

What External Aspect of Motivation Has the Greatest Influence: Survey Research on Herzberg's Theory

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Abstract

Teacher motivation is a critical factor influencing educational quality and student outcomes. Previous research highlights that motivation can be significantly enhanced by both intrinsic and extrinsic factors. This study focuses on the external aspects of motivation as proposed by Herzberg's theory, aiming to identify the most influential factors in boosting teacher motivation. The researchers selected a survey design for its efficacy in gathering data from a representative sample. A total of 335 private school teachers in South Kalimantan Province were surveyed, following the sample size determination method of Krejcie and Morgan to ensure precise representation. Data analysis was conducted using SPSS software version 25. The study revealed that Company Policies had the highest mean score among various extrinsic motivation factors. This indicates that clear, fair, and supportive company policies are private school teachers' most significant external motivators. The findings are crucial for education stakeholders, as understanding the key elements influencing teacher motivation can help design better strategies to enhance teaching quality and motivation. This study is significant because it is able to identify and emphasize company policy as the primary external motivator. This provides valuable insights for policymakers and educational leaders in formulating effective strategies to boost teacher motivation and performance.

Keywords: Aspects of external Motivation, External Motivation, Herzberg's Theory, Survey Research

Introduction

Research on the significance of teacher motivation has drawn the focus of numerous researchers. According to Gardner et al. (2023), teachers' motivation for professional development was strongly correlated with the leadership and encouragement they received from their principal and peers. Research on teachers' motivation to take part in ongoing professional development was done by Zhang et al. (2021). It is plausible that many teachers would be less likely to participate in these kinds of efforts, which is why they did this study. They believed that new professional development (PD) initiatives needed to be created to improve teachers' learning performance and motivate them to study more. The study's findings show a relationship between teachers' prior experience, teaching experience, self-efficacy, belief in learning, emotional strain, and leadership.

External motivation refers to activating goal-oriented behavior driven by sources outside the individual. These sources can be tangible or intangible rewards, such as money, grades, praise, or recognition (Layek & Koodamara, 2024). External motivation often contrasts with internal motivation, which arises from within the individual and is driven by personal values and goals. Huang et al. (2021) conducted a study and reported the results that while compensation packages and financial incentives are important factors for employees in the highly competitive higher education market environment, some other factors, such as workplace design and work environment, performance management system, and training and development are also important (Liaquat et al., 2024).

Studies have shown that external motivation factors such as competition, recognition, side income, career advancement, positive student acceptance, peer encouragement, peer support, and administrative roles can strongly impact teachers' innovative activities and overall job satisfaction (Akbar et al., 2023; Muh. Asri Muzakkir, 2023; Tirana et al., 2023). Bobková & Lovaš (2021) claimed that External motivation negatively correlated with promotion focus. No significant relationship between external motivation and prevention focus. Teacher motivation is influenced by the work environment at educational institutions, according to research by Fütterer et al. (2023). Their research found that the primary source of motivation for teachers in a classroom is the students themselves. Talented and industrious students have the power to uplift a teacher's spirit, and teachers are less inclined to instruct pupils who are not meeting their learning objectives. They said another crucial factor in inspiring teachers is the quantity of pupils in a class (Abaszadeh et al., 2024; Dahlqvist, 2023).

The performance of honorary teachers at state junior high schools in Tarowang District, Jeneponto Regency, is highly correlated with external incentives (J. Wang et al., 2021; Zhang et al., 2021). External incentives significantly influence the effectiveness and job satisfaction of teachers. Additionally, Levatino et al. (2024) notes that extrinsic motivation from teachers greatly enhances student involvement in the learning process in the classroom. Teachers ought to be extrinsically motivated to facilitate the teaching-learning process.

Bugyei and Bugyei et al. (2022) suggested that the government raise teacher salaries and provide additional benefits to encourage teachers to perform effectively. Figlio and Kenny conducted a nationwide assessment of 502 schools' personnel policies in 2000. There is a correlation between increased student performance and teacher income incentives (Paredes & Sevilla, 2024). Their conclusions indicate that teachers must be able to pay their bills. Variations in teachers' pay have an impact on their effectiveness, motivation, and classroom activities. Teachers who earn a lot of money could also feel more respected. The findings of Bowling et al. (2022) study, which involved the Tennessee Career Ladder Programme (TCLP), make it abundantly evident that one of the main elements inspiring teachers is their pay. Research on work conditions has demonstrated that extrinsic incentives, or rewards, have a major impact on employee involvement (Fenwick & Olson, 1986). Therefore, some extrinsic motivational methods, like financial rewards or public acclaim, may promote information sharing.

Levatino et al. (2024) note that student participation in the learning process is greatly enhanced by teachers' extrinsic motivation. According to Abeni et al.'s study from 2022, leadership for learning in the Aboabo Educational Circuit in Ghana positively correlates with teachers' extrinsic motivation, but not significantly. This indicates that leadership for learning in the AEC is not significantly influenced by teachers' intrinsic motivation. The findings of this study suggest that AEC School Management Committees make every effort to enhance teachers' intrinsic motivation in the classroom. Wang et al. (2024) attribute extrinsic career choice incentives to working teachers who want to pursue careers in non-formal education. When it comes to choosing a career outside of education or leaving the teaching profession, practicing teachers are influenced by external factors, including pay and benefits, work-life balance, and career possibilities. According to the study's findings, the primary motivators for both categories of secondary school teachers are professional growth, pay, working environment, and feedback. Furthermore, the teachers' most recommended factor was a pay rise (Bellés-Obrero & Lombardi, 2022; Fuchsman et al., 2023).

The hierarchy of needs hypothesis proposed by Maslow was expanded upon by Herzberg. Herzberg established a theory of motivation that influences an individual's work conditions, which Sobalth et al. (2020) state he categorized into two elements: motivation factors, also known as intrinsic motivation, and hygiene factors, also known as extrinsic motivation. On the other hand, extrinsic job satisfaction is linked to cleanliness elements, but intrinsic job satisfaction is tied to motivational aspects. According to Herzberg, the elements of motivation include responsibility, work itself, recognition for accomplishment, advancement and growth—new learning—and high-quality performance. Salary, working conditions, supervision, interpersonal interactions, corporate rules, and administration, on the other hand, are examples of hygiene elements.

Here, researchers tested Herzberg's theory of external motivation to find out the most influential aspects of increasing teacher motivation.

Research Methods

This study aims to identify the most influential external motivational factors based on Herzberg's theory of motivation. The research method chosen is surveys, because of its superior ability to collect data from a representative sample and generalize those results to the wider population. Surveys allow researchers to understand the variables being studied and how they interact in a broader context. The object of this study was private school teachers in South Kalimantan Province, with a sample selected as many as 335 out of a total of 2,468 teachers. This sample selection is based on the Krejcie and Morgan method table formulated in 1970. This method is designed to assist researchers in determining the required sample size objectively and scientifically, thus avoiding errors in determining the number of samples that are too small or too large that can interfere with the validity and reliability of research results.

The source of the research data comes from a questionnaire developed by Sobalth et al. (2020), adapted from Alrawahi et al. (2020), and based on Herzberg's Theory with some editorial adjustments for the education sector. This questionnaire consists of 17

items covering various aspects that can motivate teachers to carry out their duties, focusing on hygiene factors.

The data analysis technique used in this study involves descriptive statistical analysis to evaluate and determine the highest average score from the collected data. The analysis was conducted using SPSS software version 25, which is known for its ability to manage and analyze statistical data efficiently. This descriptive analysis aims to identify the aspects of external motivation that most influence private school teachers.

The results of this descriptive analysis not only give an idea of the current level of motivation but also highlight specific variables that significantly impact external motivation. By identifying these variables, the study contributes to a deeper understanding of motivational dynamics in educational contexts. Researchers can further explore how various factors such as Salary, Working Conditions, Supervision, Interpersonal Relationships, and Company Policy contribute to motivation levels. This knowledge is very useful for policymakers in formulating more effective strategies to increase teacher motivation.

The research has several limitations that should be acknowledged. It is limited in capturing complex contexts due to the structured nature of survey questions, which may not fully encompass the depth of the motivational factors. The study relies heavily on the available questions, which might not comprehensively cover all external motivation aspects. Additionally, given the reliance on quantitative analysis alone, there is potential for errors in data interpretation. The lack of use of qualitative methods means that nuanced insights and teachers' personal experiences might not be fully captured.

Result and Discussion

This result primarily focuses on describing facts about the extrinsic Private Teachers' Motivation mean score and standard deviation. This chapter explains South Kalimantan Province's private school teachers' extrinsic motivation levels. The mean score and standard deviation for the motivation of private extrinsic teachers are described as follows in the data:

Table 1. Descriptive Statistics of Private Extrinsic Teachers' Motivation

	N	Mean	Std. Deviation
Extrinsic Teachers' Motivation	335	4.37	.59
Valid N (listwise)	335		

335 private school teachers are included in the sample of data displayed. The average score derived from the analysis was 4.37, with a standard deviation of 0.59. It is clear from these average score values that private teachers' extrinsic motivation falls into the high range. Given this, an average score of 4.37 suggests that on the whole, private school teachers are highly motivated by external factors to perform their jobs. Although there is some variation in the teachers sampled's motivation levels, it is not very great, as seen by the standard deviation of 0.59. This suggests that, at a high level, most teachers seem to have similar goals despite individual variances. For school administrators and stakeholders to understand how external factors impact teacher motivation and how to control them to ensure the best possible teaching performance, this data is essential.

The data on each aspect of Extrinsic Motivation or hygiene factors consist of salary, working conditions, supervision, interpersonal relations, company policy, and Administration. The following is a description of the data for the Mean score and Standard Deviation associated with the Salary Aspect:

Table 2. Descriptive Statistics of Salary

	N	Mean	Std. Deviation
Salary	335	4.02	.88
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.88 and the mean score is 4.02. Salary was identified as one component of extrinsic motivation that fell into the high category based on the mean score. Herzberg contends that while pay is a crucial consideration for workers—including teachers in private schools—it is not the sole thing that drives them. To maintain motivation and cover basic requirements, private school teachers must be paid fairly and adequately. If the pay is viewed as unfair or insufficient, motivation may suffer. When compared to their salary, South Kalimantan Province's private school teachers exhibit a reasonably high level of motivation, as indicated by their mean score of 4.02. The mean score and standard deviation for the aspect of working conditions are described as follows in the data:

Table 3. Descriptive Statistics of Working Conditions

	N	Mean	Std. Deviation
Working Conditions	335	4.34	.67
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.67 and the mean score is 4.34. Working conditions were identified as one component of extrinsic motivation in the high group based on the mean score.

The physical, social, and organizational aspects of the workplace are all included in the working conditions. For instance, uncomfortable and unsatisfactory physical facilities can be a source of concern. Teachers in private schools may be inspired by fair and transparent school policies, rules, and processes. Along with career advancement, training, and learning opportunities, interactions with coworkers, supervisors, and subordinates can also have an impact on motivation. With their working conditions, employees exhibit a reasonably high degree of motivation, as indicated by their mean score of 4.34. The following is a description of the statistics for the Mean score and Standard Deviation about the Supervision aspect:

Table 4. Descriptive Statistics of Supervision

	N	Mean	Std. Deviation
Supervision	335	4.29	.68
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.68 and the mean score is 4.29. Supervision was identified as one extrinsic motivational factor in the high category based on the mean score.

The principal-teacher connection is a part of the supervision component. Motivation may be impacted by elements related to appropriate and reasonable supervision. Teacher motivation can be raised by a helpful, equitable, and direction-giving school leadership style. One way to create a sense of justice is through consistent, fair supervision. Motivation can be impacted by main feedback that is regular, constructive, and clear. Additionally, private school teachers' motivation may be boosted by principals' assistance and direction in their work responsibilities. With the supervision they receive, private school teachers exhibit a reasonably high level of extrinsic drive, as indicated by their mean score of 4.29. The mean score and standard deviation for the interpersonal relations aspect are described as follows in the data:

Table 5. Descriptive Statistics of Interpersonal Relations

	N	Mean	Std. Deviation
Interpersonal Relations	335	4.32	.66
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.66 and the mean score is 4.32. Interpersonal relations were identified as one extrinsic motivational impact in the medium group based on the mean score.

Motivation can be influenced by elements connected to positive interpersonal interactions. Good teamwork and communication among coworkers can boost motivation. Motivation can be influenced by having open, honest, and supportive relationships with coworkers and principals. Motivation may also be influenced by one's capacity to resolve disagreement in interpersonal interactions at work. With a mean score of 4.32, private school teachers' motivation for their interpersonal relationships at school is deemed to be fairly high. The following is a data description of the Mean score and Standard Deviation for the administration and policy aspect of the company:

Table 6. Descriptive Statistics of Company Policy and Administration

	N	Mean	Std. Deviation
Company policy and administration	335	4.42	.59
Valid N (listwise)	335		

A sample of 335 private school teachers is presented in the data. The standard deviation is 0.59, and the mean score is 4.42. Company Policy and Administration were identified as one extrinsic motivation influence in the high category based on the mean score. The administration and company policies may have an impact on private school teachers' motivation. Private school teachers' motivation may be impacted by school rules regarding pay, perks, incentives, and other advantages; career advancement and promotion; and work-life balance, flexibility in the workplace, leave, and working hours. Private school teachers exhibit a comparatively high level of motivation toward Company Policy and Administration, as indicated by their mean score of 4.42.

The data analysis revealed that the five extrinsic motivation factors—pay, work environment, supervision, interpersonal interactions, and corporate policy and administration—have a major impact on the motivation of private school teachers in the province of South Kalimantan. The mean score and standard deviation for teacher extrinsic motivation are described in the following data:

Table 7. Description of Extrinsic Motivation of Private School Teachers

	N	Mean	Std. Deviation
Extrinsic Motivation	335	4.37	.59
Salary	335	4.02	.88
Working Conditions	335	4.34	.67
Supervision	335	4.29	.68
Interpersonal Relations	335	4.32	.66
Company Policies	335	4.42	.59
Valid N (listwise)	335		

The information in the aforementioned table displays the South Kalimantan Province's entirety as well as the extrinsic motivation of private school teachers. It is derived from a poll of 335 teachers at private schools. The Aspect of Company Policies was found to have the greatest mean score based on the mean score.

Conclusion

This study investigates five external motivators affecting private school teachers in South Kalimantan Province: salary, working conditions, supervision, interpersonal relationships, and company policies. It reveals that these teachers are generally highly motivated, with company policies being the most significant factor. This highlights the importance of a stable and fair work environment over competitive salaries, which, while important, rank lower in impact. Effective supervision, conducive working conditions, and positive interpersonal relationships are crucial. The study underscores that local dynamics and school policies significantly influence teacher motivation, offering valuable insights for educational stakeholders. By prioritizing improvements in corporate policies, schools can enhance teacher motivation, thereby improving retention, teaching quality, and student outcomes. This finding suggests that policy enhancements could be more effective than salary increases or working condition improvements in fostering a supportive and motivating teacher environment.

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