Therefore, labor strike is an expected response to this gap in salary and cost of living.

Jordan was the first Arab country to sign an International Labor Organization agreement to implement better working conditions. However, the Phoenix Centre for Economic and Informatics Studies released a report on decent work highlighting how work conditions in Jordan are “still weak” despite Jordan’s agreement on implementing decent work standards (Prieto, 2017). It can be concluded that the work conditions demands more attention in all sectors in Jordan.

As for the “Work conditions” factor that ranked second after “Salary and benefits” in low satisfaction, it is clear that the teachers need more resources, school equipment, supplies and better working conditions, which is also a problem caused mainly by the lack of funds.

The teachers were most satisfied with “The relationship with colleagues” out of all the other factors. This indicates the strong unity between the teachers and the appreciation they have for each other. Having a good relationship with colleagues at work can be a great source of motivation and improves the well-being of an employee.

According to the correlation analysis of this research, there are motivational factors and hygiene factors that have a significant positive relationship with teachers' satisfaction and should be considered by policymakers. This means that satisfaction can increase if these factors improve.

Motivational factors are based on the personal growth needs of individuals. Possible motivational factors can help create job satisfaction. When effective, they can motivate people to achieve above-average effort or performance. This increases teacher productivity and ultimately increases the efficiency of the organization.

Hygienic factors on the other hand are defined as factors that prevent dissatisfaction with work. Hygienic factors are important to eliminate problems in the work environment. Therefore, if hygiene requirements are not met, employee productivity generally declines. Hygienic factors are based on the needs of the organization to avoid disruption of the work environment.

#### **5.4. RECOMMENDATIONS**

Based on the findings of this research, the following are the recommendations provided by this research:

- The gap between salaries and living cost demands a quick response from the decisions makers and the Government; as this issue is getting more complicated with time as the economic situation is declining.
- Social dialogue should be given more importance. There should be more effective negotiations, consultations, joint actions, discussions and information sharing between the Government and the teachers' union in Jordan, as this will balance the interest of

the Government of Jordan and the teachers and contribute to the economic situation and social cohesion.

- It is important for the decision makers and the MoE to take more effective measures to lighten the teachers' burden, by improving the working conditions of teachers.
- Improving the working conditions such as providing better workplace facilities for teachers and providing adequate educational tools and equipment, seems to rank higher in the teachers' demands list according to this research. For example: focusing the MoE funds on improving the working conditions rather than funding trainings during this critical time would make more sense.
- Teachers are highly satisfied with the "relationship with colleagues", focusing on team work, joint projects and creating support groups might improve their well-being, improve performance and can be a great source of motivation.
- This research showed that the hygiene and motivational factors have a positive effect on teachers' job satisfaction. This means that decision makers need to pay attention to these variables to improve satisfaction which will improve teachers' motivation and that will reflect on teachers' performance. As satisfied teachers tend to be more creative, productive, and provide better quality education and that will reflect positively on the performance of the whole educational institution.
- Regardless of the type of organization, improving hygiene and motivational factors can increase the effectiveness of the organization and should be evaluated on an ongoing basis.

## 5.5. SUGGESTIONS FOR FURTHER RESEARCH

- The research findings suggest further research to be done with primary public-school teachers in other districts in Amman and other governorates in Jordan. In addition to conducting Similar researches with primary and secondary school teachers.
- Conducting a more extensive research of public-school teachers' motivation and satisfaction in Jordan over a longer period of time and by using different research tools, such as making interviews and using the critical incident report method, might produce more accurate results.
- This research is limited to the general results of primary school teachers and therefore does not include teachers at other levels in Jordan. Because the research focuses on primary school teachers in Amman Qasabah district, further research is recommended for secondary school teachers as well.
- Only a correlation analysis was done in this research, so this research did not provide information about the impact of hygiene and motivational factors have on the Job satisfaction of teachers. Further studies may also be conducted in Jordan to determine whether Herzberg's findings can be replicated, which will help determine the general applicability of Herzberg's two-factor theory.
- Further research to assess the cultural norms and values associated with the hygiene and motivational factors that exist in today's multicultural workforce, and their effect on satisfaction and motivation.

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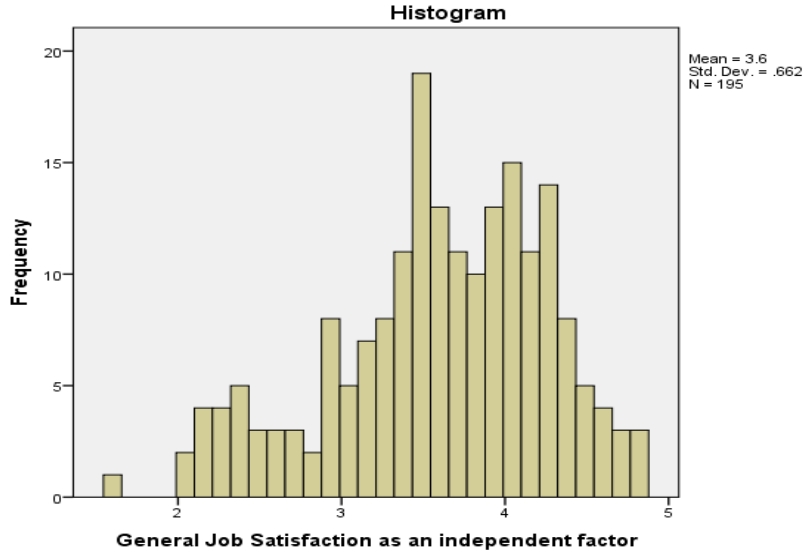


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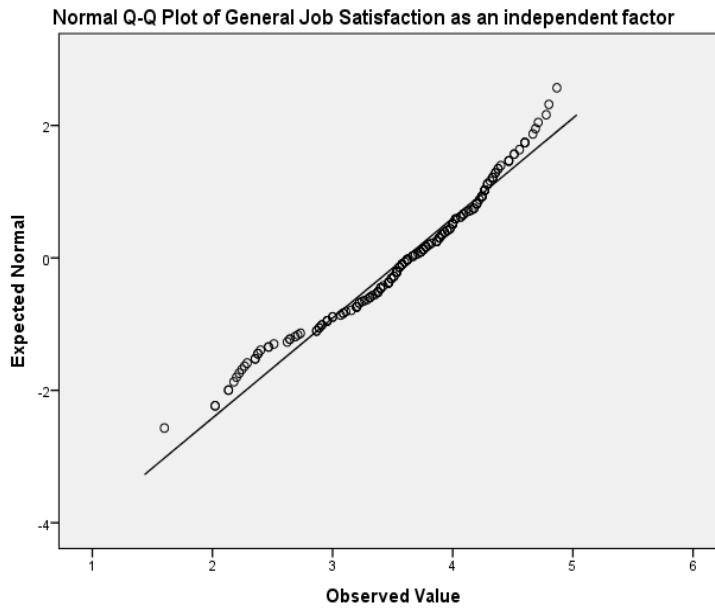
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# APPENDICES

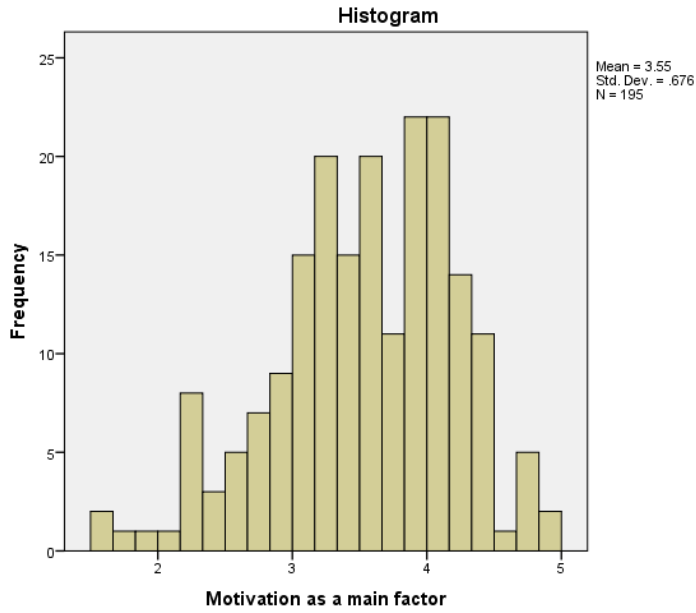
## APPENDIX A -HISTOGRAMS



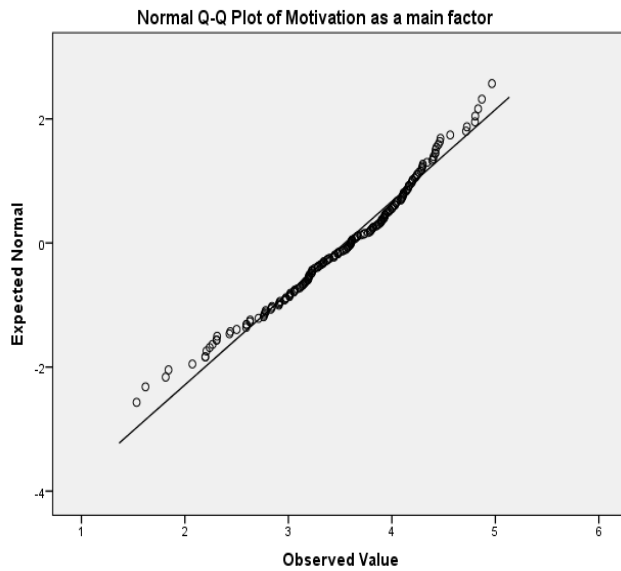
**Figure 4. 1 Histogram distribution of the general job satisfaction**



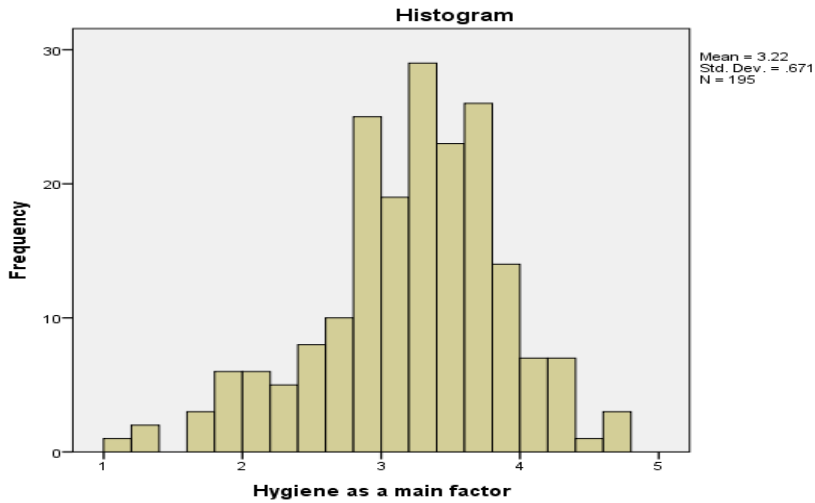
**Figure 4. 2: The general job satisfaction distribution**



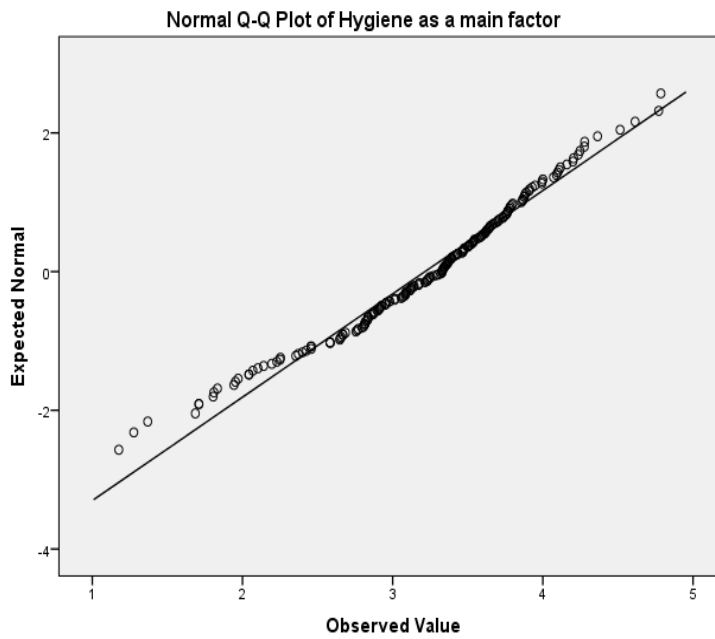
**Figure 4. 3: Histogram distribution of the motivation factors**



**Figure 4. 4: The motivation distribution**



**Figure 4. 5: Histogram distribution of the Hygiene factors**



**Figure 4. 6: The hygiene distribution**

## **APPENDIX B-QUESTIONNAIRE (IN ENGLISH)**

Dear Sir / Madam,

I am a student at the University of Petra working to get an MBA (Master of Business Administration) degree. As part of the requirements for the MBA degree, I am conducting a research entitled “Utilization of Herzberg Two-Factor Theory to Investigate the Motivation and Job Satisfaction of Primary School Teachers in the Governorate of Amman, Jordan”.

Considering your school experience as a teacher, I would greatly appreciate your cooperation in responding to the questions of the attached questionnaire.

This is an academic research, so confidentiality and privacy in data will be emphasized.

Your name will not appear anywhere in the research.

Thank you for your support and cooperation

Sincerely,

Heba Hamzah Zaid-ALKilani

MBA student - University of Petra

Amman, Jordan

## Questionnaire

This questionnaire consists of two parts; Part 1) contains general questions and background information. Part (2) contains questions of two main factors that impact the relationship between the job satisfaction of primary schools' teachers in Amman and certain motivators and hygiene factors. These factors include the following: achievement, recognition, advancement, work itself, growth opportunity, responsibility, policies and rules, relations with colleagues, relations with supervisors, work conditions, salary, job security and job status.

### Part (1)

#### General and Background information

##### 1 Highest level of educational degree

- Doctorate Degree (PhD)
- Master's Degree
- Bachelor's Degree
- Diploma Degree
- High School Degree

##### 2 Gender:

- Male
- Female

**3 Age:**

- Under 25 years
- 25-29 years
- 30-39 years
- 40 – 49 years
- Over 50 years

**4 Work experience as a teacher:**

- 1-5 years
- 6-10 years
- 11-15 years
- Over 15 years

**6. Marital Status**

- Married
- Unmarried



## Part 2

### The relationship between hygiene and motivational factors and job satisfaction of primary public-school teachers

#### I. General Job Satisfaction

Section I: In this section please indicate the extent of your general satisfaction/dissatisfaction with your job as a teacher:

Statement		Rating				
		5	4	3	2	1
		Very Satisfied	Satisfied	Neutral	Unsatisfied	Completely Unsatisfied
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be somebody in the community					
5	the way your boss handles his / her workers					
6	The competence of your supervisor in making decisions					
7	Being able to do things that don't go against your conscience					
8	The chance to do things for other people					
9	The chance to do something that makes use of your abilities					
10	The way company's policies are put into practice					
11	The working conditions					
12	Praise you get for doing a good					

	job					
13	The freedom to use my own judgment					
14	The feeling of accomplishment I get from the job					
15	The praise I get for going a good job					

## Section II: Motivational/Satisfiers Factors

	5	4	3	2	1
Answer Key	<b>Very Satisfied</b>	<b>Moderately Satisfied</b>	<b>(Neutral)</b> Neither satisfied nor unsatisfied	<b>moderately Unsatisfied</b>	<b>very Unsatisfied</b>

In the following section indicate the extent of your satisfaction with the factors that relate to your job and would lead to your motivation at work.

<b>On my present job, as a teacher, this is how I feel about my Motivating and satisfying factors at work</b>						
<b>Statement</b>		<b>Rating</b>				
		5	4	3	2	1
		Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
<b>Achievement</b>						
1	Recognition of your achievements.					
2	Having a sense or feelings of accomplishment.					
3	Feeling a sense of contribution to your school work					
<b>Recognition</b>						
4	Being appreciated when you achieve or complete a task.					
5	Receiving adequate recognition for doing a good job					

6	The appreciation, expressions of thanks or praise you receive from your peers and Supervisor acknowledging your job performance.					
7	Being appreciated and respected by your students and the community for doing a good work.					
8	Considering and respecting your opinion at work.					
<b>Advancement</b>						
9	Growth in skills					
10	Having the opportunity to learn new skills that help your career advancement and promotion.					
11	Promotion opportunity					
<b>Work itself</b>						
12	Appreciating your teaching job					
13	Having a challenging and exciting job.					
14	Being allowed to work without supervision.					
15	Getting results of work					
16	Degree of pressure at work					
<b>Possibility of Growth</b>						
17	Having the opportunity to improve your professional skills, experience, and performance.					
18	The chance to grow and develop as a person.					
19	Receiving the necessary training to do your job well.					
<b>Responsibility</b>						
20	The responsibility of offering specialized education to students					
21	Having a job position and duties that matches your skills and abilities.					
22	Holding the freedom to use your					

2	own judgement and make decisions related to your tasks.					
2 3	Possessing control over how you do your work					

### Section III: Hygiene/maintenance Factors

In the following section indicate the extent of your satisfaction with the factors that relate to your work environment and general conditions.

On my present job, as a teacher, this is how I feel about my work and environment						
Statement		Rating				
		5	4	3	2	1
		Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
<b>Policy and Administration</b>						
24	Personnel and human resources policies					
25	organization of work					
26	Delegation of work					
27	Open channels of communication with management in information sharing regarding school's goals and strategies					
28	The way School policies are put into practice.					
<b>Relation with supervisors</b>						
29	Nature of relation with principal and administration					
30	Supervisor's willingness to listen to suggestions					
31	Supervisor's recognition for work done					
32	Principal's and management's support of you at work					
33	The feedback you receive of your work from your principal and management					
<b>Relations with colleagues</b>						

34	Nature of sociable relations with colleagues					
35	Cooperation with other teachers you work with					
36	Friendship with colleagues, you work with					
37	Trust of your colleagues					
38	Treatment with respect you have from colleagues					
39	Availability of Teamwork Spirit					
<b>Salary and Benefits</b>						
40	Amount of salary you receive					
41	Adequacy of Wage increase					
42	Salary compared with others doing similar or same job.					
43	Adequacy of salary for covering living expenses					
<b>Work Conditions</b>						
44	Social surroundings of work					
45	Adequacy and availability of School equipment and supplies.					
46	General perception of work environment (class surrounding, sound, heating, air-conditioning, lighting, ventilation...etc)					
47	Availability of teachers' rest rooms and cafeteria					
48	School administration's efforts in maintaining acceptable and good work conditions					
<b>Job Security</b>						
49	Permanent status of the job and other objective signs of job security					
<b>Job Status</b>						
50	Having a given status for your teaching role					
51	Community and social recognition for your teaching role					

## APPENDIX C-QUESTIONNAIRE (TRANSLATED TO ARABIC)

This translated questionnaire is the research tool that was distributed online and personally to the teachers.

سيدي/سيديتي،

أنا طالبة في جامعة البترا أعمل حالياً للحصول على درجة الماجستير في إدارة الأعمال. وكجزء من متطلبات الحصول على هذه الدرجة فإنني أقوم بإجراء بحث بعنوان " تطبيق نظرية فريدريك هيرزبرج ذات العاملين لاستقصاء عوامل الدافعية والرضا الوظيفي لدى معلمين المدارس الابتدائية الحكومية في محافظة العاصمة عمان".

ونظراً لخبرتكم كمعلم/معلمة فإنني سأكون ممتنة للغاية لتعاونكم في الإجابة على أسئلة الاستبيان المرفق.

سيتم الحرص على خصوصيتكم والخصوصية في البيانات. بحيث لن يظهر اسمكم في أي مكان في البحث.

شكراً لكم على دعمكم وتعاونكم

هبة حمزة زيد-الكيلاي

طالبة ماجستير في ادارة الاعمال – جامعة البترا

عمان – الأردن

## الاستبيان

تكون هذا الاستبيان من جزأين ؛ الجزء (1) يحتوي على أسئلة عامة ومعلومات أساسية و يحتوي الجزء (2) على أسئلة تتعلق بعاملين رئيسيين يؤثران على العلاقة بين الرضا الوظيفي لمعلمي المدارس الابتدائية في عمان وبعض العوامل المحفزة. وتشمل هذه العوامل ما يلي: الإنجاز ، والاعتراف ، والتقدم ، والعمل نفسه ، وفرصة النمو ، والمسؤولية ، والسياسات والقواعد ، والعلاقات مع الزملاء ، والعلاقات مع المشرفين ، وظروف العمل ، والراتب ، والأمن الوظيفي ، والحالة الوظيفية.

### الجزء (1)

#### معلومات عامة ومعلومات أساسية

##### 1 القطاع

- مدرسة عامة
- مدرسة خاصة

##### 2 المستوى التعليمي

- درجة الدكتوراه
- درجة الماجستير
- درجة البكالوريوس
- درجة الدبلوم
- شهادة الثانوية

##### 3 الجنس

- ذكر
- أنثى

4 العمر

- 25 سنة أو اقل
- 29-25 سنة
- 39-30 سنة
- 49-40 سنة
- 50 سنة أو اكثر

5- عدد سنوات الخبرة كمعلم

- 5-1 سنوات
- 10-6 سنوات
- 15-11 سنة
- 15 سنة او اكثر

6 الحالة الاجتماعية

- متزوج/ة
- غير متزوج/ة



## الجزء (2)

### الاستبيان

فضلا وضح درجة رضاك و ضع علامة صح (✓) في المربع الذي يعكس رأيك:

التقييم					العوامل
1	2	3	4	5	
غير راض نهائيا	غير راض	لا أستطيع التحديد	راض	راض جدا	
					1 قدرتي على الانشغال بالعمل طوال الوقت
					2 فرصتي في أن اعمل بمفردي اثناء فترة العمل
					3 فرصتي في أن اعمل اشياء مختلفة من حين الى اخر
					4 فرصتي في أن اكون شخصا له اعتماده في المجتمع
					5 الطريقة التي يتعامل فيها مديري مع موظفيه
					6 كفاءة رئيسي المباشر في اتخاذ القرارات
					7 قدرتي على القيام باعمال لا تتنافى مع ضميري
					8 فرصتي في أن اساعد الاخرين
					9 فرصتي في ان استخدم قدراتي لعمل شيء مفيد
					10 الطريقة التي تطبق بها مدرستي القوانين
					11 بيئة العمل
					12 الثناء الذي احصل عليه عند القيام بعمل جيد
					13 الحرية في استخدام حكمي الخاص
					14 تقدير انجازاتك في العمل
					15 شعوري بالانجاز عند القيام بعمل عملي
					16 شعوري بالمساهمة في عمل المدرسة
					17 أن اكون موضع تقدير عند انجاز أو اكمال مهمة معينة
					18 حصولي على التقدير الكافي عند القيام بعمل جيد
					19 الشكر أو المديح الذي احصل عليه من زملائي و مديري للتعبير عن تقدير ادائي في العمل
					20 التقدير و الاحترام الذي احصل عليه من طلابي و المجتمع لقيامي بعمل عملي بشكل جيد
					21 الاحترام و الاخذ باعتبار اقتراحاتي و افكاري في العمل
					22 فرصتي في تطوير مهاراتي
					23 الحصول على الفرص لتعلم مهارات جديدة تساعدني على التطور مهنيا والحصول على ترقية
					24 فرصتي في الحصول على ترقية

				25	تقديري لوظيفتي كمعلم
				26	وظيفتي تشعرني بالحماس و التحدي
				27	وظيفتي تسمح لي بالعمل دون اشراف
				28	الحصول على نتائج مثمرة لعملي
				30	درجة الضغط في العمل
				31	فرصتي لتطوير مهاراتي المهنية و الحصول على الخبرة و تحسين الاداء
				32	فرصتي بالنمو و التطور كشخص في عملي
				33	حصولي على التدريب اللازم للقيام بعملتي بشكل جيد
				34	فرصتي في تجربة طريقي الخاصة لتأدية عملي
				35	لقبي الوظيفي و واجباتي ثلاثم مهاراتي و قدراتي الوظيفية
				36	حررتي في اتخاذ القرارات المتعلقة بمهامي الوظيفية بناء على وجهة نظري الخاصة
				37	تحكمي في طريقة اداء عملي
				38	القوانين العامة للموارد البشرية
				39	طريقة تنظيم العمل في المدرسة
				40	طريقة توزيع المهام
				42	سهولة التواصل مع الادارة من حيث مشاركة المعلومات المتعلقة باهداف و استراتيجيات المدرسة
				42	طريقة تطبيق القوانين العامة للمدرسة
				43	طبيعة العلاقة مع الادارة او مدير/ة المدرسة
				44	استعداد المدير للاستماع للاقتراحات
				45	تقدير المدير لعملي
				46	دعم الادارة/المدير لي في العمل
				47	التغذية الراجعة التي اتلقاها من الادارة/المدير
				48	طبيعة العلاقات الاجتماعية مع زملاء في العمل
				49	مدى تعاون المعلمين الذين اعلم معهم
				50	الصدقة مع زملائي المعلمين
				51	الثقة المتبادلة بيني و بين باقي المعلمين
				52	احترام زملائي لي
				53	التمتع بروح الفريق في العمل
				54	قيمة الراتب الذي احصل عليه
				55	الزيادات السنوية
				56	قيمة راتبي مقارنة برواتب الموظفين الذين يعملون في نفس المجال او نفس الوظيفة
				57	كفاية الراتب في تغطية نفقات المعيشة
				58	المحيط الاجتماعي للعمل
				60	كفاية و توفر المعدات و اللوازم المدرسية
				61	بيئة العمل ( البيئة الصيفية،درجة الحرارة، التهوية، الاضاءة، التدفئة....)
				62	توفر غرف استراحة و كافيتيريا للمعلمين
				63	جهود ادارة المدرسة في الحفاظ على ظروف عمل مقبولة و جيدة

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APPENDIX D- LETTERS OF FACILITATION OF RESEARCHER'S  
ASSIGNMENT FROM THE MINISTRY OF EDUCATION (MOE)/JORDAN.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الجمهورية العربية السورية  
وزارة التربية والتعليم  
مديرية التربية والتعليم - لواء كسبة عمان

الرقم / 14  
التاريخ 11/1/2020  
الموافق 15/1/2020

مديرو المدارس ومديراتها

الموضوع / البحث التربوي  
السلام عليكم ورحمة الله وبركاته،،

إشارة لكتاب معالي وزير التربية والتعليم رقم 11137/10/3 بتاريخ 2020/2/25. أرجو العلم بأن الطالبة هبة حمزة زيد الكيلاني تقوم بإجراء دراسة بعنوان:  
" الاستفادة من نظرية هرز بيرج ثنائية العوامل للتحقيق في الحافز والرضا الوظيفي لمعلمي المدارس الابتدائية في محافظة عمان/ الأردن"، وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في تخصص إدارة الأعمال من الجامعة البتراء، ويحتاج ذلك إلى تطبيق أداة الدراسة على عينة من معلمي مدارسكم.  
أملاً تسهّل مهمة الطالبة المذكورة وتقديم المساعد الممكنة لها، شريطة ألا يستخدم البيانات والمعلومات المتحصلة إلا لأغراض البحث العلمي.  
وتفضلوا بقبول فائق الاحترام

مدير التربية والتعليم  
عاصم الزوملي

نسخة : مدير الشؤون التعليمية والفنية  
نسخة : ر.ق. التدريب والإشراف التربوي  
نسخة : عضو قسم الإشراف  
المرفقات: (6 صفحات)





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