

A STUDY ON THE RELATIONSHIP AMONG SELF-MOTIVATION, ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION OF UNIVERSITY FACULTY MEMBERS IN TAIWAN

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ABSTRACT

The purposes of this study were first, to explore the faculty members' self-motivation to pursue in-service education; second, to examine the relationship between their job satisfaction and commitment; third, to understand the degree of job satisfaction and organizational commitment of teacher who are participating in continuing education and those who completed this experience; and fourth, to investigate any difference of job satisfaction and commitment to school between who participate in continuing education and teachers who do not participate in continuing education. The statistical methods employed, on the basis of research questions, descriptive statistics, One-way ANOVA, Person correction, *t* test, and stepwise multiple regression using the statistical software SPSS 16.0. Research questions were by a reliable and valid instrument base upon the results of a content validity test and a pilot test. A total of 122 university faculty members completely participated in this study. This study revealed that: the motivation of the teacher who participated in in-service education was high. Extrinsic motivation was greater than intrinsic motivation. Extrinsic motivation, such as "Go with trend" and "Incentive by school", were main factors influencing teachers who are participation in in-service education. The level of job satisfaction did not reach significant difference with continuing in in-service education. The difference between organizational commitment and continuing in in-service education was not significant. This phenomena seemed imply that their in-service education might not really focus on or improve organizational commitment. The faculty possessed higher organization commitment score, while they held the higher the level of job satisfaction. Also, this study found those faculty finished their academic degrees possessed higher organizational commitment than those faculty were pursuing their continuing education.

Key Words: Self-Motivation, Organizational Commitment, and Job Satisfaction.

INTRODUCTION

Statement of the Problem

In 1994, Taiwan's government deregulated education policy related to the management of higher education. As a result, many universities established new technology departments. In addition, most junior colleges upgraded to institutes of technology or institutes of technology upgraded to universities of technology (Lee, 2001). When junior colleges upgraded to institutes or universities of technology, the administrations confronted the serious question of how to employ teachers who met the higher degree requirements because the title of the majority of junior college teachers was Lecturer (Chang, 2002). According to information issued

by the Ministry of Education (2005) about teachers employed by Private Institutes of Technology, titles of teachers who were in higher-ranking positions than Assistant Professor comprised more than 25 percent of the total full time teachers in institute of technology or 50 percent of the total full time teachers in universities of technology.

In the present stage of development of the educational system, most of the teachers employed full-time are lecturers. This is because the majority of institutes and universities of technology recently upgraded from junior colleges. Hence, many schools use two methods to increase the percentage of qualified teachers. One is to preferentially hire teachers who are qualified to fill a position with a title of at least assistant professor. Another is to encourage lecturers to participate in in-service education to obtain higher degrees. Many lecturers have no choice but to obtain a higher degree in order to keep their jobs. The constantly changing environment is forcing adjustments in the organizations' culture.

Motivation is a very important causal factor in human behavior. This study will focus on the teachers' motivation for continuing in-service education and the relationship to job satisfaction and organizational commitment. Lundblad (1994), and Brown (2002) concluded that there is a positive correlation between motivation and job satisfaction. Dramstad (2004) found that the correlations between job satisfaction and organizational commitment are positive. Organizational commitment means "a sense of teacher loyalty to the school workplace and identification with its values and goals" (Mowday, Porter, and Steers, 1982, p.226). Organizational commitment has been identified as an important aspect in understanding the work behavior of employees in organizations (Meyer & Allen, 1991).

Purpose of the Research

The purposes of this study are:

1. To examine the individual's motivation to pursue a higher level of qualification.
2. To examine the degree of job satisfaction of teachers who are participating in continuing education and those who have completed this experience.
3. To examine the degree of commitment to the employing school for those who participate in continuing education.
4. To examine the relationship between job satisfaction and commitment of teachers who participate in continuing education.
5. To examine any difference in job satisfaction and commitment to the school between teachers who participate in continuing education and teachers who do not participate in continuing education.

Importance of the Study

It is a necessary condition of successful teaching for teachers to unceasingly participate in in-service education and increase specialized growth. Many institutes and universities of technology encourage the lecturer to participate in in-service education to obtain a higher degree in order to improve teacher quality. This study is important for the following reasons:

1. Understanding the motivation of the teachers participating in in-service education may help school administrators to attract teachers who meet requirements.
2. Understanding the degree of job satisfaction may help the school managers improve the teachers' work environment.
3. Understanding teachers' commitment to the school may help the school superintendents adopt effective policies to reduce teacher turnover rate.

Questions for the Research

Given the above stated purposes of the research, the research questions in this study are:

1. What motivates teachers to want to participate in in-service education?
2. What are the present levels of job satisfaction for teachers who participate in in-service education?

3. What are the present levels of organizational commitment to the school for teachers who participate in in-service education?
4. What are the correlations between organizational commitment, job satisfaction and motivation of teachers who participate in in-service education?
5. What is the difference between commitment and job satisfaction for teachers who participate in continuing education and teachers who do not participate in in-service education?

REVIEW OF THE LITERATURE

The literature review addressed the theory basis and research issues that served as the conceptual framework for this study. This review includes three parts: (1) a review of the literature on teachers' in-service education motivation and other related research; (2) a review of the literature on teachers' job satisfaction and other related research; and (3) a review of the literature on teachers' commitment to school and other related research.

Studies of Motivation Related to Teachers

Motivation can be separated into components, that of intrinsic motivation and extrinsic motivation. Gray and Starke (1988) proposed that extrinsic rewards (pay, promotions, compliments, etc) are independent of the task performed and are controlled by other people. Intrinsic rewards (a feeling of accomplishment of task that was interesting and challenging) are an integral part of the task and are administered by the individual doing the task. Therefore, extrinsic motivation results from anticipation of extrinsic rewards and intrinsic motivation results from potential intrinsic rewards.

Studies of Job Satisfaction Related to Teachers

Frederick Herzberg (1959) proposed that job factors be classified into two categories, motivators and hygiene. Herzberg found the determinants of job dissatisfaction to be company policy, administrative policies, supervision, salary, interpersonal relations, working conditions, and other extrinsic job factors.

Lester (1987) found many factors will affect work job satisfaction such as "advancement, autonomy, colleagues, creativity, pay, recognition, responsibility, school policies, security, supervision, work itself, and work conditions" (p. 225). Mullins (1999) defined job satisfaction as a complex concept and found that the level of job satisfaction is affected by a wide range of individual, social, cultural, organizational, and environmental variables.

Studies of Organizational Commitment Related to Teachers

Kushman (1992) stated that teachers' organizational commitment depended on certain working conditions existing in the school. These included: (1) a behavioral climate conducive to learning, (2) a motivational climate for the student, (3) involvement of the teachers in decision making, and (4) extrinsic rewards for the teachers (Norwood, 1997, p. 42).

Insim (2003) examined the effects of teacher empowerment on teacher commitment and student achievement. The findings were that rewards and professional development were positively related to teacher commitment.

METHODOLOGY

Research Structure

The research structure in this study was based on the literature review, the statement of the problem, purpose of the research, and research questions. With teacher demographics as the independent variable and in-service education motivation, job satisfaction, and organizational commitment as the dependent variables, the present

status and the relationships among the variables were explored. The research structure is graphically presented in Figure 1.

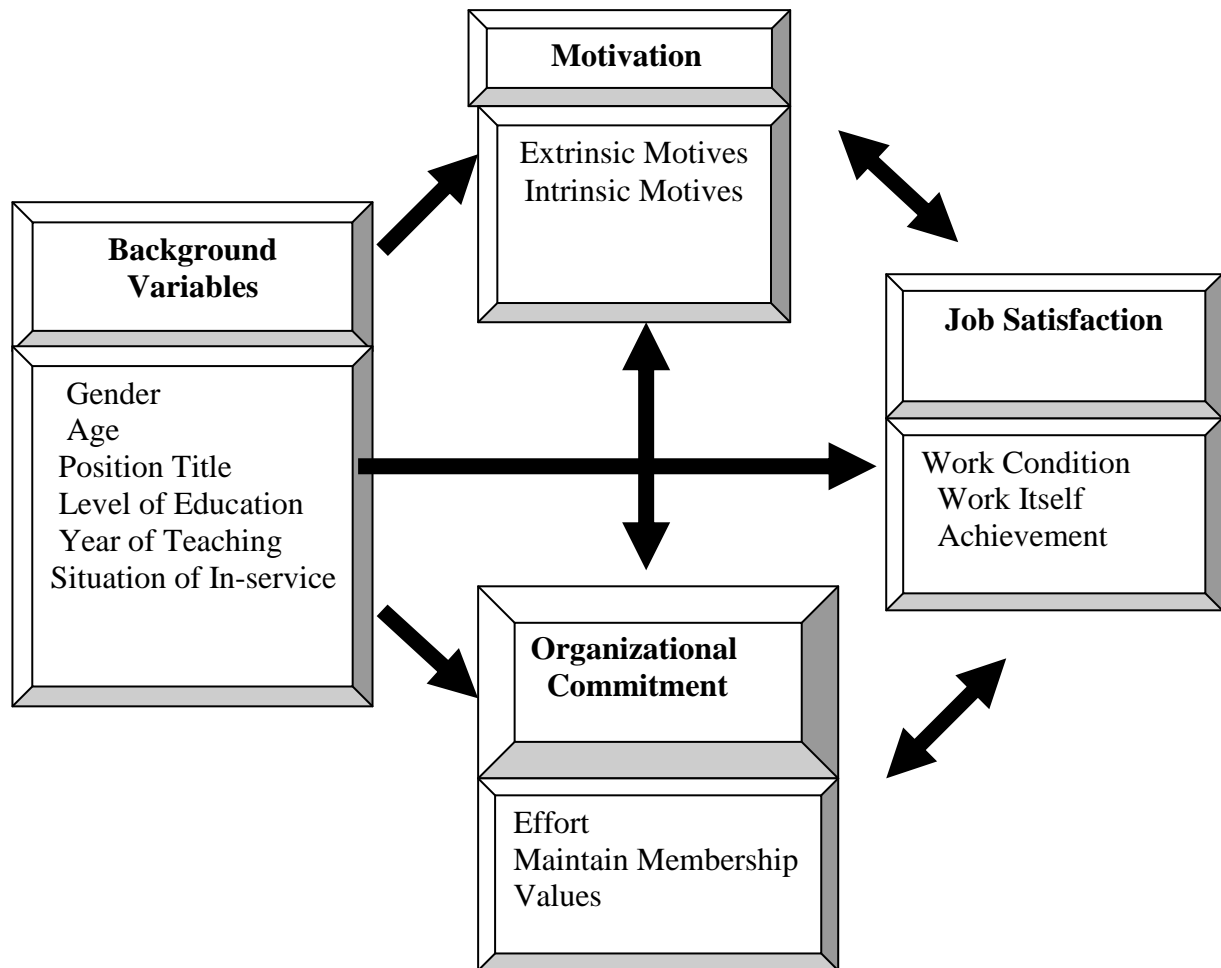


Figure 1: Research Structure

Population and Data Collection

The sample for this research was the faculty at the Overseas Chinese University. The head of each department was contacted to request cooperation. Then, the researcher contacted nine administrative assistants to secure their cooperation. The volunteer administrative assistant in each department followed the instructions to help distribute the survey instruments to selected subjects and collected the returned instruments in sealed envelopes from the subjects.

RESULTS AND ANALYSIS

Research Question One

Research Question One states: What motivates teachers to participate in in-service education?

The factors were determined by Pearson correlation analysis and stepwise regression analysis. A statistical relationship was found in overall motivation with regard to extrinsic motivation and intrinsic motivation. The results indicated that extrinsic motivation primarily influenced teachers continuing in in-service education. The coefficient of determination (R^2) showed that 85.04 percent of the variance of overall motivation was accounted for by its linear relationship with extrinsic motivation. Of the primary factors in extrinsic motivation, those with the highest ranking were "Go with trend", "Career advancement", "Incentive by school", "Raise" and "School requirement". The coefficient of determination (R^2) showed that 78.73 percent of the variance of overall motivation was accounted for by its linear relationship with intrinsic motivation. Of the primary factors in intrinsic motivation, the highest rated factors were "Family or friends encouragement", "Status and reputation", and "Improve knowledge".

Research Question Two

Research Question Two states: What are the present levels of job satisfaction for teachers who participate in continuing education?

The difference was analyzed by Student's *t*-test. The overall mean of teachers who are continuing in-service education was higher than that of teachers who completed in-service education. After Student's *t*-test, factors of work conditions, work itself, and achievement did not reach a level of significant ($p > .05$). This study indicated that there was not a statistically significant difference between job satisfaction and teacher participation in continuing education.

Research Question Three

Research Question Three states: What are the present levels of organizational commitment to the school for teachers who participate in continuing education?

The difference was analyzed by Student's *t*-test. The overall mean for teachers continuing in-service education was higher than for those who had finished.

After Student's *t*-test, effort commitment, maintain membership commitment, and value commitment did not reach a level of significant difference. This study indicated that there was no statistically significant difference between any of these factors.

Research Question Four

Research Question Four states: What are the correlations between organizational commitment, job satisfaction and the motivation of teachers who participate in in-service education?

The correlations were determined by Pearson correlation and stepwise regression analyses. There was a significant positive correlation between organizational commitment and job satisfaction. In three subscales for OCS and overall job satisfaction, the degree of correlation between maintain membership commitment and overall job satisfaction was more than for effort commitment and value commitment. In three subscales for JSS and overall commitment, the degree of correlation between work itself and overall organizational commitment was highest. This study indicated that the higher the organizational commitment score, the higher job satisfaction of teachers. The coefficient of determination (R^2) showed that 78.73 percent of the variance of overall job satisfaction was accounted for by its linear relationship with overall commitment. "This school really

inspires the very best in the way of my teaching” and “Deciding to work for this school was a definite good choice on my part” were the primary factors of organizational commitment that influenced job satisfaction.

Further, there was a significant correlation between organizational commitment and motivation of teachers who participate in in-service education. Among all subscales, the degree of correlation between effort commitment and overall motivation was highest. The degree of correlation between intrinsic motivation and overall commitment was more than that of extrinsic motivation and overall commitment. This study indicated that the higher the organizational commitment score, the higher the motivation of teachers participating in in-service education. “I am willing to put in a great deal of effort beyond that normally expected in order to help the school be successful”, I am proud to tell others that I am part of this organization”, and “This school really inspires the very best in the way of my teaching” were the primary factors of organizational commitment that influenced motivation for teachers participating in in-service education. “I find that my values and the school’s values are very similar” was a negative factor for teachers participating in in-service education.

There was a significant correlation between job satisfaction and motivation of teachers who participate in in-service education. Among all subscales, the degree of correlation between work itself and overall motivation was highest. The degree of correlation between intrinsic motivation and overall job satisfaction was more than that of extrinsic motivation. This study indicated that the higher the motivation score, the higher the level of job satisfaction. “Incentive by school” and “Improve knowledge” were the primary factors of motivation that influenced job satisfaction.

The correlations among organizational commitment, job satisfaction, and motivation reached a level of significance. The correlation coefficient between job satisfaction and organizational commitment was highest. This study indicated that the correlation between job satisfaction and organizational commitment was greater than that of other factors.

Research Question Five

Research Question Five states: What is the difference between organizational Commitment and job satisfaction for teachers who participate in continuing education and teachers who do not participate in continuing education?

For organizational commitment, the overall mean of teachers who participate in continuing education was lower than that of teachers who did not. Results of the Student’s *t*- test showed a level of significant difference between organizational commitment of teachers who participate in continuing education and those who do not participate in continuing education. This study indicated that the organizational commitment of teachers who participate in in-service education is less than teachers who do not.

In job satisfaction, the overall mean of teachers who do not participate in continuing education was greater than that of teachers who participate in continuing education. As shown by the Student’s *t*-test results, there was no a level of significant difference between job satisfaction of teachers who participate in continuing education and those who do not participate in continuing education.

Based on stepwise regression, organizational commitment and job satisfaction were predictive of teachers participating in in-service education. The lower the organizational commitment score, the higher the teacher trend toward participating in in-service education. The higher job satisfaction score, the higher the teacher trend toward participating in in-service education. The results indicated that the factor “Effort commitment” was negatively correlated and a predicative variable.

CONCLUSIONS

This study revealed that: the motivation of the teacher who participated in in-service education was high. Extrinsic motivation was greater than intrinsic motivation. Extrinsic motivation, such as “Go with trend” and “Incentive by school”, were main factors influencing teachers who are participation in in-service education. The level of job satisfaction did not reach significant difference with continuing in in-service education. The difference between organizational commitment and continuing in in-service education was not significant. This phenomenon seemed imply that their in-service education might not really focus on or improve organizational commitment. The faculty possessed higher organization commitment score, while they held the higher the level of job satisfaction. Also, this study found those faculties finished their academic degrees possessed higher organizational commitment than those faculties were pursuing their continuing education.

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