Bhutan Journal of Management, Volume 3, Issue 2 (August 2023), 100-122
ISSN 2959-5843. www.rim.edu.bt

An Assessment of the Impact of Herzberg's Motivation-Hygiene Factors on Teachers' Motivation in Public Secondary Schools Under Thimphu Thromde in Bhutan

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ABSTRACT

In recent years, teacher attrition has become a growing concern in Bhutan. Therefore, this study aimed to assess the impact of Frederick Herzberg's motivation and hygiene factors on teachers' motivation.

The study included a total of 200 teachers (n = 200) from 13 public secondary schools under Thimphu Thromde. Raw data were collected using structured, close-ended, and online Google survey questionnaires. Quantitative analysis of the data revealed that motivation factors had a greater influence on teachers' motivation compared to hygiene factors.

Among the motivation factors, achievement (72.5%) and advancement (71.25%) had the highest impact on teachers' motivation. On the other hand, work security (65.16%) and relationship with peers (64.66%) had the most significant influence on motivation among hygiene factors. The impact of motivation-hygiene factors on motivation did not differ based on the teachers' demographic attributes ($p > 0.05$).

As a result, this study recommends that relevant agencies prioritize both categories of Herzberg's factors to enhance teacher motivation. Additionally, this study provides suggestions for further research in the future.

Keywords: Herzberg's Two-Factor Theory, Teachers' Motivation, Motivation Factors, Hygiene Factors.

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Introduction

In the context of teacher motivation, Dörnyei and Ushioda (2011) highlighted two dimensions: the motivation to teach and the motivation to remain in the profession. Teacher motivation is a vital component of classroom effectiveness and school performance. It stems from the teachers' passion and their desire to actively participate in the educational process (Kotherja, 2012). Teachers represent a crucial asset in the education sector and play a noble role in shaping the future of countless students.

In Bhutan, the high rates of teacher attrition and their detrimental effects on the education system have prompted the Royal Government of Bhutan to designate teachers, alongside healthcare workers, as the highest-paid civil servants in the country since 2019 (Lamsang, 2019). This strategic move by the government aims to attract and retain a highly motivated pool of teachers in the education system. However, according to the Annual Education Statistics (2021) from the Ministry of Education, an average of 3.6 percent of teachers leave the system each year. In the past six years alone, a total of 1,254 teachers voluntarily left the system, as documented by the ministry. These alarming statistics underscore the severity of the issue of teacher attrition in the country.

The Royal Kasho of His Majesty the King on the 113th National Day in 2020 entrusted the government with an unprecedented and crucial responsibility to initiate educational reforms. However, the ongoing departure of teachers poses a significant obstacle to these transformative initiatives. A critical shortage of teachers will defeat the very purpose and ideals of this noble transformation, hence undermining the country's entire education system. In light of the competitiveness in an increasingly progressive and fast-changing world across multiple dimensions, His Majesty continues to bear an unfathomable concern about the high risk of Bhutan being left behind by other similar developing countries. Therefore, this study is an attempt to examine the causes of the perennial issue of teacher attrition and shortage in the country. In doing so, this study utilizes Frederick Herzberg's Two-Factor theory to assess the impact of motivation and hygiene factors on

teachers' motivation within public secondary schools under Thimphu Thromde. Likewise, this study aims to determine whether the impact of motivation and hygiene factors on motivation varies across teachers' demographic attributes. The findings of this study will provide invaluable insights for relevant authorities to make informed decisions and implement effective policies during a time of soaring attrition rates – a grave national concern.

Literature Review

Motivation can be defined as the impetus that drives individuals to take action (Kleinginna & Kleinginna, 1981). When someone lacks drive or inspiration to act, they are considered unmotivated. Conversely, an individual who is enthusiastic and energized to perform a specific task is regarded as motivated (Kleinginna & Kleinginna, 1981).

It is widely recognized that teachers' motivation, closely tied to their engagement in the educational process, is a crucial aspect of classroom effectiveness and improvement (Good & Brophy, 1994, as cited in Gultekin & Acar, 2014). Since the late 1990s, research on teacher motivation has gained momentum, with a notable increase in literature exploring this topic across various sociocultural contexts. A significant milestone in this area was the publication of a special issue on motivation for teaching by Learning and Instruction in 2008. This special issue established the connection between existing motivational theories and the field of teaching for the first time (Watt & Richardson, 2008). This pioneering contribution paved the way for further research on teacher motivation in the future.

The significance attributed to studying and addressing teachers' motivation is further amplified by the issue of teacher shortages, lamented by many Western countries, including the United States and Australia, as well as European countries such as the United Kingdom, Norway, and Germany (Kyriacou & Kunc, 2007). The renewed interest in researching teachers' motivation to teach and continue teaching over the past decade has shed light on potential factors driving the current and anticipated teacher shortages (OECD, 2005; Richardson & Watt,

2005, 2006; Sinclair, 2008; Sinclair, Dowson, & McInerney, 2006; Watt & Richardson, 2007; Watt et al., 2012).

Factors Influencing Teachers' Motivation

Numerous studies have provided insights into the factors that influence teacher motivation. Carson and Chase (2009), for one, highlighted the significance of professional dimensions, while Mani (2002) emphasized the impact of the workplace environment and colleagues. Peterson and Ruiz-Quintanilla (2003) pointed out that societal norms also affect teacher motivation.

Praver and Oga-Baldwin (2008) categorized motivating factors into two groups: direct and indirect factors. Direct factors included intrinsic and extrinsic motivation, while indirect factors encompassed aspects such as working relationships, autonomy, institutional support, and self-actualization. They believed that these factors greatly influenced the sustainability of teacher motivation throughout their professional careers. In terms of motivation for entering the teaching profession, intrinsic motivation was found to play a crucial role for pre-service teachers, while external factors like insurance, pension, and salary were considered significant motivators for in-service teachers. Dinham and Scott (2000) categorized teacher motivation factors into micro and macro influences, with school-based external factors and societal or systemic factors falling into these categories.

Sinclair (2008) conducted a review and classified the driving factors of teacher motivation into ten groups. These factors included intellectual replication, others' influences, students, supposed benefits, the comfort of teaching, the nature of teaching at the workplace, ease of entering the teaching profession, and a longing for a career change. However, Sinclair's classification lacks justification, and overlaps may occur among factors such as 'supposed benefits or comfort of teaching' and 'nature of teaching' as they are essentially related to the perks offered by teaching as a career. Additionally, Sinclair's study does not directly address teacher motivation, raising concerns about the validity of his classification.

Teacher motivation can be compromised by various factors. Studies have shown that teachers, compared to other professionals, experience higher levels of stress and lower levels of motivation (Bess, 1977; de Jesus & Lens, 2005). High teacher attrition rates in the initial years of teaching in countries like Australia, the US, England, and others have been attributed to teacher motivation (Dinham & Scott, 2000; Watt & Richardson, 2008). According to Dörnyei and Ushioda (2011), demotivation occurs when negative influences nullify existing motivation. Therefore, a demotivated teacher can be described as someone who, despite once being motivated, has lost interest for some reason (Kiziltepe, 2008). Dörnyei and Ushioda (2011) identified demotivating factors categorized into five categories, including impeding teachers' autonomy, inadequate self-effectiveness, content redundancy, stress, and limited opportunities for professional and intellectual growth.

Teacher motivation is closely related to the students they teach. Atkinson's (2000) discussion on the relationship between students and their motivated or demotivated teachers found that demotivated teachers struggle to maintain enthusiasm for their students. On the other hand, motivated teachers exhibit enthusiasm for both teaching and their students' work. Kiziltepe's (2006) study in Turkey supported Atkinson's findings and revealed that students and administration were two major factors contributing to demotivation among high school teachers. In 2008, Kiziltepe also identified limited research opportunities, low pay, and students as noteworthy factors leading to demotivation among university teachers. Students play a fundamental role in both motivating and demotivating teachers (Kiziltepe, 2006, 2008). Sugino (2010) conducted a study on demotivating factors among college teachers in Japan's English as a Foreign Language (EFL) context and found that five out of the top seven factors were related to students' attitudes. Similarly, Kiziltepe (2008) identified students as a major source of both motivation and demotivation for teachers in a public university in Turkey.

Teacher Motivation and Teaching Effectiveness

Teacher motivation is a crucial factor that significantly contributes to classroom effectiveness (Carson & Chase, 2009). The quality of students' learning outcomes is closely tied to the quality of teaching, and understanding the factors that influence teacher motivation is essential. Several studies have explored teaching efficacy by examining teaching approaches, styles, and behaviours in relation to teacher motivation factors (Butler & Shibaz, 2014; Han, Yin, & Wang, 2015; Retelsdorf et al., 2010; Retelsdorf & Günther, 2011; Thoonen et al., 2011).

According to Retelsdorf et al. (2010), teachers' goals for teaching influence students' learning goals, which subsequently impact students' goal orientations. However, the relationship between teachers' goal orientations for teaching and their actual classroom practices was found to vary among teachers in Israel and Germany. Retelsdorf and Günther (2011) suggested that focusing on teachers' ability to enhance students' holistic learning rather than superficial learning may serve as an indicator of teaching quality. They proposed a model that highlights the connections between teachers' goal orientations, norms, and teaching practices.

Moreover, Hein et al. (2012) investigated the relationship between teachers' teaching methods and their motivation. Their study supported the notion that student-centred teaching methods were associated with teachers' autonomous motivation, while non-autonomous motivation was linked to teacher-centred teaching methods. Using the framework of educator performance by Leithwood, Jantzi, and Mascall (2002), Thoonen et al. (2011) developed a model that explores the relationships among teacher motivation factors, school conditions, professional learning activities, leadership practices, and teaching methods. The model posits that teacher motivation indirectly influences teaching quality through teachers' engagement in professional learning activities. To test this hypothesis, they conducted a study involving elementary school teachers in the Netherlands and found that the three motivational factors—expectancy, effectiveness, and value—had distinct effects on teachers' engagement in professional

learning. Particularly, teachers' self-efficacy explained much of the variation in teaching practices and teacher learning. The value factor significantly influenced teachers' sense of self-efficacy and teacher learning, while the affective factor, related to well-being and job satisfaction, hindered teachers' motivation to participate in learning and improve their teaching practices.

Teacher Motivation in Bhutan

In Bhutan, the growing trend of teacher attrition rates in recent years has posed significant national challenges for the government and concerned agencies in terms of retaining qualified teachers and reducing turnover (Dorji et al., 2019). In a study carried out by Wangchuk & Dorji (2020), the participants included a total of 15 former teachers (9 males and 6 females) who had voluntarily resigned from the profession within the first five years of their deployment. It was found that the factors namely, human capital, social capital, structural capital, and psychological capital affect teachers' motivation. Regarding the first factor, all participants have acknowledged the positive influence of timely short-term professional capacity-building programs. Likewise, social capital, characterized by the presence of a strong personal rapport with colleagues and students was found to positively affect motivation. Further, poor infrastructural amenities were found to demotivate teachers, forcing them out of the profession. The psychological capital of teachers, meanwhile, was found to be affected by factors such as heavy workload, lack of incentives and recognition. According to a study conducted by (Wangdi & Tharchen, 2021), though having a positive outlook toward research, a dearth of support and recognition affects the morale of teachers from being effective researchers, which could otherwise bring about a noticeable improvement in teaching-learning outcomes, ultimately uplifting the overall quality of education.

Additionally, in another study, Thinley (2022) has sought to elucidate the relationship between Human Resource Management (HRM) and the motivation of teachers in three public high schools under Thimphu Thromde. Findings from the study reveal that supportive HRM actions from the school management in the form of career advancement

opportunities, conducive working environment, promotion, and incentives have a positive influence on teachers' motivation. What is more, there is ample evidence that principals' leadership styles have a significant relationship with teacher motivation (Cansoy et al., 2020; Day et al., 2020; Lee & Kuo, 2019). A study by Norbu and Ghalay (2023), has focused on determining the relationship between school principals' leadership styles and teacher motivation. The data were collected from a total of 118 teachers in Tsirang Dzongkhag. It was found that while transformative and transformational leadership practices of the principals positively affected teacher's motivation, Laissez-Faire style principal leadership was found to beget emotional exhaustion and gradually, demotivation among the teachers. This was in contrast with the findings by Drakpa (2018), wherein the author found no significant relationship between principals' transformative and transactional leadership styles and teacher motivation. Moreover, the present study could have explored and incorporated multiple other leadership styles. In arguing otherwise, Drukpa (2021), has found that more than 90 percent of the teachers in Lhuentse District were satisfied and motivated owing to the perceived professionalism and support rendered by the school principals.

Furthermore, a secondary research article by Chooden (2022) has established that monetary incentives affect teacher motivation in rural parts of the country. However, an undeserving emphasis was made on monetary incentives for tackling teacher shortage and the teachers' general resistance towards rural postings. Likewise, in an attempt to determine the various factors that affect teachers' quality of work life (QWL) and well-being, a study was conducted by (Dorji et al., 2019) in the rural, remote, and difficult schools under Thimphu Dzongkhag. Findings have revealed that poor and unsafe working environments, besides factors such as pay, incentives, and workload affect teachers' motivation. Conversely, since this study was conducted entirely in a rural setting, the findings hereof may not be generalizable to the overall teaching profession. In this regard, a comparative analysis of the factors affecting teacher motivation in urban and rural settings would be beneficial for a more holistic view.

Provided this perennial issue of soaring teacher attrition rates in recent years, numerous studies have been carried out on teacher motivation in the country. However, such scholastic works remain limited in number. Besides, problems arise as some findings of the extant studies lack depth, detail, and comprehensiveness, while some contradict each other. In cognizance of the issue becoming more alarming by the day, the Royal Government of Bhutan has made teachers one of the most-paid civil servants since 2019. Despite this drastic policy intervention, teachers from across the length and breadth of the country continue to exit the system in droves. Today, it has become all the more imperative to explore the issue of soaring teacher attrition rates in the country from as many lenses as possible for a more authentic and comprehensively woven scenario. Therefore, the present study is a humble attempt to contribute toward the existing yet limited repository of scholastic works on teacher motivation in the country.

METHODOLOGY

This study follows a descriptive research design and employs a purely quantitative approach. The sample consists of 200 (n=200) national teachers from 13 public secondary schools under Thimphu Thromde. The sample size was determined using the Taro Yamane Formula, and a simple random sampling technique was employed considering the known population size. Data was collected online by distributing survey questionnaires developed using Google Forms. The first section of the questionnaire dealt with demographic characteristics of teachers whilst the succeeding second and third parts concerned with Herzberg's motivation factors and hygiene factors. There was a total of 35 quantitative, structured and close-ended questions, all based on a 5-point Likert-Scale. The reliability and validity of the questionnaire were confirmed through measures such as the Cronbach's alpha (>0.7) and a validity testing approach called the content validity. According to Robinson (2009) and Whitley (2002), Cronbach's alpha coefficient is the most commonly used internal consistency measure, particularly when making use of Likert Scales. Besides, a pilot test was carried out two times. Additionally, the content validity was assessed and ensured

through a judgmental approach after a series of consultation with the research supervisor and other highly experienced lecturers at the Royal Institute of Management. The procedure of content validity, defined as the extent to which an instrument covers all aspects of a concept being measured, requires researchers to be present with experts to facilitate validation (Taherdoost, 2016). Data analysis and generation of the findings were conducted using SPSS. Likewise, to determine whether the impact of motivation and hygiene factors on motivation differed across teachers based on demographic attributes, the Kruskal-Wallis test was utilized.

RESULT

The result section of this study presents key demographic findings of the respondents, a comparative assessment of the differential impact of Motivation and Hygiene factors on Teachers' Motivation, followed by the Kruskal-Wallis test outcomes for hypothesis verification.

Gender

Table 1 presents the gender distribution of the respondents. Among the participants in this study, 51 percent were male teachers and 49 percent were female teachers. These percentages demonstrate a balanced representation of both genders, indicating a commendable level of gender inclusivity in the study.

Table 1

Gender of the respondents (N = 200)

Gender	Frequency	Percent
Male	102	51
Female	98	49

Age

Table 2 shows that the age bracket of 30-40 years had the highest number of teachers, accounting for 51 percent of the respondents. This indicates that a significant portion of the teachers in the study are highly experienced in the teaching profession.

Table 2

Age Profile of the Respondents (N=200)

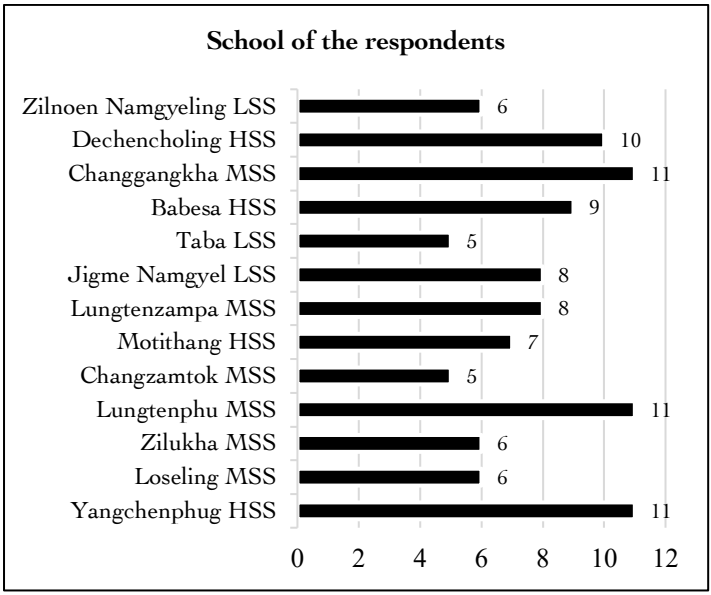
Age Bracket	Frequency	Percent
20-30	39	19.5
30-40	101	50.5
40-50	60	30

School

Figure 1 illustrates the school profile of the respondents in the study. The participants consisted of teachers from 13 different public secondary schools under Thimphu Thromde.

Figure 1

School of the respondents (N=200)



The figure reveals that the highest number of teachers came from Lungtenphu MSS and Yangchenphug HSS, respectively. On the other hand, Taba LSS and Changzamtok MSS had the lowest representation

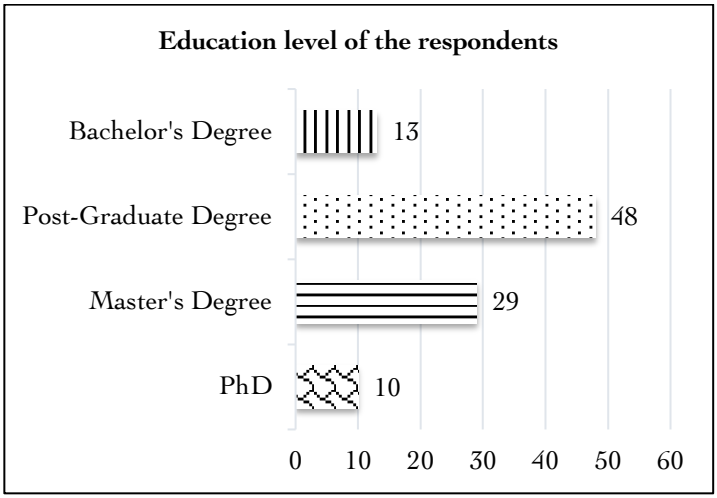
among the participants. Overall, the figure demonstrates a good level of representation and cooperation from all 13 schools included in the study.

Education Level

Figure 2 presents the education profile of the teachers in the study. The data reveals that among the respondents, 10 percent held a Ph.D., 29 percent had a Master's Degree, 48 percent possessed a post-graduate degree, and 13 percent had a Bachelor's Degree. Notably, the majority of the teachers (48%) had a post-graduate level of education. This suggests a considerable level of higher education among the participants, indicating their academic qualifications and expertise in the field.

Figure 2

Education level of the respondents (N=200)



Years in Service

Table 3 presents the distribution of teachers based on their years of service. The highest number of teachers falls into the category of 20-30 years of service, indicating a significant proportion of experienced

educators. Conversely, the lowest number of teachers belongs to the category of 30-40 years of service. This suggests that there may be fewer teachers with extensive long-term experience in the profession. Overall, the findings indicate a considerable presence of highly experienced teachers in the study sample.

Table 3

Years in service of the respondents (N=113)

Years in service	Frequency
Below 10 years	20
10-20 years	35
20-30 years	43
30-40 years	15

Comparative Assessment

Table 4 displays the scores indicating strong agreement with the impact of motivation factors on teachers' motivation. The findings reveal that achievement was rated as having the highest impact on teachers' motivation, with a score of 72.5%. Following closely behind is advancement, which received a score of 71.25%. Recognition ranked third with a score of 64.50%, while growth received a score of 61%. Lastly, work itself garnered a score of 43.83%, indicating a slightly lower impact on teachers' motivation compared to the other factors.

Table 4

Strongly Agreed Scores for Motivation Factors (N=200)

Motivation Factor	Score
Achievement	72.5
Advancement	71.25
Work itself	43.83
Recognition	64.5
Growth	61

Table 5 displays the scores indicating strong agreement with the impact of hygiene factors on teachers' motivation. The findings reveal that work security was rated as having the highest impact on teachers' motivation, with a score of 65.16%. Following closely behind is the relationship with peers, which received a score of 64.66%. School policy ranked third with a score of 61.50%, while working conditions received a score of 63%. The relationship with supervisor/boss garnered a score of 60.83%. Finally, salary obtained the lowest score of 30.25%, indicating a relatively lower impact on teachers' motivation compared to the other hygiene factors.

Table 5

Strongly Agreed Scores for Hygiene Factors (N=200)

Hygiene Factor	Score
School policy	61.50%
Relationship with peers	64.66%
Work security	65.16%
Relationship with supervisor/boss	60.83%
Salary	30.25%

The scores pertaining to strong agreement from all respondents were taken into account for elucidating the comparative degree of impacts on teachers' motivation between the two categories of Herzberg's factors. Therefore, it may be noted that based on the strongly agreed scores, motivation factors have a higher influence on teachers' motivation than hygiene factors among teachers across the 13 different schools under Thimphu Thromde.

Kruskal-Wallis H Test

To examine the hypothesis that the impact of motivation factors and hygiene factors on teachers' motivation varies across demographic characteristics, the Kruskal-Wallis H test was performed using SPSS. The purpose of the test was to determine whether there were significant differences in the impact of these factors based on demographic attributes such as gender, age, school, education level, and years of service.

The null hypothesis (H0) for this test stated that the impact of motivation factors and hygiene factors on teachers' motivation is the same across all demographic characteristics. In other words, there are no significant differences in the impact of these factors based on demographic attributes. The alternative hypothesis (HA) suggested that there are differences in the impact of motivation factors and hygiene factors across demographic characteristics.

The Kruskal-Wallis H test was conducted separately for each motivator and hygiene factor, taking into account the demographic attributes mentioned earlier. The results of the test supported the null hypothesis, indicating that there were no significant differences in the impact of motivation factors and hygiene factors based on gender, age, school, education level, or years of service among the teachers.

DISCUSSION

Motivation resulting from achievement has been shown to have a significant impact on employee performance (Werdhiastutie et al., 2020). Similarly, this study found that achievement was the most influential factor in teachers' motivation. The findings of Batool et al. (2021) also support this, indicating that motivational factors have a stronger influence on teachers' job satisfaction and motivation than hygiene factors. However, Batool et al. (2021) observed that motivational factors had a greater impact on the motivation of female teachers compared to male teachers. In contrast, this study did not find any significant difference in the impact of motivation factors on teachers' motivation based on gender.

The present study aligns with the findings of Batool et al. (2021) regarding the high impact of job security on teachers' motivation. Additionally, Guzel (2011) reported that "profession" or the work itself was the least motivating factor among physics teachers, which is consistent with the findings of this study. However, it should be noted that the current study did not focus on the specific subjects taught by the teachers.

On the other hand, the findings of Ghazi et al. (2013) contradict the results of this study, as they found that hygiene factors had a greater impact on teachers' motivation than motivational factors. While Ghazi et al. (2013) recommended emphasizing hygiene factors, this study supports the original Herzberg's Two-Factor Theory presented in Alshmemri et al. (2017), which suggests that motivational factors are more important for job satisfaction and motivation than hygiene factors. Additionally, the findings of Mehboob et al. (n.d) contradicted the current study by identifying work itself as the most motivating factor for teachers, whereas this study did not find work itself to have a significant impact on teachers' motivation.

The study by Akhtar and Iqbal (2017), which revealed that a significant percentage of teachers were motivated by achievement, aligns with the findings of this study. However, there is a discrepancy regarding the importance of work itself as a motivating factor. Similarly, Nadim et al. (2018) found that teacher job satisfaction and motivation were largely influenced by intrinsic (motivation factors) rather than extrinsic (hygiene) factors, supporting the findings of this study.

One important finding of this study was that salary had the lowest impact on teachers' motivation across the thirteen schools under Thimphu Thromde.

Contradictory findings and recommendations regarding the impact of salary on teacher motivation are evident in the literature. Imazeki (2005) suggested that large salary increases could enhance motivation and reduce teacher attrition rates in Milwaukee. Similarly, Alam (2011) reported that teachers were demotivated by their pay scale and recommended increasing pay. However, in Bhutan, despite teachers being the highest-paid civil servants since 2019, teacher attrition rates have continued to rise, indicating that salary alone may not be the sole determinant of teacher motivation.

Rasheed et al. (2016) emphasized that while compensation packages and financial incentives are crucial for employees in the education sector, other factors such as job design, working environment, performance management systems, and training and development are

equally significant. Thus, it is understood that pay is not the sole factor influencing teacher motivation. The differences in findings across studies may be attributed to variations in sociocultural and environmental settings.

Many studies suggest blending motivation factors and hygiene factors into a comprehensive framework. Miah and Hasan (2022) emphasized the importance of equally addressing both motivation factors and hygiene factors to enhance faculty job satisfaction and motivation. Similarly, Wan Yusoff et al. (2013) proposed combining motivation factors and hygiene factors into a unified set of factors, considering the contradictory findings based on Herzberg's Two-Factor Theory. Ali et al. (2016) recommended applying both extrinsic and intrinsic motivation factors among teaching staff to improve job satisfaction, motivation, and school performance.

While this study confirmed that motivation factors had a greater influence on teachers' motivation than hygiene factors, it also concluded that both categories of factors are equally significant. Additionally, the findings of the current study supported the null hypothesis that the impact of motivation factors and hygiene factors on teachers' motivation does not vary across demographic characteristics such as gender, age, education level, school, and years of service. However, Jahromi et al. (2018) reported a higher impact of motivation factors and hygiene factors on female teachers' motivation compared to male teachers. Similarly, Akdemir (2020) found that the impact of motivation factors and hygiene factors on motivation was higher in female teachers than in their male counterparts.

However, in contrast to previous studies, it was found that the impact of motivation factors and hygiene factors did not depend on the type of school and educational qualification of the teachers in this study. Gupta (2013) reported that male teachers scored higher on the impact of motivation factors and hygiene factors than females, whereas in this study, no significant difference based on gender was found. Similarly, the years of experience or service of the teachers were found to be insignificant in relation to the impact of motivation factors and hygiene factors, which contradicts the findings of Gupta (2013) and Triyanto

and Handayani (2016), where significant differences were reported across experience and educational qualification levels.

On the other hand, Heldáková and Ďurkovská (2021) found that the type of schools where teachers worked had a significant influence on the impact of motivation factors and hygiene factors on teachers' motivation. However, in the current study, no significant difference was observed based on demographic attributes such as gender, age, years of service, and educational qualification. It is important to consider that the lack of significant differences in the impact of these factors across demographic characteristics in the present study may be attributed to the unique sociocultural and environmental settings of the 13 schools under Thimphu Thromde, which share similar urban landscapes and sociocultural factors.

Conclusion

In light of the alarming number of teachers leaving the profession, the nobility of the teaching profession has come into question. Despite being the highest-paid civil servants in the country since 2019, teacher attrition rates have not decreased as expected, indicating the need for a deeper understanding of the issue. The findings of this study suggest that both motivation factors and hygiene factors should be equally emphasized by the relevant agencies and authorities.

Waddell (2004) emphasizes the importance of providing a supportive work environment and valuing teachers as key decision-makers in order to reduce teacher attrition rates. Nurturing human relationships within the school is also highlighted as crucial. Similarly, Shuls and Flores (2020) argue for the implementation of policies that prioritize the needs of both faculty and students, along with creating a positive work environment, as a means to address high attrition rates.

Carver-Thomas and Darling-Hammond (2019) and Lavy (2007) advocate for a comprehensive approach to reducing teacher attrition rates. They specifically mention Performance for Pay (PFP) incentives as a potential strategy. However, it is important to note that unintended consequences can arise from such incentives, such as teachers focusing

only on rewarded activities and neglecting others. To mitigate such consequences, constant monitoring should be in place to prevent free riding, and an appropriate balance should be struck in the rewards offered to teachers.

Therefore, based on the current study's findings, policymakers and authorities are advised to equally emphasize both motivation factors and hygiene factors to enhance and sustain teachers' motivation levels, ultimately leading to optimal educational outcomes. Schools should aim to create an environment where teachers are intrinsically and extrinsically motivated to join and remain in the teaching profession.

RECOMMENDATIONS

Recommendations for future research include adopting qualitative or mixed methods for a more in-depth study on teacher motivation. This approach can provide deeper insights and a better understanding of the factors influencing teacher motivation.

Additionally, future research could explore the relationships between teacher motivation, teaching effectiveness, student motivation, and student/school performance. Understanding how teacher motivation impacts these variables can contribute to improving educational outcomes.

Comparative analyses between private and public schools, as well as between rural and urban teachers, were not conducted in the current study. Future researchers could consider examining these comparisons to gain a comprehensive understanding of teacher motivation across different school types and geographical locations.

To address the issue of teacher attrition more convincingly, it is recommended to conduct a nationwide study covering all school levels, despite the associated cost implications. Such a study would provide a more comprehensive view of the factors contributing to teacher attrition and inform targeted interventions.

Furthermore, future research should consider incorporating other motivation theories in addition to Herzberg's theory. Factors

influencing teacher motivation are not limited to those covered in this study, and a broader theoretical framework can provide a more comprehensive understanding of the topic.

Acknowledgement: Firstly, the author expresses gratitude to the Royal Institute of Management and the faculty of the Post-Graduate Diploma in Public Administration for providing the opportunity to conduct this research. The research supervisor's guidance and the respondents' valuable participation are also acknowledged for their contribution to the study. Secondly, I extend my sincere gratitude to my supervisor for his supervision during the research process. More importantly, I thank each and every respondent of this study for their time.

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