

relationship of achievement goal orientation of different departments with their work engagement and organizational commitment

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Relationship of Achievement Goal Orientation of Different Departments with their Work Engagement and Organizational Commitment

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Abstract

Achievement goals and organizational commitment are internal representations of desired states that guide individuals' pursuits. Achievement goal theory is based on individuals' intrinsic disposition which relate ambition and goal attainment. The study was exploring the relationship between achievement goal orientation of different departments with work engagement and organizational commitment. The study was quantitative in nature and correlation research design was used. Two district (Lahore and Faisalabad) were selected as a sample of the study. Stratified random sampling technique was used to select the universities. one hundred and sixty teachers were selected from public and private universities of central Punjab were selected as a sample. Pearson Product Movement method was used to find the relationship among variables. One Way ANOVA was used to find the difference among different departments. Achievement goal orientation has moderate positive correlation with organizational commitment.

Key words: Achievement goal orientation, organizational commitment, work engagement.

INTRODUCTION

In the field of educational psychology goal orientation is becoming an important construct. In early researches Dweck (2003) it is found that in order to pursue competence based learning a teacher may have two goals. A) a learning orientation, b) a performance orientation. Based on two orientations goal orientation postulated a frame work. First one is mastery goals where mastery tasks are focused by the students and wanted to learn some new skills. Mastery learning is defined as according to self-set standard tasks students focused on learning goals and mastering tasks. Acquiring new knowledge, improving and developing new skills are the major focus of a learner.

According to Dweck and Leggett (2011) finding satisfaction is the main goal of a mastery oriented learner in the work and did not want to be effected by some external performance indicators, for example grades. Mastery oriented students engage themselves in some activities in order to increase their knowledge. Duda (2004) concluded that at a higher level they pay more attention and process information and they never afraid of asking help from others. The mixed-effective consequences such as increasing enjoyment and negative effect are linked with mastery avoidance goals. The association of these goals behaviorally is linked with shuttle run performance, self-reported intensity of activities and increasing fitness. On the other side cognitively it is associated with physical activity participation, tolerance, sports participation and efforts. Concerning demonstrating competence and focusing on receiving favorable judgments of abilities from others are the main focus in performance learning.

According to Nitsche (2011) in order to differentiate these goals at subordinate level these four goals are conceptualizing as broad super ordinate dimensions. With respect to different types of professional competencies a teacher may aim to extend these types of learning goals (Shulman, 1986). Social comparison and appearance and presumption are two components for defining performance goals. Ziegler, Dresel, and Stoeger (2008) argued that these components show that individual want to be competent not to be incompetent. According to Ziegler (2008) there are four addressee groups, for example three interpersonal addressee, and a teacher himself as an acting intrapersonal addressee performing A-performance and performance in avoidance goal orientation performance.

In order to gain positive results through staff motivation, organizational commitment, commitment towards organizations' goals, trust, integrity, sense of well-being, within an organization is called work engagement. According to Achua and Lussier (2013) work engagement can be measured, varies from poor to great and can be nurtured. "Employee work engagement as the extent to which employees are committed to something or someone in their organization depending on the hard work and the time spent working" (Hakanen & Schaufeli, 2012). There are several key themes of work engagement, for example, employees' pride in their employers. The measure of personals' beliefs about their work and they perceive that how their employers value them. Montani, Odoardi and Battistelli (2014) individuals' enthusiasm towards work, employees' involvement and satisfaction is called engagement.

Fearon, McLaughlin and Morris (2013) argued that through flexible efforts employees' engagement cannot be achieved by manipulating their emotions and commitment. Within the framework of work experience the intimate involvement is described as engagement. The employees are emotionally connected cognitively and vigilantly with others when they engaged. In order to achieve goal of the firm and employee expect that he have opportunity to participate and their contribution is significant for the organization for accomplishing their organizational goals.

According to Lee, Carswell and Allen (2000) defined commitment between persons and occupation there is a psychological link in reaction of the occupation. This definition is supported by the definition given by Ryan (1990) within a specific organization strength of an employees' identification and engagement is called commitment. In order to remain within an organization, exerting efforts within an organization, for accepting organizational goals for accomplishment is

relationship of achievement goal orientation of different departments with their work engagement and organizational commitment

called teachers' commitment. It is based on diverse organizational commitments, for example, absenteeism, turnovers, job satisfaction and performance. With low work morale a teachers are less committed with their work. Whereas the high work morale is related to high work commitment (Chugtai & Zafar, 2006).

Objectives of the study

Following objectives were formed to conduct the present study to;

1. Explore the relationship of Achievement goal orientation and work engagement.
2. Explore the relationship of Achievement goal orientation and organizational commitment.
3. Identify the difference in Achievement goal orientation on the basis of different departments

Research Questions

The study was conducted to answer the following questions:

1. Is there any relationship between Achievement goal orientation and work engagement of teachers?
2. Is there any relationship between Achievement goal orientation and organizational commitment?
3. Is there any difference between Achievement goal orientation of teachers on the basis of different departments?

Research Methodology

A correlation research design was use to find out the relationship between achievement goal orientation with organizational commitment and work engagement. All general type of universities was selected in central Punjab. Only two district Lahore and Faisalabad were selected as a population. Stratified sampling technique was used to select sample for the present study. Sample of the study was selected in three stages: Stage 1 four general type universities (2 publics and 2 private) were randomly selected. Stage 2; three departments (Education, Economic, Sociology) were selected on each university and then censes sampling technique was used to select the teachers. One hundred and sixty teachers were selected as a sample. Questioner was used for data collection. The researcher was used a self-compiled questionnaire for data collection. Questionnaire was consisted on achievement goal orientation, work engagement and organizational commitment. Researcher visited the universities by herself and distribute the questionnaire among teachers. Pearson product movement method was used to explore the relationship among variables. One way ANOVA was used to find the significant difference among different departments.

Results

Table 1 *Department wise Sample Distribution*

Departments	F	%age
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Education	82	51.6
Sociology	38	23.9
Economic	39	24.5
Total	159	100.0

Table 1 showed that there was 82(51.6%) teachers from education department and 38(23.9%) from sociology department and 39(24.5%) were from economic department.

Table 2

Correlation among Goal Orientation and work engagement

Variables	N	r-value	Sig.
WE & Achievement goal orientation	160	.564	.000

Table predict the correlation of achievement goal orientation and engagement of work among teachers. Pearson Product Movement method was used to find the relationship. Moderate positive significant $r=.564$, $p=.000$ relationship excite between two variables.

Table 3

Relationship between goal orientation and commitment to the organization.

Variables	N	r-value	Sig.
OC & Achievement goal orientation	160	.621	.000

Table 3 predict the correlation of achievement goal orientation and commitment to the organization among teachers. Pearson Product Movement method was used to find the relationship. Moderate positive significant $r= .621$, $p=.000$ relationship excite between two groups commitment and goal orientation.

Table 4

Correlation between work engagement and organizational commitment

Variables	N	r-value	Sig.
OC & WE	160	.434	.000

Table predict the correlation of engagement of work and commitment to the organization among teachers. Pearson Product Movement method was used to find the relationship. Moderate positive significant $r= .434$, $p=.000$ relationship excite between two groups commitment and engagement of work.

relationship of achievement goal orientation of different departments with their work engagement and organizational commitment

Table 5

ONE WAY ANOVA identify the difference among teachers about achievement goal orientation on the bases of department

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	30.962	30	1.032	1.685	.025
Within Groups	78.409	128	.613		
Total	109.371	158			

Table 5 shows the department wise difference among teachers about achievement goal orientation. There was significant difference $F(158) = 1.685$, $p=.025$ in achievement goal orientation of teachers on different departments (Education, Sociology, Economics).

Table 6

ONE WAY ANOVA identify the difference among teachers about work engagement on the bases of department

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	32.622	30	1.087	1.814	.012
Within Groups	76.749	128	.600		
Total	109.371	158			

Department wise difference about work engagement was indicated that There was significant difference $F(158) = 1.814$, $p=.012$ in work engagement of teachers on different departments “(Education, Sociology, Economics)”.

Table 7

ONE WAY ANOVA identify the difference among teachers about Organizational Commitment on the bases of department

Department	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.699	27	1.137	1.893	.010
Within Groups	78.673	131	.601		
Total	109.371	158			

The department wise difference of organizational commitment among teachers is shown in this table. There was significant difference $F(158) = 1.893$, $p=.010$ in organizational commitment of teachers on different departments (Education, Sociology, Economics).

This research constitutes an attempt to extend the extant literature on goal orientation and organizational commitment. Our results indicate that mastery-oriented individuals are strongly committed to their organizations regardless of how commitment is defined. Mastery-oriented individuals emphasize increasing their competence and skills in a supportive environment and develop a greater liking (affective commitment) for organizations that support sharpening skills. These individuals also develop a sense of obligation (normative commitment) to remain in the organization because the organization provides resources to help satisfy their inner desire to develop more skills. Finally, mastery-oriented individuals may perceive leaving the organization as losing chances to improve their competence and skills (continuance commitment); they may fear working in an organization that places less value on developing competence and skills. Consistent with previous research, this study found individuals with high affective and normative commitments generally report satisfaction with their jobs (Meyer and Herscovitch, 2001; Vandenberg and Lance, 1992). The findings on commitment may also reflect cultural values. Once a British colony, the majority of Singapore's population (75 percent) is of Chinese descent, so most people embrace traditional Chinese philosophies in which social order, trust, and loyalty are important social norms. As Siu (2003) argued, in Asian cultures both affective and normative commitments may be affected by employees' sense of obligation and loyalty because those are cultural values.

The effect of these values may be evident in the path coefficients from normative commitment to job satisfaction; they are much higher than the path from affective commitment to job satisfaction. The authors also argue that individuals who are normatively committed may have a greater need to reduce tension caused by their commitment to the organization as described as a state of cognitive dissonance, and thus report higher satisfaction with their job (Bateman and Strasser, 1984; Salancik and Pfeffer, 1978).

Although our hypotheses were generally supported, there were a few unexpected findings. First, we found that performance orientation is only moderately related to affective commitment. Performance-oriented employees may feel more job stress than their mastery-oriented co-workers and are, therefore, more likely to report lower levels of affective commitment (Podsakoff et al., 2007). Furthermore, performance-oriented employees' expectations of the job and their understanding of job requirements may not have matched, particularly in a complex health care environment, which led to lower affective commitment (Wanous, 1973). These performance-oriented employees may also perceive less organizational support (Moideenkutty et al., 2001); thus, they may withdraw their sense of obligation to the organization.

Discussion

Finally, while our cross-sectional data showed general support for a link between affective and normative commitment and job satisfaction, previous research investigating the causal linkages of latent variables has called for the use of longitudinal designs or the collection of multiple waves of data (Currivan, 1999; Vandenberg and Lance, 1992). To

relationship of achievement goal orientation of different departments with their work engagement and organizational commitment

This research includes an effort to extend the literature available on the on goal orientation and organizational commitment. Our results show that people who focus on participation are committed to their organizations no matter how defined commitment is. People who focus on technology emphasize developing their skills and competencies in a compassionate environment and develop more passion (effective commitment) of organizations that provision perfecting skills.

These people also have a sense of responsibility (normative commitment) of staying in the organization because the organization delivers different opportunities to help for the satisfaction of their internal inspiration to develop additional skills. Finally, people who focus on participation may see leaving the organization as a loss of opportunities to develop their skills and abilities (continued commitment); they may be afraid to work in an organization that puts little emphasis on skills development.

With the reference of previous researches, this study concluded that the persons who have high affective and normative commitments, they are more satisfied with their jobs (Meyer & Herscovitch, 2001; Vandenberg & Lance, 1992). The conclusions related to commitment may give consideration to cultural values.

Once a British colony, the majority of Singaporeans are respectable Chinese, so many individuals hold old-fashioned Chinese philosophies where social order, trust, and honesty are significant societal customs. As Siu (2003) debates, in Asian cultures both emotional and general bonds can be influenced by a sense of responsibility and trustworthiness for workers because those are traditional norms. The impact of these values may be reflected in the coefficients ranging from general commitment to job satisfaction; they are much advanced than the track from a committed commitment to job satisfaction.

The authors also comments about those individuals who are generally committed may have a better need to decrease pressures initiated by their commitment to the organization as defined as a state of disagreement, and in this way, they expressed higher satisfaction with their work (Bateman & Strasser, 1984; Salancik & Pfeffer, 1978). , there were a few unintended consequences. First, we found that the nature of work is only related to active commitment. Work-focused employees may feel more stress at work than their colleagues who focus on improvement and, therefore, are more probable to describe lower levels of functional commitment (Podsakoff et al., 2007). Moreover, the expectations of work-focused staff and their consideration of job requirements may vary, especially in the area of complex health care, which has led to lower commitment (Wanous, 1973).

These performance-oriented personnel may also observe less organizational support (Moideenkutty et al., 2001) and in this way, they may take out their sense of responsibility to the organization.

In conclusion, while our cross-sectional data presented general support for a connection between affective and normative commitment and job satisfaction, earlier researches exploring the causal connections of latent variables has called for the use of longitudinal designs or the collection of manifold waves of data (Currivan, 1999; Vandenberg and Lance, 1992). To authenticate our results, we inspire future studies include a longitudinal section and take different samples. Future research studies must be focused on meditational variables in the relationship among goal orientation, job satisfaction, and job performance.

Conclusion

In this study result shows the relationship among achievement goal orientation with “work engagement and organizational commitment”. There was positive moderate relationship among university teachers on the basis of different departments’ “education”, “sociology” and “economics”. Different departments of public and private university teachers were found no significant difference. Different studies support the relationship among “work engagement and organizational commitment” with achievement goal orientations.

The study recommended that:

1. There was coordination and assistance among teachers can be encouraged by the organization as it will enhance the relations of the workers in each department. It may enhance better communication and relation among the boss and the subordinates.
2. The following study might be conducted on large sample in order to generalize results for future consideration.

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