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Exploring Motivation for Learning Using Hertzberg's Two Factor Theory

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Abstract
Herzberg's Motivator-Hygiene theory has been used for decades to measure individuals' motivations for reaching their jobs' achievements in their workplaces. Nevertheless, very limited studies are found on the relations of Herzberg's Two-factor theory with learning motivation in education setting. This study aimed to identify the correlations between motivator (satisfiers) factors and hygiene (dissatisfiers) factors by utilizing motivational scales by Pintrich & De Groot in language learning classrooms. This quantitative study delved into what motivates students to learn and it used a 5-point Likert-scale survey, which was adapted from Herbeg's (1964) two-factor theory and correlated with motivational scale by Pintrich & De Groot (1990). The instruments consisted of 3 sections. Section A has 4 items on demographic profile. Section B has 12 items on satisfiers and section C has 12 items on dissatisfiers. A purposive sample of 140 participants from a public university in Malaysia responded to the survey. The findings disclose that the application of motivator and hygiene factors from Herzberg's Two-Factor Theory is feasible in finding the students' motivations in language learning. Teachers and Curriculum writers need to design course works, authentic lesson plans, meaningful classroom activities and relatable tests to motivate students in language classrooms.
Keywords: Motivation, Herzberg's Motivator-Hygiene Theory, Herzberg's Two-Factor Theory, Motivator Factors, Hygiene Factors, Satisfiers, Dissatisfiers, Language Learning.

Introduction

Background of Study

Language learning occurs primarily because of motivation. Students learn a second, third or fourth language because they think they can benefit from it one day, whether for

work or leisure. They believe that having skills in additional languages apart from their first language will promise them better pay, promote them to higher rank in the office and consequently they will have a better future. Apart from that, students also conclude that better skills in additional language will ease their affairs whenever they are abroad or assist them when communicating internationally. Many researchers agree that motivation is a main reason in successful language acquisition (Gardner & Lambert, 1972 cited in Xu, 2008; Meşe & Sevilen, 2021; Yue et al., 2022). McCoach & Flake (2018) believed that motivation is the vital component that pushes students' capabilities to achieve their highest potentials in language learning.   Higher motivation will produce better achievement, whereas lower motivation will generate weaker achievement (Guo & Bai, 2022).

Hertzberg's two factor theory illustrates that there are two sets of needs for individual workers: motivators and hygienes (Abdulkhamidova, 2021). Frederick Herzberg's hygiene-motivation research focused on workers' motivation in a workplace. He believed that motivators or satisfier for example recognition and job advancement, can be a person's sense of achievement after performing their job successfully. On the other hand, hygienes or dissatisfiers are associated with temporary elements of the jobs to avoid dissatisfactions for example supervision, organizational policies and heavy workload (Alrawahi et al., 2020).

Numerous studies have proven that motivation and hygiene factors, which were described in Herzberg's Motivator-Hygiene theory, have affected motivation and satisfaction in several areas, mostly in work place, online impulse buying and different cultural settings (Sanjeev & Surya, 2016; Alrawahi et al., 2020; Herzberg et al., 1959; Lo et al., 2016; Matei & Abrudan, 2016). Limited studies have been conducted with regard of Hertzberg's two factor theory in education, thus this study attempts to explore Hertzberg's two factor theory of motivation in language learning classroom.

Language teachers and curriculum writers would benefit from the findings, they will be aware on the need to motivate students with Hertzberg's two factor theory and implement more authentic materials based Hertzberg's two factor theory in language classroom. They can motivate their students by reminding them of the needs and benefits of language learning. Language teachers can design motivators or satisfiers such as authentic lesson plans, which can make the students aware of the importance of language learning for their future. These can be the pushing factors for the students in language learning. In addition, language teachers also need to prepare hygiene elements correctly in their classroom as these dissatisfiers are needed to avoid dissatisfaction among students. Dissatisfiers in language classrooms are assignment, exam, teacher's classroom management, homework etc. Satisfiers and dissatisfiers elements in Hertzberg's motivator-hygiene theory are important factors in determining students' language learning motivation and achievements. Hence, this research will explore the correlations between motivator (satisfiers) factors and hygiene (dissatisfiers) factors among Malaysian public university students in their journey of language learning.

Statement of Problem
Most of the studies related to Herzberg's Motivator-Hygiene theory were linked to understanding organizational psychology, specifically, on job satisfaction. The idea is that this theory could help estimate the employees' motivation level to perform in their respective fields. Nevertheless, since this theory is looking into factors that motivate and demotivate an individual's goal, few past studies were observed to have used to analyse this theory to investigate students' motivation in class. One of the earliest studies on this was done by Katt

& Coddly (2009) in their preliminary study of classroom motivators and de-motivators from a motivation-hygiene perspective. They discovered that 'sense of achievement', 'recognition of achievement', 'professional care' and 'relevant work' were the motivating factors while 'efficacy' was found to serve as both motivators and hygiene factors. These findings showed satisfiers and dissatisfiers for job satisfaction were then customized to fit the educational context.

Later, a study conducted by Sankaran et al (2023) also examined motivators based on Herzberg's motivation-hygiene theory in a classroom setting. The research looked into the students' satisfaction on the newly incorporated teaching method. The findings revealed that motivators were positively linked to satisfaction, though the hygiene factors remained neutral. The researchers concluded that the students were eager to engage in more difficult tasks for intrinsic reasons in order to secure better career prospects (Sankaran et al., 2023).

In terms of relevance, Bassett - Jones & Lloyd (2005) discovered that even though this theory was posited nearly 50 years ago, their analysis proved that the theory was still in utility which indicates that it could resonate with the changing employment and education scenes. With regards to factors in defining effective online class communities, Costello & Welch (2014) discovered that the students were more concerned on hygiene (sustaining) factors, rather than motivator (learning enhancement) factors when it comes to defining effective online class communities. This revelation is meaningful to the current educational shift towards Open and Distance (ODL) learning, which then suggested a significant pattern that may lead into relevance of Herzberg's Two Factor theory in influencing students' current second learning (L2) learning, post COVID-19.

However, more recent studies which navigate based on Hezberg's Two Factor Theory in identifying language learners' motivating and hygiene factors are scarce. As the face of language learning is rigorously changing, there should be well established motivators and demotivators for today's language instructors to ensure successful language learning. This is parallel to Sachau (2016) who had emphasized the need to resurrect Herzberg's Motivation - Hygiene theory.

Consequently, this research is done to investigate the use of Herzberg's two-factor theory in influencing the students' language learning motivation. It is anticipated that the language teachers and curriculum writers will take account the satisfiers and dissatisfiers factors based on Herzberg's Motivator-Hygiene theory in developing teaching materials which boosts students' motivation and satisfaction in language learning. This research is done to answer the following questions

- How do satisfiers influence learning motivation?
- How do dissatisfiers influence learning motivation?
- Is there a relationship between variables for learning?

Literature Review
Demotivators for Students' Learning
The Hygiene motivation within Herzberg's two-factor theory has remained robust over the years, especially when putting demotivation in learning into perspective. Dornyei (2001) defined learning demotivation as a weakening of impetus for any "behavioral intention or ongoing action", and they were mostly external forces within the situation. This corroborates with significant studies dating back to the mid-nineties pointed towards learning demotivators originating from teachers themselves (Christophel & Gorham, 1995). According to this study, learners usually blamed teachers through certain factors like behaviors and

unclear instructions for their inability to stay motivated. Several researchers like Arai (2004) later argued that internal factors such as lack of confidence and prior negative attitudes, stemming from past experiences and failures with the L2 (Christophel & Gorham, 1995) or denied acceptance from the teachers themselves (Falout & Maruyama, 2004), may also play a perennial factor as demotivators. These past researches not only confirms that demotivators exist as both internal and external factors, but they are often interwoven with each other.

Motivation for Students' Learning

Herzberg's two-factor theory has been widely applied in the context of students' motivation and academic achievement. According to Hertzberg's Two-Factor theory, the motivation for students' learning would come from several factors. Among the significant factors are the motivators, or the factors that drive an individual to be motivated and engaged in their work. These motivators include achievement and recognition, growth and development opportunities, responsibility and autonomy, and interesting and challenging work. Hertzberg makes an important note that by providing hygiene factors, or the basic needs for a positive learning experience is not enough to motivate students' learning. Providing hygiene factors such as a safe and comfortable learning environment, access to resources, and fair and supportive evaluation methods will help maintain a state of "no dissatisfaction," but addressing the motivators is necessary to truly motivate and engage students in their learning (Herzberg, 1964).

A study of student satisfaction in a blended e-learning system environment applies Herzberg's theory to the context of blended e-learning and identifies factors that contribute to students' satisfaction and motivation in this setting (Wu & Tennyson, 2009). The findings indicate that the primary determinants of student learning satisfaction with a blended e-learning system (BELS) are influenced by computer self-efficacy, performance expectations, system functionality, content feature, interaction, and learning climate. The results also show that learning satisfaction is affected by the learning climate and performance expectations significantly. Another study investigates the relationship between students' motivation and academic performance as mediated by effort. The study focuses on motivation, effort, and academic performance, with specific reference to tertiary level institutions in the South African context. In this study, motivation is separated into intrinsic motivation and extrinsic motivation, and it has indicated the significant relationships between intrinsic motivation, extrinsic motivation, and academic performance. There is also evidence that students' intrinsic and extrinsic motivation influenced the amount of effort they exerted in trying to achieve their desired performance outcome (Goodman et al., 2011).

Past Studies on Motivation for Learning Language

Motivation has long been studied as a prominent factor towards the success of second language acquisition. A student's exciting experience in learning a new language, be it as a second language or foreign language, largely depends on his/her intrinsic and extrinsic satisfiers. Despite the vast research establishing motivation as a means to success in language learning, there are also dissatisfiers that hinder students from acquiring the targeted language. They struggle with anxiety and self-esteem that discourage them from using the language either in class or for social interaction.

A quantitative study (Misbah et al., 2017) investigated the factors that interfere with language learning among 116 primary school students in Labuan, Malaysia that led to a demotivated state of learning English as a second language. The study consisted of participants who did not achieve the state's Subject Grade Point Average target for English Language subject which is 2.95. Results from the study showed that the significant reason for language learning difficulty is due to a deficient range of English vocabulary. The students found that it was not easy to be accurate in written tasks because "the meaning was hardly conveyed". Another major component in the study also identified the influence of the first language towards learning English. It was revealed that the influence of the first language (Bahasa Malaysia) was also another factor that hindered the students from acquiring English language, since Bahasa Malaysia is more familiar and easier to understand. Due to these interferences, several joint actions, namely from educators, school administrators and parents, were then suggested to create a more interesting and relaxed language learning experience, with the hope of increasing students' motivation in class.

On the other hand, another quantitative study by Pranawengtias (2022) was conducted to identify reasons that contribute to intrinsic and extrinsic learning motivation among university students in Indonesia. 30 undergraduates that majored in English, sports and mathematics education were selected and the major finding showed that they are more likely to be motivated by extrinsic factors than intrinsic ones. 60% of the students agreed that giving rewards and gifts can increase their willingness to complete academic tasks, while 56% mentioned that they learn English because they are afraid of being penalised by the lecturer. Besides that, the quality of effective teaching and learning in class also plays a major role in increasing students' learning motivation. 80% of the students agreed that lecturers who utilize teaching materials in an interesting way allows them to learn English better in class. It was concluded that the right reward or punishment as well as a better quality of lecturers could be a game-changer to better motivate the students' language learning in class.

Conceptual Framework
This study is rooted from Herzberg (1964) two-factor theory. The theory states that a person's motivation to perform a task is grounded from several factors. A person's motivation is influenced by his/her environment. This means a positive environment will create a positive learning outcome and vice versa (Rahmat, 2018). The factors that motivate a person are (A) Satisfiers or the pushing factors and (B) Dissatisfiers or the factors that hold them back. These two factors are scaffolded onto the motivational scales by (Pintrich & De Groot, 1990). Figure 1 shows the conceptual framework of the study. In the context of this study, (A) Satisfiers are the factors that pushed the learners to embark on learning. Satisfiers is measured by Value Components which is sub-categorised into (i) Intrinsic goal orientation, (ii) Extrinsic goal orientation and (iii) Task value beliefs. Next, (B) dissatisfiers are factors that hold back the learners. This is measured by (a) Expectancy Component which is sub-categorised into (i) students' perception of self-efficacy and (ii) control beliefs for learning. Dissatisfiers is also measured by (b) affective components.
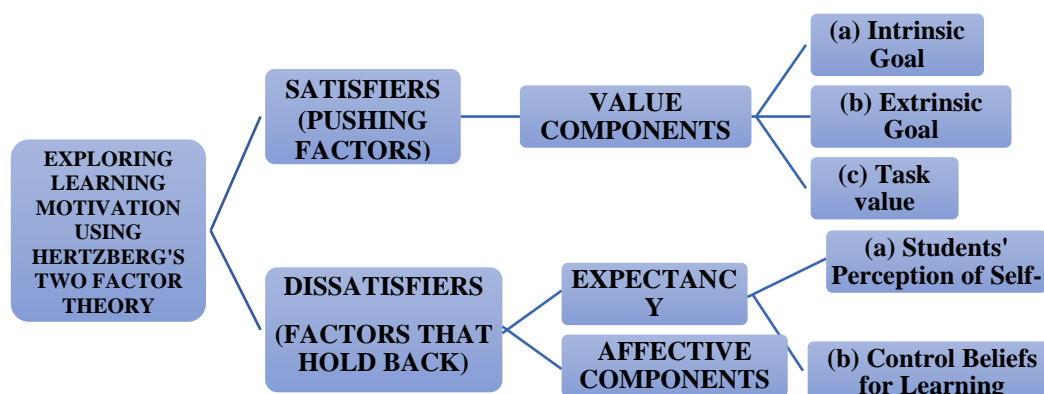
Figure 1-Conceptual Framework of the Study- Exploring Motivation for learning using Hertzberg's (1964) Two factor Theory

Methodology

This quantitative study is done to explore what motivates students to learn. A purposive sample of 140 participants responded to the survey. The instrument used is a survey. The 5 Likert-scale survey is adapted from Herbeg's (1964) two-factor theory to merge with motivational scale by Pintrich & De Groot (1990) to reveal the scales as shown in table 1 below. Section A has 4 items on demographic profile. Section B has 12 items on satisfiers and section C has 12 items on dissatisfiers.

Table 1
Distribution of Items in the Survey

SECT	TWO-FACTOR THEORY (Herzberg, 1964)	MOTIVATIONAL SCALE (Pintrich, & De Groot,1990).		VARIABLE	No Of Items	Total Items
B	SATISFIERS (PUSHING FACTORS)	VALUE COMPONENTS	(a)	Intrinsic Goal Orientation	4	12
			(b)	Extrinsic Goal Orientation	3	
			(c)	Task Value Beliefs	5	
C	DISSATISFIERS (FACTORS THAT HOLD BACK)	EXPECTANCY COMPONENT	(a)	Students' Perception of Self- Efficacy	5	7
			(b)	Control Beliefs for Learning	2	
		AFFECTIVE COMPONENTS				5
		TOTAL NO OF ITEMS				24

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.874	24

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .874; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

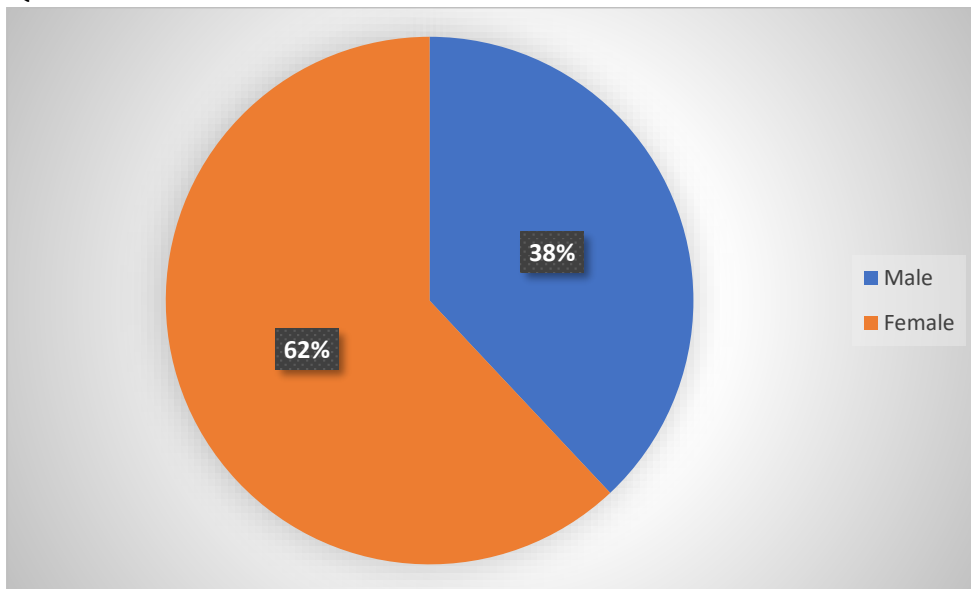**Findings**
Findings for Demographic Profile
Q1.Gender

Figure 2- Percentage for Gender
Figure 2 displays the percentage for gender. From 140 respondents, the results showed 62% of the respondents are female students and 38% were male students.
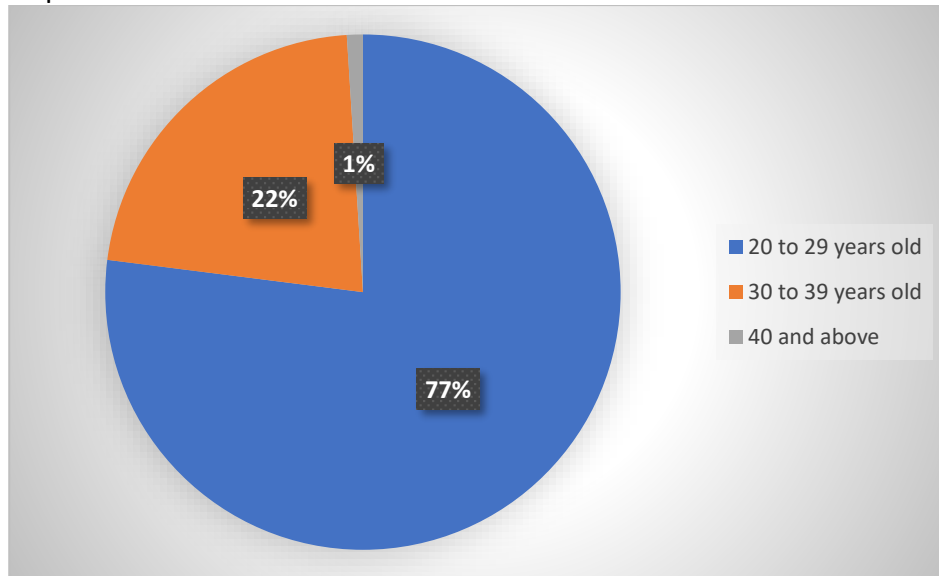
Q2 Age Group

Figure 3- Percentage for Age Group

Figure 3 illustrates the distribution of age groups among the respondents. Most of the respondents (77%) were between 20 to 29 years old, while another 22% of them were in the age range of between 30 to 39 years old. Only 1% of the respondents were between 40 years old and above.
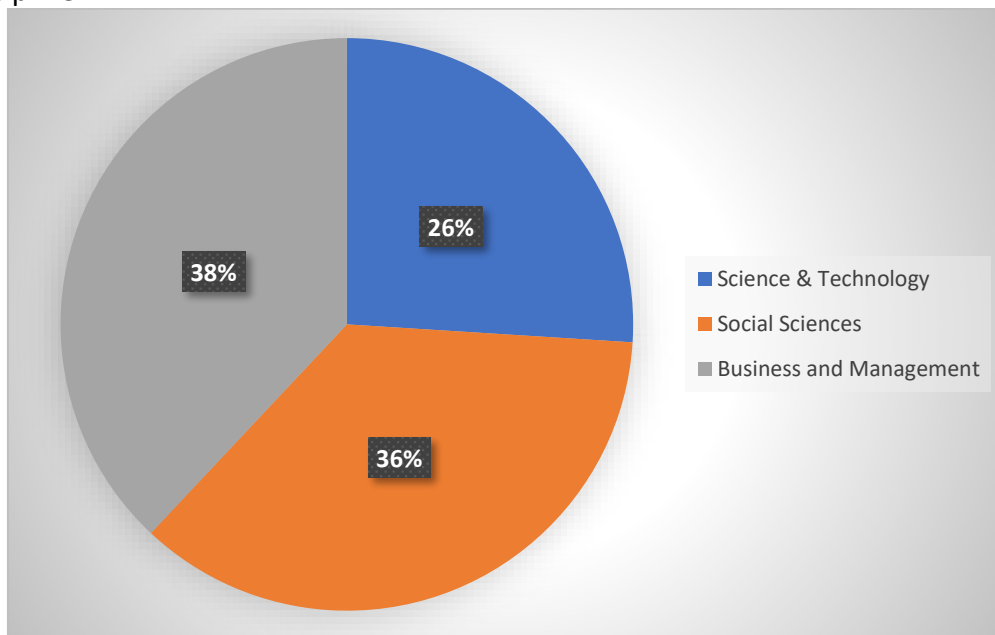
Q3 Discipline

Figure 4- Percentage for Discipline

Figure 4 indicates the respondents' various disciplines. 38% of the respondents were from Business and Management disciplines and another 36% of them were in Social Sciences. Meanwhile, 26% of the other respondents were doing Science & Technology.
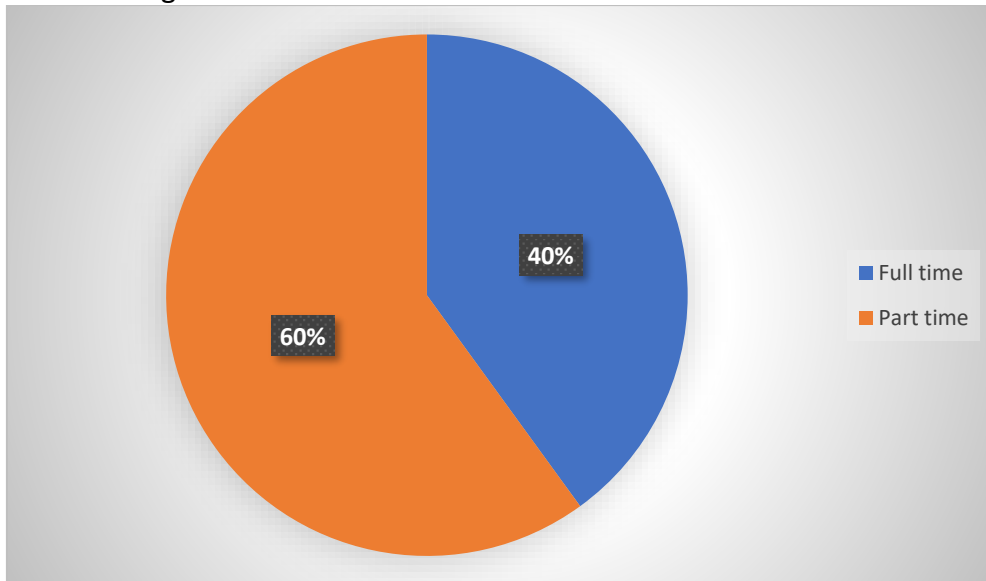
Q4 Mode of Learning

Figure 5- Percentage for Mode of Learning

Figure 5 reports the respondents' different modes of learning. Most of the respondents (60%) were part time students and 40% of them were full time students.

Findings for Satisfiers
This section presents data to answer research question 1- How do satisfiers influence learning motivation?. In the context of this study, satisfiers are measured by value components such as (a) intrinsic goal orientation , (b) extrinsic goal orientation, and (c) task value beliefs.

Value Component

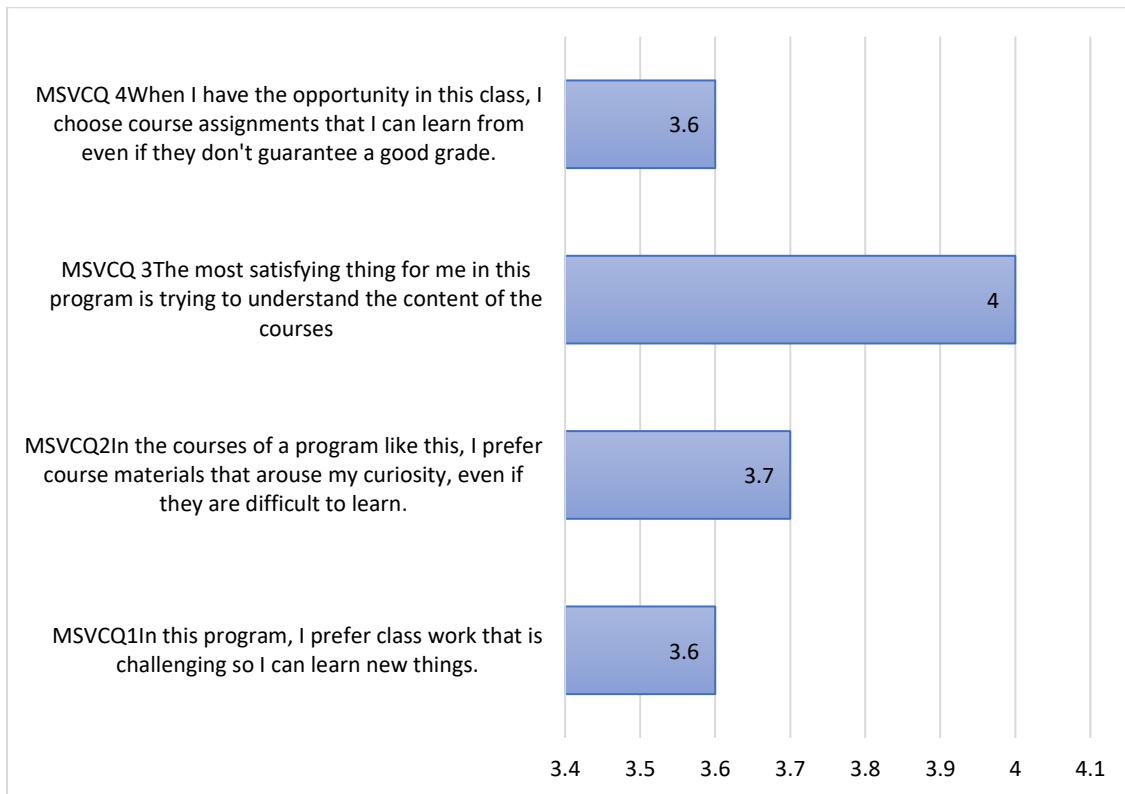(a) INTRINSIC GOAL ORIENTATION (4 items)

Figure 6- Mean for Intrinsic Goal Orientation

Figure 6 displays the mean score for "Intrinsic Goal Orientation". The highest mean score with 4 is the respondent claims the most satisfying thing for him/her in this program is trying to understand the content of the courses. The second highest mean score with 3.7 is the respondent believes in the courses of a program like this, he/she prefers course materials that arouse his/her curiosity, even if they are difficult to learn. The third and fourth mean score with 3.6 depicts that the respondent clarifies in this program, he/she prefers class work that is challenging so he/she can learn new things, and when he/she has the opportunity in this class, he/she chooses course assignments that he/she can learn from even if they don't guarantee a good grade.
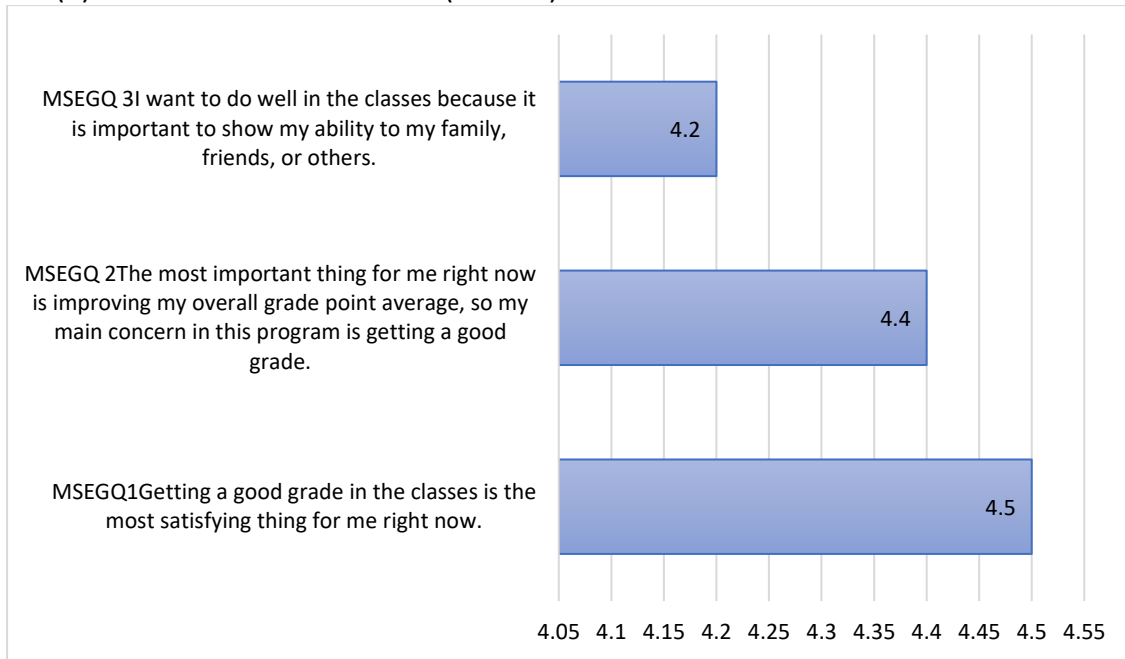
(b) Extrinsic Goal Orientation (3 items)

Figure 7- Mean for Extrinsic Goal Orientation

Figure 7 shows mean scores for extrinsic goal orientation from the students' perspective. The highest mean score value is 4.5 as the respondents viewed getting a good grade in the classes as the most satisfying goal for them. Then, the second highest mean score is 4.4 whereby they perceived the most important thing for them was improving their overall grade point average, which coalesces with their main concern in the program, which is scoring a good grade. Meanwhile, the lowest mean score value is 4.2, which indicates that the respondents observed themselves as wanting to do well in the classes because it is important to show their abilities to their family, friends and others.

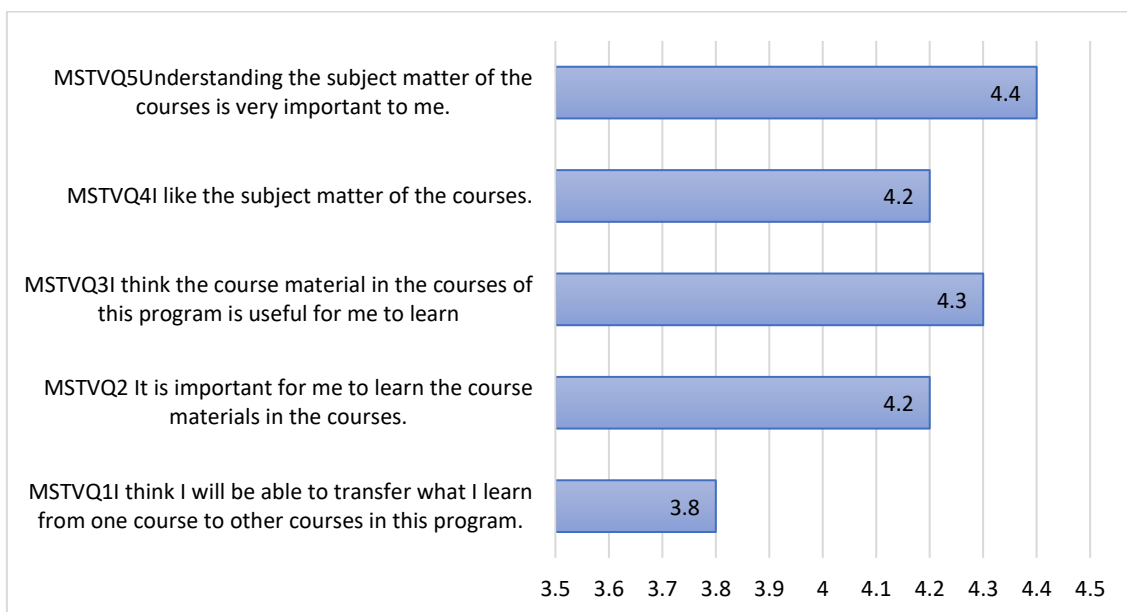(c) Task Value Beliefs (5 items)

Figure 8- Mean for Task Value Beliefs

Figure 8 exhibits mean scores for task value beliefs based on the respondents' perceptions. The highest score value stands at 4.4 with the respondents' belief in understanding the subject matter is very important to them. The second highest value is recorded by the respondents' conviction in recognizing the course materials of the program to be useful for their learning, with a score of 4.2. After that, two similar mean values of 4.2, were seen in two different task value beliefs which are the importance for the respondents to learn the course materials in the courses and the idea that they liked the subject matter of the courses. Lastly, the lowest mean score with 3.8, is for the respondents' belief that they will be able to transfer what they have learned from one course to another in the enrolled programme.

Findings Dissatisfiers
This section presents data to answer research question 2- How do dissatisfiers influence learning motivation?. In the context of this study, dissatisfiers are measured by expectancy such as (a)students' perception of self-efficacy and (b) control beliefs for learning as well as (c) affective components.

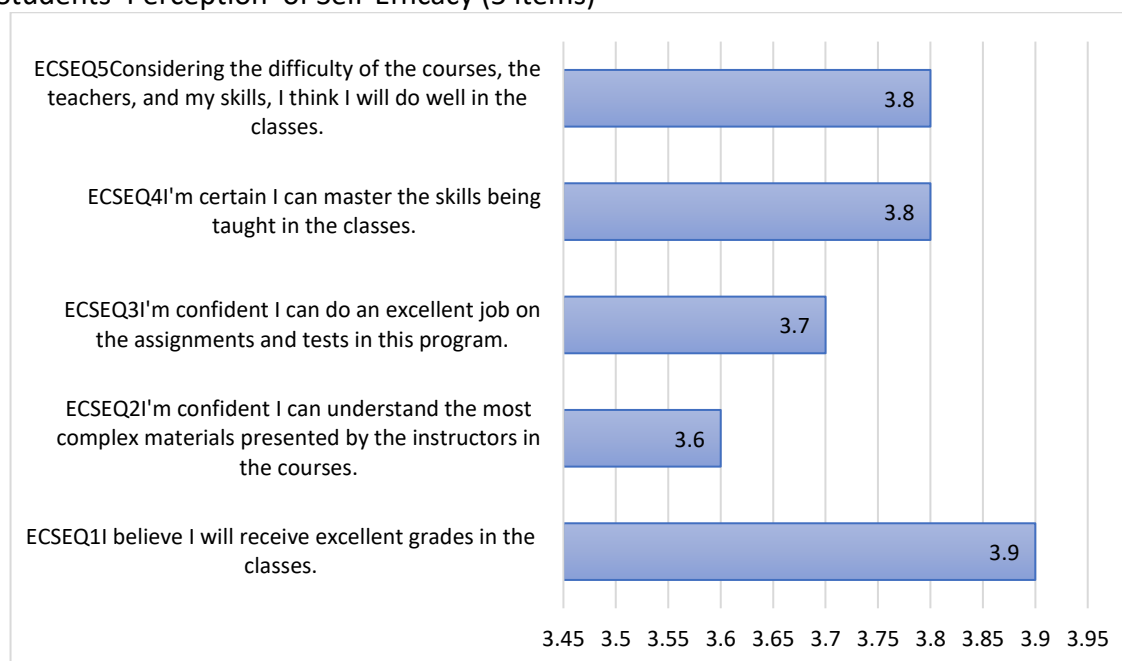Students' Perception of Self-Efficacy (5 items)

Figure 9- Mean for Students' perception of Self-Efficacy

Figure 9 presents the frequency of how dissatisfiers are measured by students' perception of self-efficacy in terms of mean score. The highest score was 3.9 representing Item 1 whereas the students believe they will receive excellent grades in the classes. Meanwhile, students who are certain that they can master the skills being taught in the classes, and those who are considering the difficulty of the courses, the teachers, and their own skills, think that they will do well in the classes appear with a score of 3.8 respectively. However, the lowest score was 3.6 shows that students are confident that they can understand the most complex materials presented by the instructors in the courses.
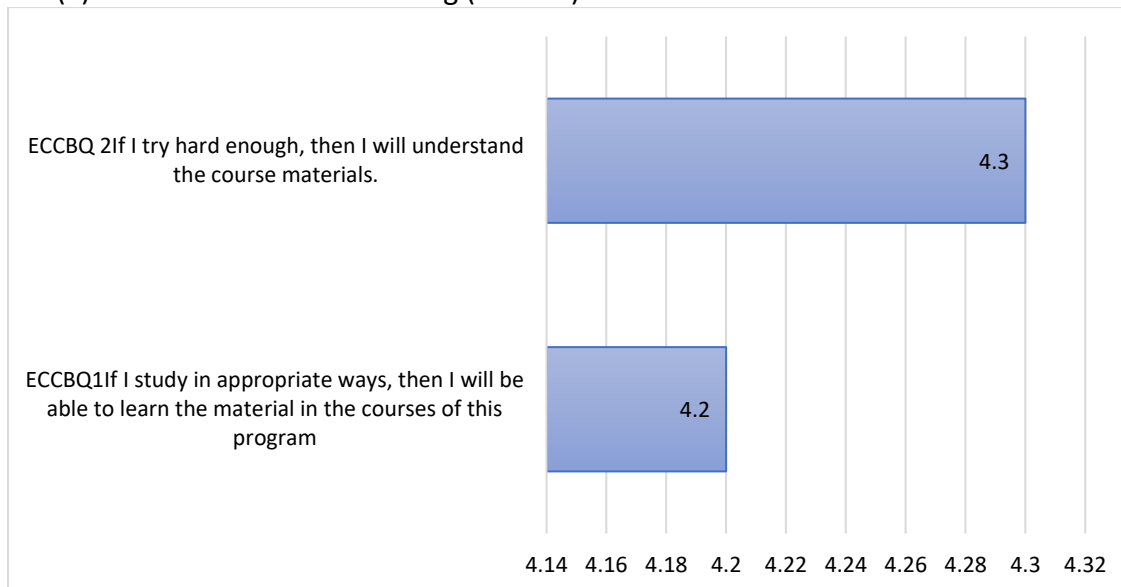
(a) Control Beliefs for Learning (2 items)

Figure 10- Mean for Control Beliefs for Learning

Figure 10 shows the frequency of dissatisfiers are measured by students' control beliefs for learning in terms of the mean score. The highest score was 4.3, it showed that students believe that if they try hard enough, then they will understand the course materials. On the other hand, some students believe if they study in appropriate ways, then they will be able to learn the material in the courses of the program (4.2).

(c) Affective Component -(5 items)
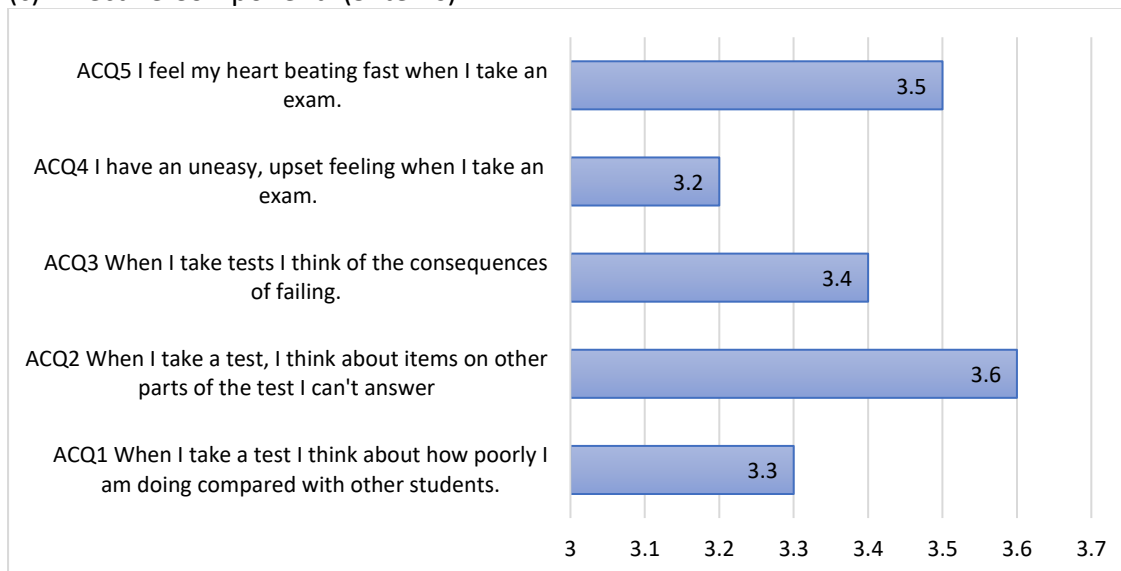
Figure 11- Mean for Affective Component

Figure 11 displays the frequency of affective components that measure dissatisfiers that hold the students back from performing in a test or exam. The lowest mean score is 3.2, indicating that the students often feel anxious when taking an exam. On the other hand, the highest mean score is 3.6 which shows that when taking a test, the students would think about the questions that they were unable to answer.

Findings for Relationship between Variables for learning motivation
This section presents data to answer research question 3- Is there a relationship
between variables for learning?. In the context of this study, in order to determine if there is
a significant association in the mean scores between satisfiers and dissatisfiers, data is
analysed using SPSS for correlations. Results are presented separately in table 3, 4 and 5
below.

Table 3
Correlation between Satisfiers and Dissatisfiers

Correlations

		TOTALSATISF IERS	TOTALDISSA TISFIERS
TOTALSATISFIERS	Pearson Correlation	1	.518[**]
	Sig. (2-tailed)		.000
	N	140	140
TOTALDISSATISFIERS	Pearson Correlation	.518[**]	1
	Sig. (2-tailed)	.000	
	N	140	140

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

Table 3 shows there is an association between satisfiers and dissatisfiers.
Correlation analysis shows that there is a low significant association between satisfiers and
dissatisfiers (r=.518**) and (p=.000). According to Jackson (2015), coefficient is significant at
the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive
correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5,
and strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive
relationship between satisfiers and dissatisfiers.

Conclusion
Summary of Findings and Discussion
The study has revealed that Herzberg's Motivator-Hygiene Theory supports students'
language learning motivations. Satisfiers (motivator factors), such as relevant curriculum
(course content) with authentic lesson plans, influence the students to achieve excellence in
language learning. In this study, the students claimed that the most satisfying thing for
him/her in the program is trying to understand the content of the course and this indicated
that they really had deep appreciation for the content of the course. This finding is in line
with studies completed by Ma et al (2021); Bin Dayel (2018) where students highly valued the
course contents and they tried to comprehend the content as best as they can. The students
also believed that getting a good grade is crucial for him/her so they can show their ability to
family, friends and others. These findings are similar with findings done by Tai (2022); Yue,
(2022); Mori (2021), where the students believed that getting a good grade is a major sign of
achievement in language learning.
In addition, Dissatisfiers (hygiene factors) also affects the students' language learning
motivations. The students stated that their positive perception of self efficacy and positive

control beliefs for learning will motivate them to excel in language learning classrooms. Numerous studies have proven the importance of positive self efficacy and control beliefs in language learning (Noorollahi, 2021; Lauermann & Ten, 2021; Shin, 2018; Yang, 2022; Anam & Stracke, 2019). The final finding answered the third research question, which suggested that there is a weak positive relationship between satisfiers and dissatisfiers in language learning classrooms. This reveals that language teachers need to work on getting a positive relationship between satisfiers and dissatisfiers in language learning classrooms. Studies on Herzberg's Two-Factor Theory completed by DeShields et al (2005); Chu (2015) have proven the importance of having a positive relationship between satisfiers and dissatisfiers factors, which is needed in a successful language learning classroom.

Pedagogical Implications and Suggestions for Future Research

In conclusion, Herzberg's Two-factor theory needs to be implemented for a successful language learning classroom. Herzberg's Motivator-Hygiene Theory which can be divided into motivator (satisfiers) factors and hygiene (dissatisfiers) factors supports the students' motivations in language learning. Curriculum writers need to produce relevant and engaging course curriculum because this will motivate students to perform better in language classroom. On the other hand, dissatisfiers are also crucial factors in language learning classroom. Teachers are also required to have excellent classroom management, as this clearly a dissatisfier to students. Sieberer-Nagler (2016) pointed out the importance of teachers for having great classroom management, where the students are able to use motivations for creating positive changes in the learning achievements. Future researchers could explore more on the correlations of satisfiers and dissatisfiers as this consequently will help to identify the students' motivations in language learning classroom.

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