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HERZBERG'S THEORY AND JOB SATISFACTION OF SCHOOL NURSES IN BAHRAIN

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Abstract

School nurses are a vital part of the academic life and success of students in the schools, as they satisfy all students' health needs and provide them with optimal healthcare so that they can undertake their academic tasks. In order to better understand these roles, this study aimed to investigate the factors affecting job satisfaction of school nurses in Bahrain within the views of Herzberg's two-factor theory by explaining how certain factors of a job provide job satisfaction, while other factors provide job dissatisfaction. This study used a mixed-method approach: a total of 142 school nurses in Bahrain were surveyed and data were collected using the Measure for Job Satisfaction (MJS) (Traynor & Wade, 1993) to measure job satisfaction. Twenty-seven school nurses were subsequently recruited for interviews using a purposeful sampling procedure. The data were subjected to thematic analysis using Burnard's (1991) framework. Results from the surveys were indicative of a generally high level of job satisfaction among school nurses in Bahrain. The areas which contributed most strongly to this satisfaction, by way of statistical significance, were perceptions of the standard of care provided, professional support that the nurses received, the manageability of assigned workloads and personal satisfaction.

Keywords

School Nurses, Herzberg's Theory, Job Satisfaction, Motivation Factors, Hygiene Factors, Job dis-Satisfaction

1. Introduction and Significance

The study of the relationship between job satisfaction and performance is an important tradition in industrial organisational psychology (Stello, 2009). This relationship is the central theme of work performed by industrial psychologists as they strive to understand the most impactful elements driving employees to succeed (Stello, 2009). Despite this, there has been little research on the factors affecting school nurses specifically, especially in the Gulf region and even more so in Bahrain. Job satisfaction is an important concept that has several dimensions, and in many ways it can be used to characterise work-related behaviours. Using Herzberg's two-factor theory, Stello (2009) demonstrated that the need for motivation stems from the need for survival and that motivated employees help organisations survive through factors such as advancement, the work itself, the possibility for growth, responsibility, and, eventually, recognition and achievement. The overall aim of the thesis is to investigate the factors affecting the job satisfaction of school nurses in Bahrain, and the primary objective of the thesis is to critically examine the factors associated with the job satisfaction of school nurses in Bahrain.

2. Method and Analysis

This study used a mixed-method approach involving an exploratory sequential design with a survey and subsequent one-on-one interviews in 2017-2019. A total of 142 school nurses in Bahrain were surveyed and data were collected using structured psychometric tools to a pre-tested and pre-validated measurement scale: the Measure for Job Satisfaction (MJS) (Traynor & Wade, 1993). Demographic characteristics of participants (gender, age, nursing specialty, professional development, appointing authority, and workload/population served) were also collected to allow for further analysis. The data were analysed using descriptive and correlational statistics. Twenty-seven school nurses were subsequently recruited for interviews using a purposeful sampling procedure. The data were subjected to thematic analysis using Burnard's (1991) framework.

3. Factors Supporting Job Satisfaction

School nurses, rather than working in a medical setting, choose to work in an education setting. The productivity of any specialist nurse is vital in any setting, so it is important to understand the concept of the level of career satisfaction and productivity in regard to employee effort that facilitates or interferes with employees' productivity in a working environment. Their unique work setting reflects the factors that influence job satisfaction and the factors relating to workplace satisfaction were either motivators or had a hygiene influence job satisfaction. The motivating factors affect how employees feel about the nature of a job itself or of a task related to it (Hirschfeld, 2000). These factors come from recognition and compliments given from outside sources, in this case patients, parents, caregivers, and students. Just like hygiene factors, motivating factors are associated with recognition from outside sources and a sense of achievement, responsibility, growth, and meaningfulness (Hegney et al., 2006). Nurses' job satisfaction is a core factor in increasing patient satisfaction in health organisations (Hayes, Bonner, & Pryor, 2010). However, two studies (Butler & Rose, 2011; Williams, 2014) reported that lower levels of job satisfaction amongst school nurses are associated with fewer medications allowed for use and less available medical equipment. Bureaucracy and delayed long-term sustainable strategies of a healthcare delivery system may also lower job satisfaction (Bandura, 2008).

4. Factors Affecting Job Satisfaction amongst Bahraini School Nurses

Herzberg's two-factor theory explains that work satisfaction is an individual's satisfaction with his or her job. Certain job factors provide job satisfaction, while other factors provide job dissatisfaction (Ball, 2003). According to Herzberg's two-factor theory, the motivation factors for job satisfaction are (a) sense of achievement, (b) recognition, (c) the work itself, (d) responsibility, and (e) growth and advancement. By administering these motivational factors, the organisation will get the best work performance from its human resources, build a willingness to work, and make full use of employees' potential. The following are the motivation factors which affect school nurses' job satisfaction in Bahrain.

A. Sense of Achievement

The pride of accomplishing something difficult and worthwhile gives psychological fulfilment to any individual at the end of the day (Swann, 1996). School nurses in Bahrain were satisfied overall and in all six aspects of personal satisfaction ($M = 3.86$, $SD = 0.66$). Independent

thought and action ($M = 4.04$, $SD = 0.76$) and the extent of job variation and interest ($M = 4.00$, $SD = 0.78$) were the greatest sources of personal satisfaction with the job. School nurses in Bahrain overwhelmingly reported that a sense of personal fulfilment arose from their roles and that their satisfaction was directly related to their feelings, thoughts, and perceptions about the factors underlying their job satisfaction. For example, 12 school nurses associated job satisfaction with intrinsic feelings such as inner satisfaction and fulfilment, which in most cases they experienced after completing a certain task. Job satisfaction can also be described as a feeling of happiness and contentment after successfully completing a job. P1 stated, "It means that I should be satisfied with what I did". School nurses experienced personal satisfaction with services that benefit students or school employees. Though their role is challenging, school nurses find pleasure and personal satisfaction in helping others. Upon building trust, a school nurse can intervene when parents and children need medical assistance, health insurance, shelter, food, or basic needs. This created a sense of personal gratification in nurses who meet the requirements presented by parents, caregivers, and students (Hearne, 2013). According to Roelen et al (2008), job satisfaction is associated with positive feedback. Finally, the results indicate that the participants were dynamic professionals who experienced a great deal of personal satisfaction related to the variation in their roles and the communities in which they work. This concurs with Herzberg's motivational factors: the sense of achievement contributed to school nurses' job satisfaction.

B. Recognition

Bagheri et al (2012) explained that recognition and appreciation enhance job satisfaction, thus increasing work performance and productivity. In this study, another point of job satisfaction for school nurses was receiving good feedback from colleagues and clients. In Bahrain, most school nurses felt satisfied with their work output and the help they gave students and teachers, as indicated by their sense of happiness. P1 stated, "It means that I should be satisfied by what I did, and I am comfortable at the end of the day...and [with the] praise of others". Still, three remaining school nurses felt job satisfaction was the feeling of happiness they got when nobody complained about their services. It made them feel that they were good at their jobs and provided them with job satisfaction. Although school nurses in Bahrain serve a large number of students and teaching staff, compliments on a job well done made the school nurses feel recognised and appreciated when they were involved in decision-making. The highest levels of satisfaction in the area of professional support were related to the degree of respect and to the fair treatment school nurses received from their superiors, clients,

and patients. Finally, appreciation of school nurses' services alone can increase their job satisfaction, as Herzberg found in his two-factor theory of motivation.

C. The Work Itself

Performance, motivation, and meaningfulness are the job characteristics that motivate employees to work (Kanfer & Chen, 2016). School nurses explain how standards of care are equated with the quality of health services, which, in return, impact nurses' productivity and the quality of patient care (Bagheri et al., 2012). The school nurses in this study reported generally favourable opinions and thoughts. With some exceptions, all evaluations of the standard of care were positive and within very small margins of difference, with the greatest mean being 4.3 for the standard of care given to clients and the least being 3.94 for the general standard of care provided in the unit. This indicates that schools' standards of care varied slightly regarding individual sub-elements. The only overarching concern was with the general level of care the school nurses were able to provide as the only healthcare worker available in their facilities and the impact this had on their ability to provide complex high-level care. They felt that the care they could provide was only one factor of the overall level of care provided to students in private schools; other factors were detrimental to the overall level of care they could provide. However, school nurses serving a higher number of students felt that the standard of care they gave to students was not compromised. The school nurses also reported high satisfaction with the elements that determined whether the patients received the care they needed. The overall satisfaction with standards of care revealed a mean of 3.92, a standard deviation of 0.69, and a p-value of 0.000. This suggests that medical standards at government schools are lower than the participants would like them to be because school administrations do not have sufficient budgets and because they spend less than the amount they request, resulting in lower satisfaction amongst school nurses. At the end of the day, though, they appreciate any medical materials that they can use to care for their students and for the school staff. School nurses in Bahrain reported on the degree of respect and fair treatment from their managers ($M = 34.16$, $SD = 0.87$) and from people with whom they talk and work ($M = 4.09$, $SD = 0.87$). The results indicate that school nurses are satisfied with their professional support, especially with the respect and fair treatment they receive from their superiors. Finally, this reflects the systematic thinking of the school nurses, who, despite working independently, consider themselves as parts of a larger healthcare delivery system for students and communities. Their role and their meaningful job give them satisfaction, going hand in hand with Herzberg's two-factor theory of motivation.

D. Responsibility

When school nurses are given the freedom to make decisions, their independent thoughts and actions give them a sense of ownership. Independence is achieved when school administrations do not interfere with school nurses' roles and decisions. Similarly, a school nurse can make decisions that will favour the general well-being of the students and school. Therefore, independence is the autonomous feeling of ownership which school nurses experience when they are given the space to make decisions without interference. For government school nurses, job satisfaction is achieved by their ability to solve a certain issue. This is particularly true for P14, who said that "the ability to solve problems and my ability in and to endure in my work endurance" give him job satisfaction. On the other hand, government school nurses received job satisfaction from their higher educational and experiential knowledge and skills, which gave them the ability and competence to solve work-related problems. They created new approaches to solving work challenges, inspiring greater creativity and associated feelings of satisfaction. This finding supports Tatsuse and Sekine (2011), who observed that school nurses' use of skills and abilities brought them job satisfaction. Additionally, solving problems that arise provided satisfaction to government school nurses. P6 offered an example and stated, "See, in order to be self-satisfied, I have to depend on myself to solve any problems I face; if I am able to solve these problems, I will have job satisfaction. And when I do so, I will feel relaxed and happy, which will be reflected in my self-satisfaction". Finally, school nurses can solve problems, accept job responsibilities, hold themselves responsible for the work, and help others as part of a whole, thus enhancing job satisfaction amongst school nurses in Bahrain and proving the accuracy of Herzberg's two-factor theory of motivation regarding responsibility and satisfaction.

E. Growth and Advancement

Growth and promotional opportunities motivate employees to perform well at any organisation. There was general satisfaction with career growth and development prospects amongst the school nurses ($M = 3.68$, $SD = 0.66$), which enabled them to provide a high standard of care to students. Another motive for growth and advancement is the sense of job security. Job security ($M = 3.91$, $SD = 0.84$) and prospects for continued employment ($M = 3.86$, $SD = 0.82$) provided the greatest satisfaction for school nurses in Bahrain. Interestingly, private school nurses felt highly secure in their positions, with an understanding that their continued employment was a certainty. The following statement by P16 supports the overall higher job satisfaction amongst private school nurses: "Yes, if we are taken into the school health programme, then definitely we can be a part of

the Ministry of Health, and we can also join them, which will help us in many ways". That statement agrees with Darwish (1998), who stated that satisfaction with job security is positively correlated with organisational commitment and job performance. Finally, according to Herzberg's two-factor theory of motivation, the aspects of desired growth, job security, and promotional prospects in a nursing career increase job satisfaction and motivate employees to execute a well-done job at any organisation.

5. Summary of the Factors Affecting School Nurses' Job Satisfaction in Bahrain

School nurses in Bahrain exhibit characteristics demonstrating that they are dynamic professionals with a great deal of personal satisfaction related to the variations amongst their roles and communities; moreover, appreciation of the school nurses' services by itself can increase their job satisfaction and encourage organizationally minded thinking. Despite working independently, school nurses consider themselves part of a larger system of healthcare delivery, and they find their jobs serving students and communities meaningful and satisfying, which encourages them to keep working.

6. Hygiene Factors for Job Dissatisfaction

Herzberg did not directly examine motivation. He only examined two human needs: the need to avoid pain and the need to grow. The basis of the theory is that two sets of factors contribute to employees' behaviour at work: hygiene factors and motivators. Hygiene factors prevent dissatisfaction even though their presence does not affect working conditions, company policies, administration, pay, or interpersonal relationships (Dartey-Baah & Harlley, 2010). The following section will explain each factor and its contribution to job dissatisfaction amongst school nurses in Bahrain.

A. Salary

The salary structure should be appropriate and equal, and it should be based on a strategic evaluation of each individual's performance (McPhie, 2006). The quantitative results show that school nurses in Bahrain are barely satisfied with the amount of pay they receive ($M = 3.43$, $SD = 1.00$) and with their pay scale ($M = 3.41$, $SD = 1.05$). This is supported by the qualitative data as well. P9 explained, "Actually, as we are covering a big number of students in the school, I would request a higher payment or allowance, as I am making the decisions myself. I am responsible for every decision I make". The participants felt that they should be paid more because they are working

in an isolated setting rather than a medically supported setting, which causes them to feel pressure to make the correct decisions without the support of (or discussions with) other medical personnel. These results agree with those of McHugh and Ma (2014), who explained that wages have a significant influence on nurses' work environment; their study sample comprised nurses in California, Florida, New Jersey, and Pennsylvania in the United States, and it had a response rate of 91% of registered nurses. Furthermore, eight of the present study's participants felt that their salary does not match the amount of work they perform; nurses can experience demotivation and job fatigue, and having a low salary does not improve that situation (Guenette, 2014). P14 stated, "Working in a big school [with a high number of students and staff members] with the same salary for five years is not fair". After all, pay and job satisfaction are significantly correlated. However, salaries and pay scales are not standardised for all school nurses in Bahrain or according to nursing specialty or type of school (government or private). According to the Human Resources Department of Bahrain's MoH, all government school nurses and general nurses in the MoH who have the same certificates and years of experience receive the same pay, with no difference between national and non-national nurses. According to the hiring authority's data, private school nurses are hired by school administrators and comprise 44% of school nurses. Neither the MoE nor the MoH influences these school nurses' contracts or pay rates, which vary across private schools. Finally, school nurses' salaries are important, as good pay is a means of motivation which increases job satisfaction and performance in the workplace. Therefore, if opportunities to receive raises and bonuses are given, school nurses will be willing to work harder and obtain higher workplace satisfaction, in line with Herzberg's hygiene factors, which prevent dissatisfaction at work and influence humans' need to grow.

B. Organisational and Administrative Policies

According to Shinde (2018), an organisation's policies should be fair, clear, and not too rigid, with flexible working hours, dress code, breaks, vacation, training, security, etc., so that the employees can be compliant with laws and regulations, give guidance for decision-making, and streamline internal processes. School nurses in Bahrain were uncertain about whether they were satisfied or dissatisfied with their training ($M = 3.37$, $SD = 0.89$, p -value of 0.000). General uncertainty emerged regarding time off for training ($M = 3.26$, $SD = 1.11$), opportunities to attend courses ($M = 3.25$, $SD = 1.21$), and funding for courses ($M = 3.19$, $SD = 1.15$). The results reveal concerns amongst school nurses in Bahrain regarding satisfaction with their training, in terms of

funding and opportunities for training. Although some government school nurses have had educational opportunities, the training was not sufficient to influence the desired changes in their career progression. School nurses in Bahrain had yet to be included in health and training programmes. P3 supported this finding by stating, “We need more continuous education for school nurses, more courses inside Bahrain or even outside Bahrain, such as attending conferences and workshops about school health”. Training also enhances school nurses’ confidence and ensures they become productive, for the benefit of society. The school nurses in Bahrain stated that training support would have clearly recognisable implications for job performance amongst school nurses. To that end, P18 explained, “I think it’s better to join the School Health Section programme because I need continuous education and they lead us to more lectures and more workshops, and also, we will keep our nursing skills”. The second point discussed by school nurses was that the school principals are not medical professionals and therefore may not be the best individuals to conduct the school nurses’ job evaluations. Often, school principals assess government school nurses using evaluation tools developed for other school staff members, which might not capture some important aspects of the school nurses’ job performance. Consider the following statement by P3: “The school admin gives you the evaluation, and you can see in the evaluation, in one of the sections, the remark that they think about my work because they do not know how to evaluate me as a school nurse”. Finally, organisation policies such as continuous education, flexible work hours, and security for school nurses in Bahrain will enhance their evidence-based knowledge, provide their clients with good standards of care, and provide a sense of happiness for school nurses and clients. Therefore, training improves workplace performance and satisfaction, and Herzberg’s hygiene factors will prevent job dissatisfaction through fair and flexible working hours, training, and security in the organisation’s policies.

C. Work Conditions

The employees should be offered healthcare plans, benefits for their family members, employee help programmes, etc. (Shinde, 2018). Working conditions are situations in the workplace that affect the practitioners’ full scope of work (Shalley, Gilson, & Blum, 2017). The school nurses who took part in the study reported that they were comfortable with their peers in the education setting, but they often felt that their ability to interact with peers and share concerns with management was significantly limited in the school clinic setting. The people available for interaction in the workplace, opportunities to discuss concerns, and the degree to which nurses felt

like members of a team were all important factors. Private school nurses expressed significantly greater satisfaction in these areas. P16 supported the findings: “If something happens, then we talk amongst ourselves (as nurses working in the school); after that, we convey the message to the school administration”. However, for changes to take place, the nurses need support from the administration, a claim P24 supported: “I would like to have an update so I can prepare the clinic, and I need a support system working with me”. This statement indicates the overall attitude of satisfaction with professional support among private school nurses, who are part of the school system, as opposed to government school nurses, who are supervised largely by individuals from the MoH carrying out specific directives (Bandura, 2008). Finally, the research supports the proposal of the affective-events theory that workplace leaders are sources of affective emotions, leadership, and positive emotions (Dasborough, 2006); in this respect, school nurses in Bahrain have reasonable job satisfaction.

D. Physical Working Conditions

The working conditions for every employee should be safe and clean. Work equipment should be updated and well-maintained (Shinde, 2018). School nurses in Bahrain face the challenge of a high workload. They have to work long hours without breaks, especially when they have a high number of students. Additionally, a large number of students or a high ratio of students per nurse negatively influences nurses’ job satisfaction (Guenette, 2014) and makes work difficult for nurses, thereby creating unfavourable working conditions. Government school nurses serve a large population of more than a thousand students and staff members. This problem is compounded when school administrators assume school nurses have limited roles and therefore do not provide them with support staff to assist with non-core administrative or logistical tasks. A large workload refers to a large number of clients and a large number of job requirements that a single nurse has to complete during a given period of time. The lowest levels of satisfaction for school nurses were with overall staffing levels ($M = 3.75$, $SD = 0.92$) and personal workload ($M = 3.56$, $SD = 1.07$). These results reveal that, although school nurses are satisfied with their current workload, they have concerns about staffing levels and workload. A large workload is a weakness in the role of government school nurses. P8 confirmed this statement: “The first challenge is that I have a huge school, divided into several departments and sections, with a range of 1,000 students; 150 teachers, admin and educational staff; and 17 labourers. In addition to this, the number of students and staff visiting me is around 40 to 50 per day”. Participants consistently felt that they were asked to perform duties that

were outside the scope of their positions and that teachers, administrators, and parents did not understand when nurses attempted to refer them to appropriate caregivers outside the school environment. School nurses often felt that they were up against decision makers who influenced their outcomes, regardless of their desire to protest. Government school nurses under the MoH's purview are believed to have more comprehensive roles than private school nurses under the MoE's purview. Such a perception of role discrepancies hampers private school nurses' job satisfaction (Iliopoulou & While, 2010). Finally, the working conditions for every employee should not include work overload, so that school nurses can provide their clients with high standards of care and provide themselves and clients with a sense of happiness. This claim also supports Herzberg's hygiene factors, in that an acceptable workload and favourable working conditions will prevent job dissatisfaction.

E. Status

Status: Employee's Full-Time or Part-Time Status in an Organisation (Shinde, 2018). According to the MoH and MoE, government and private school nurses in Bahrain are employed as full-time employees, as neither employs part-time school nurses. Understanding job satisfaction is the key issue to connect positive work attitude, job commitment, higher productivity, and job status across organisations (Okan & Akyuz, 2015). Because school nurses do not work in medical settings but in educational settings and are almost always the only medical staff at the school, they experience a lack of opportunities to leave their workstations, come to work late, and take time off, as no other school nurse can cover for them, resulting in low levels of satisfaction. According to P12, "I am not able to take emergency leave as no one can cover me, and I do not like it". But this is contradicted by the reduced autonomy data regarding the time assigned to them to carry out their duties, indicated by higher frequencies of seeking permission for lunch breaks ($M = 4.06$), changing work hours ($M = 4.52$), leaving the office ($M = 4.16$), coming in late ($M = 4.16$), and taking time off ($M = 4.22$). These scores are high and do not reflect the qualitative data that were collected and that contributed to the mixed methods research side effects, which is possibly prone to 'contradictions' in data because of the different categories and levels of analysis employed (May, 2010). This did not mirror the stereotype of full-time employee satisfaction, but it goes hand in hand with Herzberg's hygiene factors of how employees' status can lead to job dissatisfaction.

F. Interpersonal Relations

Effective communication is an important skills to raise awareness and create a desirable environment, which supports the fact that nurses feel isolated in a non-medical setting, providing little room for disagreement across the specialty (AAP, 2016). The data from the subscale on satisfaction with professional support found that the school nurses were less satisfied with the available opportunities to raise their concerns ($M = 3.78$, $SD = 0.88$). Another point is the school clinic's budget. Government school nurses face poor budget allocation. P8 supports this claim: "Lack of budget: the clinic medical equipment is not all available because as it was contracted between the two ministries, the Ministry of Education should supply all medical equipment". Although government school nurses are effective team players, they cannot influence their school administrations to add a budget for their school clinics. Finally, employees' relationships with their peers, superiors, and subordinates should be appropriate and without conflict or humiliation (Shinde, 2018). School nurses try their best to be team players in educational settings, as they are the only medical professionals in the schools. This claim does support Herzberg's hygiene factors, as school nurses in Bahrain experience reasonable job dissatisfaction regarding available opportunities to raise their concerns.

7. The Difference in Job Satisfaction between Private and Government School Nurses

A notable factor in all the data relating to job satisfaction is the difference between private and government school nurses. Private school nurses ($M = 3.97$, $SD = 0.48$) reported significantly higher levels of overall job satisfaction ($p = 0.000$) than government school nurses ($M = 3.57$, $SD = 0.67$). Private school nurses in Bahrain reported higher levels of satisfaction with their professional support, prospects, continued employment, and standards of care. The reasons for this difference may be myriad; however, this research suggests that it may be related to the reporting relationship differences in the government and private school sectors and the fact that private school nurses have a singular identifiable boss. The primary boss for private school nurses in Bahrain is the school headmaster. These school nurses have to be monitored by the school administration, which will take the needed instructions from the MoE; hence, private school nurses are monitored by one authority. Government school nurses are monitored by their primary boss, the School Health Nurse Supervisor, and their secondary boss, the school headmaster. They have multiple managers from whom they take

direction, and work for more than one person. This is difficult, as most people have one person who is ultimately responsible for their career (Tober, 2019). This may explain why private school nurses are more satisfied than government school nurses. Moreover, private school nurses in Bahrain do not have official job descriptions from the responsible authority bodies in Bahrain, so school headmasters write the school nurses job descriptions according to the school's needs and their own opinions. This gives private school nurses the freedom to be innovative, and not to be constrained to certain rules, which contributes to private school nurses having higher levels of overall job satisfaction than government school nurses.

8. Conclusion

This study revealed that school nurses in Bahrain generally feel a great deal of satisfaction and identified the absence of professional growth and career advancement opportunities as significant contributors to low job satisfaction. The researcher suggests developing a curriculum to implement standardised school nursing care and therefore facilitate the development of quality assessment and performance measurement tools applicable specifically to the school nursing professional environment. To ensure a productive and healthy working environment, the school administration should clearly communicate the school nurse's role to the students and teachers

9. Future Research's and Steps

Developing a plan to identify the roles that nurses can play at universities. The university population is different from the populations at primary and secondary schools, which necessitates a completely different approach; this suggestion can be done in Bahrain as it does have significance and value for healthcare professionals in GCC region.

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