



**APPLYING HERZBERG'S MOTIVATION-HYGIENE
THEORY TO LEARNING MOTIVATION AND
SATISFACTION IN KIRKHS AT IIUM**

BY

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**A dissertation submitted in fulfilment of the requirement for
the degree of Master of Human Sciences (Communication)**

**Kulliyyah of Islamic Revealed Knowledge and
Human Sciences
International Islamic University Malaysia**

JUNE 2015

ABSTRACT

Motivation-Hygiene theory or popularly known as Herzberg's Motivation-Hygiene theory was introduced by Herzberg, Mausner, & Synderman in 1959. Originally, it explains the motivation and hygiene factors that affect job satisfaction. Motivation factors play important role in improving job satisfaction, while hygiene factors do not contribute toward job satisfaction although their absence will lead to dissatisfaction. This study was conducted to test the applicability of this theory on learning satisfaction. The objectives of the study are (1) to identify teaching approach (instructional strategies) preferred by learners in higher learning institution, specifically IIUM, (2) to examine the relationship between motivation factors and hygiene factors with learning satisfaction, (3) to test the applicability of Herzberg's Motivation-Hygiene theory on learning satisfaction, and (4) to test the applicability of the theory in the Islamic setting in IIUM. The study employed a quantitative research, using survey method, by using questionnaire as the research instrument. Pilot study was conducted to pre-test the research instrument. The data were collected from 240 undergraduate students of different departments under Human Sciences Division of Kulliyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS), International Islamic University Malaysia (IIUM). Using stratified random sampling based on department, gender, and nationality, data were collected in April and May 2014. Data were analyzed using SPSS version 20 for descriptive statistics and inferential statistics to achieve the objectives of the study and to test their hypotheses. Four general hypotheses and five specific hypotheses were generated in this study. The finding proved that all factors were significantly correlated, but majorities of the factors showed weak relationship. The result showed that there was a similarity between motivation and hygiene factors in contributing towards learning satisfaction. This indicated that the theory was not applicable on learning satisfaction as well as in the Islamic setting, since the findings rejected the general statement of the theory.

خلاصة البحث

الحوافز - نظرية هيجين (Motivation - Hygiene theory) و المعروفة بحوافز هزبيرك - نظرية هيجين (Herzberg's Motivation - Hygiene theory) و التي عرضت بواسطة هزبيرك, و موسنر, سندرمان عام 1959م, و التي قدمت توضيحا عن عوامل التحفيز و نظرية هيجين المؤثرة في الرضا الوظيفي, حيث أن عوامل التحفيز تؤدي دورا مهما في تحقيق الرضا الوظيفي, بينما نظرية نظرية هيجين لا تسهم في الرضا الوظيفي, على الرغم من أن غيابهما لا تؤدي إلى عدم الرضا, و قد أجرت الدراسة اختبارا لمعرفة إمكانية تطبيق هذه النظرية على رضا التعلم. هدفت الدراسة إلى معرفة نهج التدريس (الإستراتيجيات التعليمية), و التي يفضلها الطلاب في مؤسسة التعليم العالي, و كذلك إلى دراسة العلاقة بين عوامل التحفيز نظرية هيجين مع رضا التعلم, و أيضا اختبار مدى انطباق حوافز هزبيرك و نظرية هيجين على رضا التعلم, و كذلك مدى إمكانية تطبيق النظرية في الإطار الإسلامي. استخدمت الدراسة تصميم البحث الكمي, و ذلك باستخدام منهج البحث, مع الاستبيان, بوصفها أداة بحثية لجمع البيانات, و كذلك أجرت الدراسة تجربة للاختبار القبلي. و قد تم جمع البيانات من 240 طالبا و طالبة في المرحلة الجامعية من كلية العلوم الإنسانية بالجامعة الإسلامية العالمية بماليزيا. و قد استخدمت الدراسة عينة عشوائية طبقية على أساس القسم و الجنس و الجنسية. و قد جمعت البيانات في شهري أبريل ومايو عام 2014م. و تم تحليل البيانات باستخدام برنامج الإحصاء الاجتماعي (وين 20), للإحصاء الوصفي و الإحصاء الوصفي و الإحصاء الاستنتاجي للإجابة عن أهداف الدراسة و اختبار فرضياتها, و تم إنشاء أربع فرضيات عامة و خمس فرضيات محدودة. أثبتت نتائج الدراسة أن جميع العوامل إلى حد كبير كانت مرتبطة, و أن هناك تشابها بين عوامل التحفيز و نظرية هيجين في الإسهام في تحقيق رضا التعلم, و هذه إشارة إلى أن النظرية غير قابلة للتطبيق على الرضا التعلم والإطار الإسلامي, و ذلك لرفض النتائج البيان العام للنظرية.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion; it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Human Sciences (Communication).

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Revealed Knowledge and Human
Sciences

DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

Zakirah Azman

Signature.....

Date.....

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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**APPLYING HERZBERG'S MOTIVATION-HYGIENE THEORY
TO LEARNING MOTIVATION AND SATISFACTION
IN KIRKHS AT IIUM**

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*This work is dedicated to my adorable daughter,
Azkiyyatun Nuha Taufiq,
To my beloved husband,
Taufiq Maulana,
To my encouraging parents,
Azman Ismail & Tasnim Idris,
Parents-in-law,
Arifin Husein & Habibah Hassan,
To my supportive supervisor,
Dr. Rizalawati Ismail,
And also,
To my beloved siblings and friends*

ACKNOWLEDGEMENTS

First and foremost, Praise be upon Him, Allah SWT who gave me blessings and strength to finish my master's dissertation on APPLYING HERZBERG'S MOTIVATION-HYGIENE THEORY TO LEARNING MOTIVATION AND SATISFACTION IN KIRKHS AT IIUM. Peace and prayer be upon our Prophet Muhammad SAW, who has guided us to the right path in doing our worldly responsibilities.

This dissertation could not be completed without the help of many people. I would like to express my deepest gratitude to my helpful and caring supervisor, Dr. Rizalawati Ismail, for her persistent confidence, patience, assistance, and encouragement throughout the writing of this dissertation. I am thankful to her for her precious time offered as well as her meticulous corrections of my dissertation.

Similarly, million thanks and appreciation to Prof. Dr. Saodah Wok who encouraged and assisted me in doing quantitative research method, specifically survey method. Special thank to the Head of Communication Department, Dr. Zeti Azreen, for her understanding and support to post-graduate students like me. I also would like to express my gratitude to the fellow communication lecturers, Prof. Dato' Sri Dr. Syed Arabi Idid, Prof. Dr. Mohd. Yusof Hussain. Assoc. Prof. Dr. Che Mahzan Ahmad, Dr. Norbaiduri Ruslan, Dr. Nerawi Sedu, Dr. Aida Mokhtar, Dr. Aini Maznina, and all other lecturers.

I would like to express my gratitude to Sister Fuziah Ningah, the secretary of Communication Department, who has helped me a lot throughout my study. I also wish to express my special thanks to my fellow friends, Sister Nurzaidah Aziz and Sister Siti Sakinah Latif who formed the "Tension Session" group and allowed me to join the group. We shared a lot of knowledge, experience and spirit which helped me to be tough in completing my dissertation. My appreciation also goes to Sister Norealya Misman, Brother Ismail Dhaha, Brother Mohammed Arandas, Brother Ayub Ilfandy, who have inspired me and helped me a lot in the completion of my dissertation. I would like to thank all other fellow friends, Sister Jahirah, Sister Syaima, Sister Latifah, Sister Aishah, Sister Ruzana, Sister Fitri, and all others.

Finally, I would like to express my greatest love to my caring husband, Taufiq Maulana, and my adorable daughter, Azkiyyatun Nuha Taufiq. Without their presence, support and love, I would not be able to finish my study. My greatest love also goes to my parents, Prof. Dr. Azman Ismail MA., and Dra. Tasnim Idris M.Ag, who had given me their full supports for the completion of my dissertation. It also goes to my parents-in-law, Mr. Arifin Hussein and Mdm. Habibah Hassan, all siblings and relatives who have supported me all this time. They are the most valuable people who gave me full support, love, sacrifices, and constant prayers for my success in life.

Last but not least, I wish to express my thanks for all people who have helped me in completing my master degree. Thank you. May Allah SWT bless all of you.

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LIST OF ABBREVIATIONS

ADLE	Academic Dimension of Learning Environment
IIICE	Integration, Islamization, Internationalization, and Comprehensive Excellence (Triple ICE)
IIUM	International Islamic University Malaysia
IPR	Interpersonal Relationship
KIRKHS	Kulliyah of Islamic Revealed Knowledge and Human Sciences
PDLE	Physical Dimension of Learning Environment
SAW	Shallallahu ‘Alaihi Wassalam (Prayer and peace to the Prophet)
SPSS	Social Package for Social Sciences
SWT	Subhanahu Wa Ta’ala (Praise be to Allah and the Most High)

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

“A satisfied customer is the best business strategy of all”

- Michael Le Boeuf

The above quote implies the importance of satisfied customers to an organization. Institution of education is an organization which also depends on the customer to sustain and it has students as the main customers. It has the responsibility to provide valuable educational experience and excellent service quality as acquired by the students (Nek Kamal Yeop Yunus, Salomawati Ishak, & Ahmad Zainal Abidin Abdul Razak, 2010). Nevertheless, the management of higher educational institutions is slightly different from the profit oriented organizations, as claimed by DeShield Jr., Kara, and Kaynak (2005), higher educational institutions underemphasize customer orientation which is the main emphasis of profit-oriented organizations. Nonetheless, with the higher competitive market place among the institutions, the issue on customer satisfaction should be considered in order to compete for customers. Hence, customer satisfaction, specifically student satisfaction, is the crucial issue to educational institutions in maintaining the customers' intention and retention in the organization (DeShield Jr. et al., 2005). This is supported by Bolton (1997, as cited in Amina Hameed & Shehla Amjad, 2011) which proves the relationship between “customer's retention, intentions and satisfaction” (p. 65). Enhancing customer satisfaction helps the institutions to maintain customer loyalty (Ali Reza Jalali, Md. Aminul Islam, &

Ku Halim Ku Ariffin, 2011) which means the goal in retaining the customers is accomplished.

Instead of using the term “student”, this study will use the term “learner” as the performer of learning process. There are many efforts that can be conducted to improve learning satisfaction. One way is by enhancing learners’ motivation in learning. The existence of motivation to continue learning will result in satisfaction by means that the institutions had provided adequate motivation as expected by the learners. The essentiality of sufficient motivation in academic life resulting in many researches to conduct study on academic motivation. Seifert (2004) describes several theories related to academic motivation. They are: self-efficacy theory, attribution theory, self-worth theory and achievement goal theory. Jones and Lloyd (2005) mention some key theorists on motivation, they are: Maslow (1954), Herzberg et al. (1959), Vroom (1964), Alderfer (1972), McClelland (1961) and Locke et al. (1981). The high focus on motivation in the literature of academic orientation is indicative of the significance of learning motivation. Generally, the motivation theories are divided into two categories: process theories and content theories (Baylor, 2010; Norudin Mansor, Jannah Munirah Mohd Noor, Nik Fakhruhazri Nik Hasan, 2012; & Ncube & Samuel, 2014). The distinction between those two are: “They (process theories) explain how employee behavior is initiated, directed and halted whereas content theories explain motivation in terms of what arouses, energises or initiates employee behavior” (Ncube & Samuel, 2014, p 269).

Among the mentioned theories on motivation, Herzberg’s Motivation-Hygiene theory (Herzberg, Mausner, & Synderman, 1959) is one of them which discusses the relationship between motivation and satisfaction. It is developed to explain the factors affecting job satisfaction. Theoretically, it is categorized under the content theories

which focus on the things that help to motivate individuals. The unique feature of this theory is the classification of two dimensions of factors affecting satisfaction; motivation and hygiene factors. Motivation factors play role as the enhancer of satisfaction, while hygiene factors enact solely as the prevention of dissatisfaction. Motivation factors contribute positively to job attitudes and their absence do not necessarily lead to job dissatisfaction, whereas hygiene factors are associated with job dissatisfiers and have little contribution to positive direction of job attitude (Lindsay, Marks, & Gorlow, 1967).

Herzberg's Motivation-Hygiene theory has wide application. DeShield Jr. et al. (2005) and Seung and Vachon (2005) employed this theory in examining learning satisfaction, by modifying the factors to suit learning satisfaction. Chien (2007) conducted a study on enhancing teaching quality by using the learning satisfaction improving model. The model used is Kano's model which is based on Herzberg's Motivation-Hygiene theory (Kano, Seraku, Takahashi, & Tsuji, 1984). Based on past researches, this present study aims to provide more support on the literature by examining the applicability of Herzberg Motivation Hygiene theory into learning satisfaction. The motivation and hygiene factors of the theory are modified to fit the learning satisfaction. Despite of including all the 13 factors of motivation and hygiene factors, the central focus of this study is only on four factors, which are course content, achievement (grade), interpersonal relationship, and learning environment. Time constraint and focus effectiveness are the reason behind choosing these four factors.

To summarize, in this study Herzberg's Motivation-Hygiene theory is being applied to study satisfaction, namely learning satisfaction, beyond its traditional usage and realm of motivation and job satisfaction.

1.2 PROBLEM STATEMENT

Learning satisfaction, or also called as students' satisfaction, is a popular topic studied by the education scholars with the reason to improve the learners satisfaction. Some examples of studies on learning satisfaction are researches conducted by DeShield Jr. et al. (2005), Petruzzellis, D'Uggento, and Romanazzi (2006), Babar Zaheer Butta and Kashifur Rehman (2010), Muhammad Nauman Abbasi, Ali Malik, Imran Sharif Chaudhry, and Muhammad Imdadullah (2011), Ali Reza Jalali, et al. (2011), Amina Hameed and Shehla Amjad (2011), and Ravindran and Kalpana (2012). Some studies (Bekele, 2010, Sun, Chen, Hseih, & Wu, 2011, and Chen & Stotlar, 2012) examined the relationship between motivation and learning satisfaction. Nevertheless, limited number of studies found that the two dimensions of determinants lead to learning satisfaction which are indeed important to consider.

Among the elements of learning satisfaction is the teaching approach (strategies) which is a component in academic dimension of learning environment (hygiene factor). Ayesha Abdullah Najieb Badib (2010) classified teaching approaches into teacher centered teaching and student centered teaching. Teacher centered teaching is the approach in which the teacher is considered as the exclusive provider of the material. Whereas student centered teaching is the approach which emphasizes more on students' choice and sees students as active learners, yet the primary power lies in learners (O'Neill & McMahon, 2005). Although different programs may conform to different approaches, students' satisfaction involves the satisfaction on the teaching strategies because it is one of the determinants of the satisfaction on the learning program. Specifically, this study aimed to identify the students' preference approach of teaching in higher learning education by using Herzberg's Motivation-Hygiene theory as the base of research.

Theoretically, Herzberg's Motivation Hygiene theory includes motivation and hygiene factors as the determinants of job satisfaction. There are numerous studies in the area of motivation and job satisfaction. Motivation and job satisfaction has a strong positive correlation (Singh & Tiwari, 2011) which means if the level of motivation increases so does the level of satisfaction. This shows the motivation is one of the predictors of satisfaction. Muhammad Jamal Shah, Musawwir-Ur-Rehman, Gulnaz Akhtar, Huma Zafar, and Adnan Riaz (2012) also found high relationship between intrinsic motivations and job satisfaction. They affirm that job satisfaction has significant influence on the employees' intrinsic motivations. When the employees are satisfied with their job, they will have more intrinsic motivation to perform. Nonetheless, the relationship between motivation as well as hygiene factors with learning satisfaction study remains unexplored. Some studies conducted on learning satisfaction, they combine satisfying and dissatisfying factors under the same variable. Probably, they overlooked the difference in these two factors which may contribute differently to learning satisfaction. Moreover, this study aimed to examine the relationship among motivation (satisfying), hygiene (dissatisfying), and satisfaction.

Few studies were conducted on the application of the theory in different setting. One significant example is the study conducted by Hines (1973) who examined the cross-cultural differences of Herzberg's Motivation-Hygiene theory which was tested in New Zealand. The finding of the study partially supports the thesis of the theory. This implies that the theory may not be fully applicable in different setting. In addition, the application of Herzberg's Motivation-Hygiene theory in the Islamic setting remains unexplored. Hence, this study aimed to examine its applicability in the Islamic setting.

1.3 RESEARCH QUESTIONS

1. What is the teaching approach (instructional strategies) preferred by the learners in International Islamic University Malaysia (IIUM)?
2. Is there a significant relationship between motivation factors and hygiene factors with satisfaction on learning by learners of IIUM?
3. Is the Herzberg's Motivation-Hygiene theory is applicable on learning satisfaction among learners of IIUM?
4. Is the Herzberg's Motivation-Hygiene theory is applicable in the Islamic setting of IIUM?

1.4 RESEARCH OBJECTIVES

This study has four objectives, which are:

1. To identify the teaching approach (instructional strategies) preferred by learners in higher learning institution, specifically IIUM.
2. To examine the relationship between motivation factors and hygiene factors with learning satisfaction.
3. To test the applicability of Herzberg's Motivation-Hygiene theory on learning satisfaction.
4. To test the applicability of Herzberg's Motivation-Hygiene theory in the Islamic setting in IIUM.

1.5 OPERATIONAL DEFINITIONS

This study used several concepts to examine the phenomenon under investigation. The concepts include motivation, course content, achievement/grade, hygiene,

interpersonal relationship, learning environment, teaching approach and learning satisfaction.

1) Motivation: It is operationally defined in this study as two factors which may greatly contribute towards learning satisfaction. The two factors are:

1a) Course content: It is operationally defined in this study as the substance included in the course or subject. The construct are comprised of seven indicators. All those items were measured using 5 point Likert Scale of (1) not satisfied at all, (2) not satisfied, (3) somewhat satisfied, (4) satisfied, and (5) extremely satisfied.

1b) Achievement/grade: It is operationally defined in this study as the students' accomplishment which may include both understanding aspect and grade. The construct are comprised of nine indicators. All those items were measured using 5 point Likert Scale of (1) not satisfied at all, (2) not satisfied, (3) somewhat satisfied, (4) satisfied, and (5) extremely satisfied.

2) Hygiene: It is operationally defined as two factors which will not contribute towards learning satisfaction. The two factors are:

2a) Interpersonal relationship (IPR): This study defines it as the connection and interaction of students with two roles involved in the learning process, namely lecturers and peers (classmates). The construct are comprised of 16 indicators: eight indicators of IPR with lecturers and eight indicators of IPR with peers. All the items are measured using 5 point Likert Scale of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

2b) Learning Environment: This study defines it as learning condition or situation which involved its physical and academic dimension. The construct are comprised of 21 indicators: 14 indicators of physical dimension of learning environment and seven indicators of academic dimension of learning environment.

All the items were measured using 5 point Likert Scale of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

- 3) Teaching approach:** It is operationally defined as teaching method as well as instructional strategies that the lecturers used in the teaching process. The study measures it in terms of students-centered approach and teacher-centered approach. The construct are comprised of seven indicators: four indicators of student-centered approach and three indicators of teacher-centered approach. All the items were measured using 5 point Likert Scale of (1) not preferred at all, (2) not preferred, (3) somewhat preferred, (4) preferred, and (5) extremely preferred.
- 4) Learning satisfaction:** It is operationally defined as the students' feeling of pleasure on their cognitive development, the confidence to pursue their career, and the skills acquired from the course. The construct are comprised of five indicators. All items are measured using 5 point Likert Scale of (1) not satisfied at all, (2) not satisfied, (3) somewhat satisfied, (4) satisfied, and (5) extremely satisfied.

All items for each concept can be referred to Appendix 2 (Questionnaire).

1.6 SIGNIFICANCE OF STUDY

The study has four significances in contributing towards the body of knowledge. Each of them will be elaborated further.

1.6.1 Theoretical contribution in learning satisfaction

This study adapts Herzberg's Motivation-Hygiene theory which rooted in job satisfaction, to fit learning satisfaction. Theoretically, this study has significant contribution to Herzberg's Motivation-Hygiene theory since it attempts to explore its applicability in learning satisfaction.

1.6.2 Theoretical contribution in the Islamic setting

The study refers the Islamic setting to the environment where its members adopt the Islamic teaching and values. Islamic university is one of the examples of an Islamic setting, in which the researcher chose as a place to conduct the study. International Islamic University Malaysia's mission is best known as Triple ICE (or IIICE) which means Integration, Islamization, and Internationalization and Comprehensive Excellence (please refer to Chapter 2, page 30). IIUM can be called an Islamic university (Islamic setting) as it attempts to practice Islamization. Yet, Herzberg's Motivation-Hygiene theory is developed by Western scholars. This study aims to test the applicability of Herzberg's Motivation-Hygiene theory in the Islamic setting. Therefore, the results of the study have theoretical contribution to explain its applicability in the Islamic setting.

1.6.3 Enriching the literature

This study also enriches the literature on learning satisfaction and its relationship with motivation and hygiene factors (as proposed by Herzberg).

1.6.4 Improving the learning satisfaction

The institution should have great concern on the factors that contribute to the learning satisfaction. The results of the study will help to improve the learning satisfaction in higher learning institutions, especially for Human Sciences students of International Islamic University Malaysia (IIUM).