

Achievement Goal Orientation, Work Engagement and Organisational Commitment: A Correlational Study of University Teachers

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Achievement Goal Orientation (AGO) is considered as an important aspect of individuals' mental faculties because of having the property of driving individuals' thoughts, interpretations and reactions to a task, resulting in different patterns of behaviours to attain their goals. This study was designed to identify the correlation among Achievement Goal Orientation (AGO), Work Engagement (WE) and Organisational Commitment (OC) of university teachers through a survey method. The sample of the study was 165 university teachers' who were selected from two universities of the Lahore district. Multistage sampling technique was used. Two public and two private universities were selected randomly. Three instruments were used for data collection; one to measure AGO, second for OC and third for WE of university teachers. The correlation among AGO, WE and OC was identified through Pearson Product Moment. Independent sample t-tests were run to find out mean difference in university teachers' responses for the variables under study on the basis of gender. Results of data analysis revealed a moderate positive correlation among the variables under study.

Key words: *Achievement goal orientation, Work engagement, Organizational commitment.*

Introduction

Goals and needs direct most of human behaviours. Goals can be enlisted in the range of personal to professional, happy to doing blooming in institutions and short-term goals to long-term goals etc. According to Nicholls, Patashnick and Nolen (2005) needs can be objective, physical, psychological and subjective. Need is the survival of an organism. However, in psychology, need has a slightly different definition. According to psychologists a need is psychological feature which takes animals and human towards their behaviour and goals. For example, need for attention, need achievement, and need for affiliation with others.

Elliot, Shell, Bous and Maier (2005) presented a “social cognitive theory” of motivation for achievement that is known as goal orientation theory. The origin of goal oriented theory is the early 20th century and is academically motivated after 1985 to become an important theoretical framework. On the other hand, many other theories of motivation assess students’ failures and success but students’ engagement in academic work is examined in goal orientation theory. In the domain of education goal setting theory is predominant and in many studies it is used often, for example, social psychology, health psychology and sports psychology. Two main achievement goal orientation theories were identified initially, whereas in order to describe other goal oriented achievement behaviours the dichotomous scheme of mastery versus performance are used.

The work engagement (which is considered as absorption, dedication and vigour) is a work related state of mind characterised by positivity and accomplishment (Macey & Schneider, 2009). While working high levels of energy and mental resilience are the characteristics of vigour. One who is willing to put effort into the work, and consistency during difficult work? The sense of enthusiasm, inspiration, pride, challenging and significance within one’s work is called dedication. According to May, Gilson and Harter (2004) being fully centred and cordially captivated in one’s work is called absorption.

According to Meyer and Allen (2008) in order to achieve a mission, the extent to put effort, loyalty and responsibility towards the goal achievement is called commitment. On the other side Chew (2008) defined commitment as an individuals’ priority to stay within and work for the organisation. It is not obvious that organisational commitment enhances through development and training of the employees. Because there may be a difference between the development training that is being provided and employees’ perception regarding their jobs. But in many studies it is found that by providing continuous training the effective and normative commitment may be increased. Bambacas (2010) further stated that effective commitment may be increased through employees’ self-management in their careers and gives them value. McElory, Morrow, Liu and Weng (2010) stated that through rewards the human resource managers can help to increase employees’ level of commitment which will lead them to stay in the organisation.

In order to explain male and female teachers' motivation and its consequences achievement goal theory is most suitable, because it is said that classroom context is not only for students' achievement but for teachers' as well (Butler, 2007). A number of studies have been conducted about male and female teachers' motivation and supports the following arguments (Butler & Shibaz, 2008). Shulman (1986) proposed to discriminate the goals of teachers' professional competencies that a teacher aims to extend. In order to accomplish multi-tasking a teacher may need diverse competencies by profession.

It is indicated in many studies that there is positive relationship between striving for competency and work engagement, but this can have a negative relationship with burnout. Whereas there is negative correlation among striving to demonstrate competencies, avoiding effort with task engagement but this can have a positive relationship without burnout. Pintrich (2000a) stated that in an educational context these studies are conducted on teaching and learning process but not in the context of organisational commitment and work engagement.

In order to remain within the organisation with a strong desire or intent, a teacher may agree to put maximum efforts into an organization. A teacher for their profession remains loyal and passionate. Students' achievement remains good when a teacher is loyal and productive with their profession. Many teachers teaching in an institution remain dissatisfied and do not make effort, but some teachers remain loyal and productive to achieve their set goals. Herman (2005) said that these are the examples of teachers' commitment and their behaviour. Maslic-Ersic (2003) stated that in educational settings there are less studies conducted on teachers' commitment, although commitment is a diverse terminology which might be used to include job satisfaction, turnover, absenteeism and performance. A teacher will not leave the school if they are satisfied and committed with their work. A study conducted by Shu-Chi and Jung-Nung (2005) on the effect of "goal orientation and organisational commitment upon employees' mobility" found that if the relationship is positive with job performance. A study conducted in a hospital by Olivia, James and Raj (2010) on goal orientation and OC with job attitudes of employees and their performance. These studies found that the effect of mastery and performance goals on different aspects of OC and their effect on employees' job outcomes were investigated. It was concluded that there are three components of performance goals related to master learning and there is only relationship of performance goal with effective commitment. However, there is a former link of AC and NC with employees' performance but the direct link is with job satisfaction.

Objectives of the study

Following objectives were formed for the current study to;

1. Identify the relationship between university teachers' AGO and WE.

2. Identify the relationship between university teachers' AGO and OC
3. Identify the relationship between university teachers' OC and WE

Research Questions

Following were research questions of the study.

1. What is the relationship of university teachers' AGO and WE?
2. What is the relationship of university teachers' AGO and OC?
3. What is the relationship of university teachers' WE and OC?

Research Methodology

A quantitative research method was used by following correlation research design. The following section presents the process and steps taken to identify the nature of the relationship between the variables under study.

Population

All teachers of the public and private sector universities of central Punjab were the population of this study. University teachers are highly qualified and of an experienced cadre of employees. The organisational commitment of highly competent teachers is one of the important contributing factors of an organisations' progress and ranking. University teachers' achievement goal orientation and work engagement may affect their organisational commitment. So, this study was designed for university teachers.

Sample and sampling technique

Stratified sampling technique was used for selection of the sample for the present study. Two public and two private sector universities working in Lahore were selected randomly. Censes sampling technique was used, and a total of 165(male and female) university teachers were approached for the collection of data.

Instrumentation

A questionnaire was used for data collection. There were four sub-sections of the questionnaire. One section was designed to ask demographic information of the participants. One section contained statements related to achievement goal orientation. The third section contained statements related to work engagement and the last section comprised of statements related to organisational commitment. A five point Likert type scale was used to get the responses from the participants.

Data Analysis

Pearson Product Moment was applied to find out the correlation between the variable under study. Independent samples t-test was run for the identification of mean difference in responses of male and female teachers about the variables under study.

Results

Table: 1 Gender wise Frequency Distribution of the Sample

Gender	F	Percentage
Male	80	48.5
Female	85	51.5
Total	165	100.0

In this above table 1 it is shown that there were (48.5%, N=80) male and (51.5%, N= 85) female teachers as a sample of the study from universities were selected.

Table: 2 Relationship of Achievement Goal Orientation with Work Engagement

Variables	N	r-value	Sig.
Achievement Goal Orientation	165	.263	.001
Work Engagement			

Table 2 presents result of Pearson Product Moment (R) to identify correlation achievement goal orientation with work engagement of university teachers. It is evident that a weak positive relationship exists between achievement goal orientation and work engagement of university teachers, but this relationship is statistically significant $r = .263$ at $p < .05$. So, it is concluded that the way university teachers adopt a pattern of behaviour to reach their goals significantly affect their work engagement and vis versa.

Table: 3 Relationship of Achievement Goal Orientation with Organisational Commitment

“Variables”	N	r-value	Sig.
Achievement Goal Orientation	165	.362	.001
Organizational Commitment			

Table 3 presents result of Pearson Product Moment (R) to identify correlation of achievement goal orientation with organisational commitment of university teachers. Table values are showing that a moderate positive relationship exists between achievement goal orientation and organisational commitment of university teachers, moreover this correlation is statistically significant $r = .362$ at $p < .05$. So, it is concluded that the way university teachers follow patterns of behaviour to reach their goals considerably affects their organisational commitment and vis versa.

Table: 4 Correlation between Work Engagement and Organisational Commitment

Variables	<i>N</i>	<i>r-value</i>	Sig.
Organisational Commitment	165	.568	.001
Work Engagement			

Table 4 presents result of Pearson Product Moment (R) to identify “correlation between” “work engagement” and “organisational commitment” of university teachers. It is evident that there is a strong positive correlation between work engagement and organisational commitment of university teachers, and this relationship is statistically significant $r = .568$ at $p < .05$. So, it is inferred that the work engagement and organisational commitment are related closely increase and decrease in one construct and highly affect other variable and vis versa.

Table: 5 Difference of Gender regarding Achievement Goal Orientation

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t-value</i>	<i>df.</i>	Sig.”
Male	80	73.89	5.9	2.703	163	.013
Female	85	69.15	7.1			

Table 5 shows difference in teachers’ responses regarding their achievement goal orientation. Table values are apparent that a statistically significant mean difference exist in responses of female ($M=69.15$, $SD=7.1$) and male ($M=73.89$, $SD=5.9$) teachers, $t(163) = 2.703$ at $p < .05$, about their achievement goal orientation. Therefore, it is concluded that male university teachers have greater orientation toward the attainment of their goals and they are following similar set pattern of behaviours to reach goals as compare to female.

Table: 6 Work Engagement of Male and Female University Teachers

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t-value</i>	<i>df.</i>	Sig.
Male	80	61.8	6.79	-1.051	163	.253
Female	85	62.1	6.91			

Table 6 presents the difference in responses of female and male university teachers for their work engagement. It is clear that there is no statistically significant mean difference in the responses off emale ($M=62.1$, $SD=6.91$) and male ($M=61.8$, $SD=6.79$) university teachers, $t(163) = -1.051$ at $p = .285$ for their work engagement. So, it is concluded that male and female university teachers equally engage in their work and they have the same pattern of engagement, it may be due to the nature of the requirement of their responsibilities at work to complete tasks.

Table: 7 Organisational Commitments of Male and Female University Teachers

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value	<i>df.</i>	Sig.
Male	80	73.81	5.84	0.98	163	.277
Female	85	75.17	6.77			

Table 7 shows that the difference in male and female university teachers' responses regarding their organisational commitment. Table values revealed that there was no statistically significant difference in responses of male ($M=73.81$, $SD=5.84$) and female university teachers ($M=75.17$, $SD=6.77$), $t(163) = 0.98$ at $p = .277$, regarding organisational commitment. On the basis of these result, it is concluded that female and male university teachers have the same level of commitment with their organisations although females are some what more committed to their organisation than male university teachers, but this difference is not considerable.

Discussion and Conclusion

The study was designed to shed light on the relationship of university teachers' "achievement goal orientation", "work engagement" and "organisational commitment". On the basis of the result, it is evident that all three variables under study have considerable relationship and fluctuation in one variable may affect the other two. For instance, as results showed that "achievement goal orientation" of university teachers has positive correlation with their "work engagement" it leads us to the decision that as university teachers specify their goals and focus on the attainment of their goals through set pattern of behaviours their work engagement goes with it. The more they follow the pattern the more they are engaged in work, similarly less focus leads to reduced engagement in work.

While discussing the results about the correlation between achievement goal orientation and organisational commitment it may be concluded that university teachers' goals set by them adequately affect their organisational commitment. So, where universities are facing the problem of commitment of their teachers they may focus on the achievement goal orientation of their teachers. Teachers' goal orientation associated with their organisation may lead them toward commitment to the organisation.

The result related to correlation of work engagement and organisation commitment revealed positive strong relationship between variables, which is evident of the fact that in case of organisational commitment of university teachers their nature of work engagement plays an important role and vis versa. So, the organisations having issues related to work engagement of their teachers may focus on organisational commitment which may be beneficial in resolving the issues. Similarly, if there is problem of organisational commitment, a deep analysis may lead to the identification of its connection to the nature of their teachers work



engagement, may be resolved by addressing the relevant aspects work engagement i.e., burden of extra duties, discrimination in task assignments, lack of reward etc.

A thorough analysis of “achievement goal orientation”, “work engagement” and “organizational commitment ”of male and female university teachers showed significant difference only in achievement goal orientation of both genders. It may be due to the nature of their responsibilities out of their organisations related to their children, house-hold chores, taking care of parents and in laws, social norms, cultural boundaries etc. Having equal level of work engagement may be due to the job related requirements. Equal level of organisational commitment may be the result of status and monetary benefits associated to the universality job.

Following are the recommendations of the study:

1. Seminar, workshops and different training sessions may be arranged by the organisations to enhance the teachers’ commitment with organisations by providing guidance about setting their goals in relation to the organisation and attainment of these goals.
2. Organisations which have problems related to their teachers’ work engagement, some incentives and awards may be introduced in order to enhance their teacher sense of accomplishment.



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