



A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS'  
PERCEPTIONS TOWARDS REWARD SYSTEM AND THEIR  
ORGANIZATION COMMITMENT IN  
SHANXI EXPERIMENTAL SECONDARY SCHOOL

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I.D. No. 6029567

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Educational Administration  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND

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**By:** LI XIAOTIAN

**Field of Study:** EDUCATIONAL ADMINISTRATION

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## **ABSTRACT**

**I.D. No.:** 6029567

**Key Words:** TEACHERS' ORGANIZATION COMMITMENT, REWARD SYSTEM

**Name:** LI XIAOTIAN

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The main purpose of this study was to determine the relationship between teachers' perceptions towards the reward system and their organization commitment in Shanxi experimental secondary school. The study firstly assessed the teachers' perceptions towards reward system, examined their organization commitment, lastly found the relationship between reward system and organization commitment. The study was conducted to survey of 100 full time teachers from academic year 2019 at Shanxi experimental secondary school. Means and Standard Deviations were used to report the level of teachers' perceptions towards reward system and their organization commitment; to analysis the relationship between these two variables, Pearson Product Moment Correlation Coefficient was applied to test in this paper, the  $r = .701$ , Sig.(2-tailed) was .000. The results showed that, the teachers in the target school had a relatively positive attitude towards reward system. The Pearson Correlation test indicated that there was a significant relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi experimental secondary school, China. The researcher discussed on the findings and suggested that the stakeholders of this



school should be aware of the importance of reward system in school. In order for the school improvement and sustenance, teachers and administrators from Shanxi experimental secondary school are recommended to find out ways to improve the reward system, in order to increase teacher's organization commitment.



**Filed of study: Educational Administration** Student's signature:.....

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This is the second thesis paper that I wrote in Assumption University. The first one is for my bachelor degree, study all about graphic design and the process of the collection of data. The second one is totally different from my experience before, all new knowledge, new filed, new process of thesis paper, which enriched my professional knowledge on educational administration. It's not easy to learn a new field, but my six years at Assumption University have been a great help to my artistic and academic accomplishments, as well as an eye opener.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter introduced the background of the study, statement of the problem, research questions, research objectives, research hypothesis, scopes of the study, definitions of terms, as well as the significance for the study.

### **Background of the Study**

No matter in what kind of organizations, employees are expecting to be rewarded by their leaders, financially or non-financially, and then their commitment to their job will be increased (Bello & Jakada, 2017). In educational organizations, there is no doubt that teachers' organization commitment is the main influence for the development of a school. Apart from parents, teachers are the key factor for the students' growth and development. The formal education for the students to a large extent determines the development of the students and the formation of their outlook on life, values and world outlook. Also, the teacher is the person who spends the most time with the students when they are in school (Tin, 2004). Therefore, it is important to pursue teachers' commitment and improve their work efficiency, across an ideal reward system in the school. Reward system can be divided into two parts: financial reward, which involve monetary payments and financial benefits, or salary, and non-financial reward that can be praised, accepted, or promoted on the job, the non-financial reward focus on motivating employees and increasing teachers' engagement and organization commitment (Korir & Kipkebut, 2016).

Therefor several studies on the school rewarding system have revealed that school leaders cannot ignore the importance of reward to teachers' organization commitment (Bello and Jakada, 2017; Kituyi, Musau, and Thinguri, 2014; Yamoah, 2013). In Nigeria, Bello and Jakada (2017) found that the financial reward can enhance teachers' commitment

therefore, the school should attach importance to rewarding teachers. A study conducted in Kenya by Kituyi, Musau, and Thinguri (2014) also mentioned that teachers in the school with a well-organized reward system would be encouraged by the effective system in overall performance and academic achievement. Similarly in Ghana, Yamoah (2013) concluded that to improve the school's reward system could make teachers improve the motivation and efficiency of their work. These findings signified the impotence of a well-established rewarding system in the educational organization. Apparently, the school needs to have a sound reward system, not only for keeping and attracting the teachers, but also for increasing their organizational commitment to the job.

The idea of building a rewarding system is also implemented in Shanxi Experimental Secondary School recently. However, due to the recent implementation of teachers' reward system and limited benefits in compulsory education in China, no study was conducted focusing on the relationship between the school's reward system and teachers' organization commitment in the school. The reward system has not been given enough attention in Shanxi's public schools, because in Shanxi's public secondary schools with the traditional style of management (Mei, 2018). Public school teachers are considered to be proactive in fulfilling their work commitments, as most public schools don't have a well-established reward system to motivate the teachers and to maintain their organization commitments. These problems will to some degree affect the school's education quality and teachers' organization commitments in a long term.

Therefore, it is necessary and important to start a research in this field, especially in the secondary schools of China. The teachers in the school mentioned some of the poor performance of teachers' organizational commitments, including teachers' absenteeism, coming late to school, absences in the meetings, or some good teacher leave the school. This poor performance may be attributed to the unsystematic reward system and a lack of

organizational commitment. Employee's organizational commitment is critical to the success of the organization. For schools, it affects the quality of service and the public image that the organization provides to its customers.

For a long time, there was no detailed policy about how to build a rewarding system in Chinese schools. Most schools just recruit their teachers and pay them according to the school afforded salary. Nevertheless, since January 1, 1994, Teachers Law of the People's Republic of China was put into effect; this law becomes the basic principle for maintaining and protecting teachers' salary and other benefits. It clearly stipulated: "The average salary of teachers shall not be lower or higher than the average salary of state civil servants, and shall be gradually raised" (Article 25, page 7). It also stated: "Teachers who have outstanding achievements in education and teaching, personnel training, scientific research, teaching reform, school construction, social services and so on. Shall be commended and rewarded by their schools" (Article 33, page 7). However, beside these descriptions, the Law didn't mention other detailed policy for guiding the local school's rewarding management.

Meanwhile, there is no much systematic research in the relationship between teachers' organization commitment and school reward system in China's public schools as Jinglin (2018) pointed. As a result, most of the current literatures on the school reward system and teachers' organization commitment as this study mentioned may come from other counties' study. On the other hand, the Shanxi Experimental Secondary School's reward system in recent years has been changed more in financial reward than non-financial reward as some teachers mentioned in the interview.

Shanxi Experimental Secondary School is a well-known school in the local area. In terms of its good student performance and excellent faculty and teachers, Shanxi Experimental Secondary School is one of the best secondary schools in Shanxi Province. The school built their own rewarding system, which attracts many teachers to work here and

establish a stabilized teachers' team in the school. The teachers' organization commitment and job satisfaction in this school may be quite high, as the research felt in the process of conducting the preliminary study. But at Shanxi Experimental Secondary School, there has been no study of the relationship between teachers' organization commitment and reward systems. Therefore, the researcher planned to study about it, hoped that this research may provide some ideas, and served as reference material, to confirm the relationship between teachers' organization commitment and the reward system to other secondary schools in China.

### **Statement of the Problem**

In order to start the study on the relationship between the teachers' organization commitment and reward system, this research conducted a preliminary interview with 9 teachers in Shanxi Experimental Secondary School, included 3 school administrators, 3 head of subject teachers, and 3 teachers. According to the interview from teachers, the lack of a comprehensive reward system has led to a lack of teachers' sense of belonging, consider of leaving the school, and teachers' did not rewarded by the school for their contributions, which has to show the negative impact on teachers' commitment to work. While there are other reasons for the lack of teachers' organization commitment in the school, reward system are seen as dominating the reduction of teachers' organization commitment to the job. Thus, it is needed for the school administrator to start this study, so as to assess the levels of teachers' perceptions towards reward system and their organization commitment, as well as to examine the relationship between teachers' teachers' perceptions towards reward system and their organization commitment on Shanxi Experimental Secondary School to work.



### **Research Questions**

1. What is the level of teachers' perceptions towards the reward system in Shanxi Experimental Secondary School?
2. What is the level of teachers' organization commitment in Shanxi Experimental Secondary School?
3. Is there any relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School?

### **Research Objectives**

1. To determine the level of teachers' perceptions towards reward system in Shanxi Experimental Secondary school.
2. To identify the level of teachers' organization commitment in Shanxi Experimental Secondary School.
3. To determine the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

### **Research Hypothesis**

There is a significant relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

### **Theoretical Framework**

This study aimed to determine the relationship between school reward system and the organization commitment of secondary school teachers, based on two main theories. The first theory was Side Bet Theory of organization commitment developed by Becker (1960);

the second theory was Expectancy theory by Vroom (1964), the development of the expectancy theory.

## 1. Expectancy Theory

Expectancy Theory as established by Vroom (1964), mainly focused on three key concepts: *expectancy, instrumentality and reward*. Expectation is the belief that one's efforts will lead to the achievement of expected performance. Often based on a person's past experience, self-confidence, and difficulty in perceiving performance criteria or goals (Vroom, 1964).

As one of important components, reward is the value that individuals place on the return of results based on their goals, needs, values, and sources of motivation (Vroom, 1964). The reward comes in the way of a promotion, a raise, recognition, or a sense of accomplishment. Another way in which instrumental results can operate is through committees. In terms of commissions, performance is straightly related to results (how much money is earned).

*Based on the concept of Reward* as mentioned by Vroom (1964) in Expectancy Theory, Armstrong (2007) further concluded that the rewards are referring to both extrinsic (financial) and intrinsic (non-financial) rewards as a total an individual receives. The concept of total reward systems shows the significance of financial and non-financial reward, both of which are outlined below.

*Financial reward* - Financial reward refer to all monetary based material reward, including basic pay, overtime benefits, health insurance, etc. It provides compensation commensurate with the intensity and level of work and serves as a basic material incentive to meet the economic needs of employees.

*Non-Financial reward* - Non-financial reward refer to non-material based reward, such as promotion, recognition of employees' work, verbal incentives, job recognition, etc. Non-financial reward can provide moral support and a source of intrinsic motivation.

## 2. Side Bet Theory of Organization Commitment

Becker developed the Side Bet Theory of Organization Commitment in 1960. Becker (1960) described the organizational commitment, in general, as a tendency to engage in "consistent lines of activity" (p. 33), as the accumulation of "side bet" will be lost if the activity is stopped. Generally speaking, a "side bet" is anything that an individual invests in that is of value (time, energy, money). In other words, it is the threat of losing these benefits that creates organizational commitment.

Based on this theory, Meyer and Allen (1997) developed the three-component organization commitment, defined the organizational commitment, has three distinctive components, which included *Affective Commitment*, *Continuance Commitment*, and *Normative Commitment*. Each of it has a corresponding psychological state to express their feelings about the job and their commitment to the organization. These three commitments in detailed are explained as follows:

*Affective Commitment* - The organization creates a positive relationship between employees and the organization by identifying with the organization's culture, goals and values.

*Continuance Commitment* - The organization creates an increase employee's commitment by making employees feel as if leaving the organization is going to cost them the loss of financial benefits or social contact.

*Normative Commitment* - The organization creates through the training and identification of employees, employees have a sense of belonging and responsibility to the Organization.

**Conceptual Framework**

This study mainly intended to identify the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary.

Figure 1 shows the conceptual framework of this study. The main variables of this current study are teachers' perceptions towards reward system, which was based on the Expectancy Theory reward including financial and non-financial reward, and their perceptions of organization commitment, which was based on the Side Bet Theory of Organization Commitment including the three components.

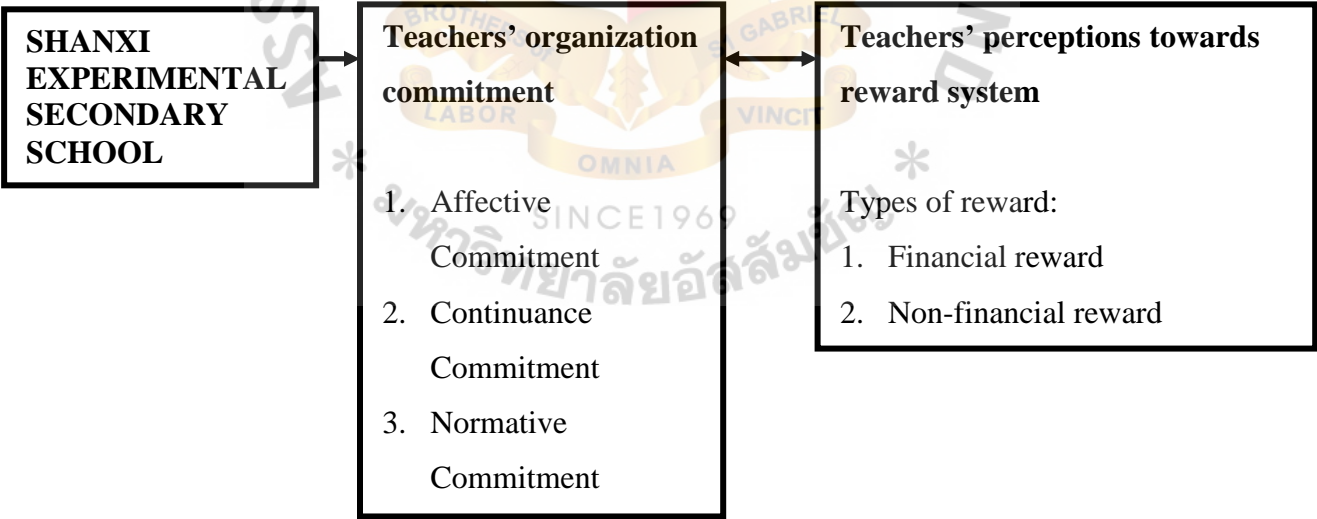


Figure 1. Conceptual Framework of this Study

### Scope of the Study

This study focused on the relationship between teachers' perceptions towards financial reward and non-financial reward system and their organization commitment in Shanxi Experimental Secondary, Shanxi, China, in the academic year of 2019. This study surveyed all the full-time teachers in this school only.

This study's theoretical frames were mentioned in the above. The major theory of Side bet theory of organization commitment developed by Becker in 1960; and expectancy theory in 1964 by Vroom were used to support the study.

### Definitions of Terms

The following definitions of terms are applied in the process of this study:

**Teachers:** refers to full-time teachers in this secondary school in Shanxi, China, in the academic year 2019.

**Reward System:** refers to the way school use to motivate teachers from work. The reward system in school can be in financial reward and non-financial reward.

1. **Financial Reward:** refers to the compensation given to teachers for their work and incentives. It gives teacher's salaries, bonuses, profit-sharing schemes, overtime pay, pensions, and insurance, etc. In part II of the questionnaire number 6 to 18 determined financial reward.
2. **Non-financial Reward:** refers to all non-monetary reward, both material and non-material. Non-monetary reward can bring greater emotional support to employees under certain circumstances. It includes give



teachers recognition for their work, gives them more trust, solves their children's education problems, etc. In part II of the questionnaire number 19 to 31 determined non-financial reward.

**Organization commitment:** refers to teachers' sense of responsibility for the school's vision, mission, and objective. The teacher who has organization commitment will carry out every day jobs and responsibilities that can help the school reach their goal. Organization commitment will bring a sense of belonging and passion for work. The organization commitment includes three main parts as follow:

1. **Affective Commitment** - refers to the organization create a positive relationship between employees and the organization. In part III of the questionnaire number 32 to 38 determined affective commitment.
2. **Continuance Commitment** - refers to make employees feel as if leaving the organization is going to cost them the loss of financial benefits or social contact. In part III of the questionnaire number 39 to 45 determined continuance commitment.
3. **Normative Commitment** - refers to the organization will make employees have a sense of belonging and responsibility to the Organization. In part III of the questionnaire number 46 to 51 determined normative commitment.

**Teachers' Perceptions:** refers to teachers' personal thoughts, reflections, attitudes, and feedback in the school.

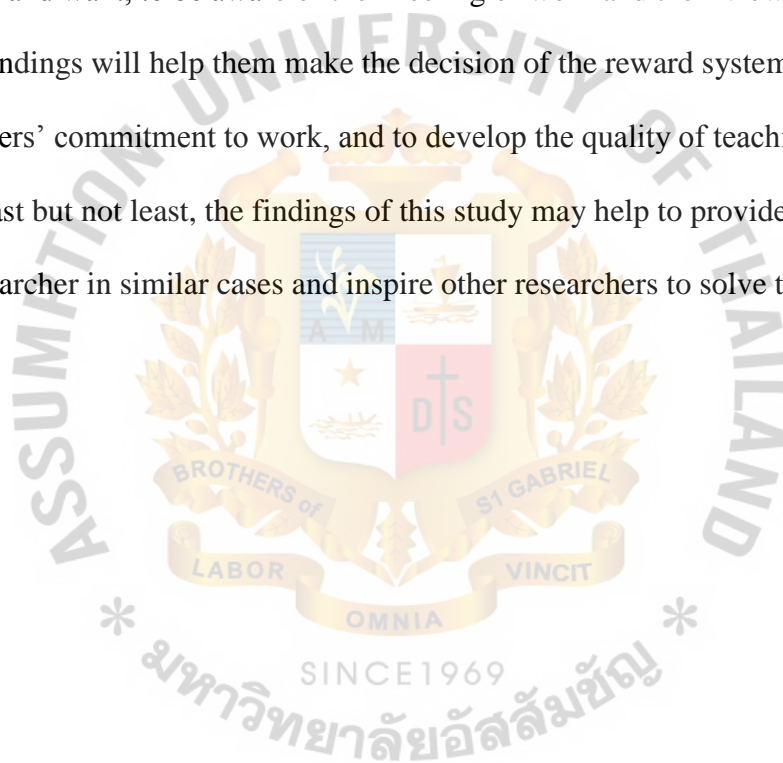
**Shanxi Experimental Secondary School:** refers to a secondary school located in Taiyuan, Shanxi, China. It was founded in 1882. The school has 120 staffs and 2,500 students.

### **Significance of the Study**

The findings of this study may help the teachers who work in Shanxi Experimental Secondary School understand their need and wants. Teachers can self-evaluate their performance on school work in order to improve their organization commitment. This study will help the teachers enjoy their daily work and feel the care of the school and the administrators.

The findings of this study may help the school administrators understand the teachers' need and want, to be aware of their feeling of work and their views on the reward system. The findings will help them make the decision of the reward system in school, to improve teachers' commitment to work, and to develop the quality of teaching in school.

Last but not least, the findings of this study may help to provide a reference for the future researcher in similar cases and inspire other researchers to solve the relevant problems.



## **CHAPTER II**

### **LITERATURE REVIEW**

The review of the literatures for this study consisted of the following sections:

- Concept of Reward System
- Expectancy Theory
- Financial Reward
- Non-Financial Reward
- Concept of Organization Commitment
- Side Bet Theory of Organization Commitment
- Three Components of Organization Commitment
- Other Related Theories
- Previous Studies on Organization Commitment and Reward System
- Context of Secondary Education in Shanxi, China
- Background of Shanxi Experimental Secondary School
- Preliminary Study and Interview
- Summary

#### **Concept of Reward System**

Grounded on the idea of Expectation Theory, Andrew (2004) determined that the employee's organization commitment is based on reward and recognition from the organization. In the same time, the method used by an organization to reward employees is considerable because it can help the organization's to win a competitive benefit to achieve its goals (Jiang, Xiao & Xiao, 2009). This means that the target of the organization's reward management is to improve and make the reward system work effectively, thereby increasing employee motivation and organization commitment (Korir & Kipkebut, 2016). Similarly,

Armstrong (2012) concluded that if the reward system is well developed and reward employees when appropriate, the desired commitment can be effectively achieved because employees can achieve common benefits while serving the organization to reach its goals. Molahosseini, Kahnouji, Shamsiyeh, and Kahnouji (2014) also emphasized that the reward system should be designed to ensure that the organization obtains the maximum benefit. This requires that reward be designed to lead to effective organization performance and to ensure that the reward system helps the organization achieve the goals.

Reward can bring both advantage and disadvantage to the organization (Esther & Marjon, 2008). At the influence of social environment present, organizations want to find a regularity between employee loyalty, organization performance and organization commitment. An effective reward system may be a good momentum, however, an inefficient reward system may guide to a decrease in organization commitment (Agwu, 2013). The more positive the reward, the employees' organization commitment will be increased (Humphrey, 2011).

Johnson, Houmanfar & Smith (2010) described the objectives of the reward system as including: attracting, retaining and motivating workers to backing the accomplishment of the institution's strategy and objectives by rewarding staffs who possess the required skills, competencies, commitment and motivation to fulfill the expectations of staffs while ensuring that the staffs are handled equally for their work and contribution. School as one kind of organization should also pay attention to the reward system to teachers. The school's reward system should be adjusted and improved according to teachers' needs to help teachers improve their organization commitment (Korir & Kipkebut, 2016).

Taba (2018) pointed out that a complete reward system should involve both financial reward and non-financial reward. Financial reward are tangible; relate to wages, non-financial reward refer to the benefits and moral reward provided by an organization to its

employees, both financial and non-financial reward focus on motivating employees and increase employee engagement and commitment (Korir & Kipkebut, 2016).

Similarly, different rewards have different incentive effects, so together financial rewards and non-financial rewards can be used to grow in employees' organizational commitment. By more accurately identifying and understanding an organization's infrastructure and financial capabilities, organizations can more effectively use reward systems to increase teachers' commitment to work (Chiang & Birtch, 2012).

### **Expectancy Theory**

Victor Vroom proposed the Expectation Theory in 1964; he was a psychologist and behavioral scientist in North America. This theory belongs to the field of management psychology and behavioral science. This theory holds that in leadership and management, the greater one's grasp of the goal, the higher the probability of achieving the goal, the stronger the motivation and the greater the motivation, it is of great significance to use the theory of expectation to arouse the enthusiasm of subordinates. The theory of expectation can improve work efficiency because it assumes that if the employer's reward is attractive enough, the employee will increase his productivity in order to get higher reward. Influencing causes enhance employee's perceptions of a particular outcome. The possessive property of valence is the degree to that a person values a result or reward. However, this is not the real level of satisfaction, the expected level of satisfaction with a strict outcome instrumentality is the belief that if a person performs as expected, he or she will be rewarded (Vroom, 1964).

Rewards include financial and non-financial rewards to staffs based on their performance (Lawler, 2003). Similarly, expectation theory proves that the more a person believes that his efforts will lead to a very satisfying reward, the more likely he is to make a significant effort. The better the employer rewards the employee, the more motivated the



employee is to take the necessary action to get paid (Vroom, 1964). Yanjun (2019) also pointed out in this theory, motivation refers to the intensity of the intrinsic potential of individuals and employees, and to motivate employees requires a reward system (financial and non-financial rewards); in leadership and management, it is of great significance to use expectation theory to arouse the enthusiasm of subordinates. Expectation theory reflects the relationship between needs and goals from three aspects. In order to motivate staffs, leaders must make it clear that, first of all, work provides staffs with the rewards they need. Second, staffs' desire for rewards is linked to performance. Finally, let staffs know that if they work hard, they will get the reward they want.

According to Expectation Theory, Amrstrong and Murlis (2007) further explained why extrinsic incentives (such as rewards or bonus schemes) only work if the connection between strives and reward is strong and the price of the reward is worth the effort. This also describes the reason why the motivation of intrinsic from work is more formidable than extrinsic motivation sometimes. The results of intrinsic motivation are more under the control of the individual, for whom can rely more on they're past experience to show the extent to which their actions are likely to yield beneficial results. Thus, expectations can influence whether a person strives for a reward. Confident, well-trained people have higher expectations than unconfident people (Yamoah, 2013).

Expectation Theory is not only applicable to financial reward, but also to non-financial reward. As an example, whether people want personal growth, they can merely benefit from it if the employee knows what they are, if they know what they need to do, and if the opportunity is worth taking motivated by opportunity (Amrstrong & Murlis, 2007). Entire rewards include all types of direct or rewards-indirect, internal and external. The intrinsic rewards from the work itself are relevant and are seen as a complete and coherent whole (Manus & Graham, 2003).

## **Financial Reward**

Financial reward is a means of motivating employees to act in the desired direction. Financial reward include all remunerations of monetary value, such as wages, salary based on performance, contribution, ability or skill, salaries related to services, as well as pensions, subsidies for the purchase of house, benefits such as vacation pay and health insurance (Armstrong, 2010).

Compare with non-financial reward, wages and other financial rewards tend to reward employee productivity, short-term goals, and past performance, as well as encourage other routine and less risky behavior by teachers (Chiang & Birtch, 2012). Based on the study from Korir, Kipkebut, (2016) the practice of financial reward system has a significant impact on organization commitment. Similar studies have found that in Nigeria, monetary reward has a significant advantage in improving employees' organization commitment (Charity & Timinefere, 2011). Because of this, a well-developed and effective financial reward system can not only attract and retain competent employees, but also enhance their commitment and attitude to work (Bello & Jakada, 2017). The same idea by Griffing (2004) explained that monetary reward in the form of cash payments influence employees' organization commitment because they can afford to pay for their basic needs, which also agree with Maslow's Hierarchy of Need theory.

## **Non-Financial Reward**

Reward can come not only in one form and it is not have to be directly aimed as a financial benefit to an employee. Non-financial reward are any reward that are not based on cash, including reward for personal achievement, and reward for showing loyalty to the organization, most of which are spiritual reward (Yamoah, 2013).

Wah in 2000 pointed out that although financial reward system have a long history in organizational management, the increasing pressure on organizations to control or reduce economic costs has led to the proliferation and use of non-financial incentives in business management.

Non-financial reward are the non-monetary derives that effect people through non-material reward like providing employee more responsibility to show the trust of the employee, promote personal status, praise and recognition in public, achievements, autonomy, and recognition, scope to use and development of skills, professional training, and chance of career development (Armstrong, 2010).

Allen and Kilmann (2001) suggested that incentives in the form of non-financial incentives are broadly used to support competitive strategies, such as innovative teaching methods, improving the quality of teaching and the need-centered goals of parents. Coincidentally, Uzonna (2013) considered that increasing opportunities and challenges for employees in motivating them to achieve their best performance and enhancing their organization commitment, recognizing their efforts, and using non-cash reward are more effective than monetary reward. Non-financial rewards can be categorized into the following categories: positive work environments, personal growth, and a compelling future. People believe that job identification fosters self-esteem and self-esteem competency, which offers a strong internal motivation for work (Bello & Jakada, 2017).

### **Concept of Organization Commitment**

In 1991, Meyer and Allen developed the Side Bet Theory of Organization Commitment. Organization commitment is a bridge between individuals and organizations (Mathieu & Zajac, 1990). On the other hand, organization commitment also shows employees' participation and recognition of the organization. The importance of organization commitment in any organization can not be underestimated (Mowday, Porter & Steers, 1982).

It is assumed that employees with organization commitment will work harder and contribute to organizational performance. Because organization commitment is widely regarded as an attitude, commitment reflects employees' attachment in emotional to the organization. Organizational commitment is one of the most basic concepts related to employee motivation and productivity (Tolentino, 2013).

Similarly, in schools, teachers' organization commitment shows their sense of identity and belonging to the school, which increases their participation in school's activities (Rhoades, Eisenberger & Armeli, 2001). Because loyal teachers have the desire and willingness to pursue school's goals, to make the school stands out. In addition, affective commitment makes teachers willing to achieve organization targets and their requirement to stay in the organization. It is because of this motivation that teachers with strong emotional commitment continue to work for the organization because they want to (Korir & Kipkebut, 2016).

In the school situation, Akiri and Ugborugbo (2009) expressed that the quality of education depended on the extent to which teachers fulfilled their organization commitments. In other words, organization commitment can produce beneficial results, such as increased effectiveness, and absence in individual and organization levels (Kaneshiro, 2008). For the teachers, organization commitment is the incentive factor that affects the teachers' work intention, improves the teachers' working efficiency and enhances the teachers' skill (Baştug,

Pala, Kumartaşlı , Günel & Duyan, 2016). If teachers and school administrators believe in the values of the school and have high organization commitment to the school, they will contribute to the building of the school culture and development. If teachers' commitment is an effective commitment to school, they can demonstrate high levels of teaching achievement to achieve the school's goals (Vural & Peker, 2018).

### **Side Bet Theory of Organization Commitment**

Becker in 1960 developed the Side bet theory of organization commitment; he (1960) initially presented the idea of organizational commitment as a social mechanism that opens up the way for companies to create a disguised form of punishment that forces employees to commit certain behaviors. Side bet theory of organization commitment is an individual's identification with and belief in the aims and values of the organization that they belong, and the optimistic emotional experience that comes with it. It is an important staff attitude variable, which has a significant impact on job performance. In an organization, this introjection can mention to anything of value, for example, rewards, energy, time, and acquired skills that can just be used in a particular organization. Becker believes that organizational commitment is a psychological phenomenon that staffs have to visit in the organization with the growth of their "unilateral investment". When used to explain a commitment to an organization, a consistent line of activity refers to the maintenance of the employment qualifications of the members of the organization. That is, the employee doesn't leave the company or their current position easily. If employees do not have viable options with clear advantages in another job or occupation, their commitment to the current company and occupation will be strengthened and the employee will generally be less likely to leave the existing company. In general, a side bet is anything that an employee puts into something important, such as time, energy, or money, if he or she leaves the company or the position he



or she is in may cause her or him certain economic loss or social status depreciation (Meyer & Allen, 1997).

According to this theory, organizational commitment is a structural phenomenon that occurs as a result of individual organizational transactions and the side effects of change over time (Meyer & Allen, 1997). Simply, the longer a person is in the organization, the higher the organizational commitment that the organization expects from its staffs. Staffs with great organizational commitment have an intense sense of identity and belonging to the organization. This organizational commitment occurs when one associates an external interest with an ongoing activity by making an additional bet. For example, organizational commitment can make employees choose which organizations to settle into, and people will not change jobs and organizations as often as market conditions change (Becker, 1960).

Baba and Jamal (1979) studied that the positive correlation between age and organizational commitment indicates that the accumulation of individual's time investment in the organization leads to the increase of organizational commitment. According to their study, age can also make a person less attractive to other organizations, limiting employee mobility. On the other hand, older employees who have accumulated experience in an organization and acquired certain skills through experience may return the financial benefits they bring to the organization for the employees' qualifications in the organization.

In general, if an employee leaves the company, it will be lost or considered to be of less value in the new business. Such investments may involve contributions to non-vested pension schemes, development of the skills or status of a particular organization, use of organizational benefits, and performance and so on. The perceived lack of alternatives to or to compensate for previous investments may exacerbate the expected costs of departure. When an employee changes his or her current job or position, there may be some penalties for the employee. If the benefits of the change do not compensate for the penalties of leaving



the old change, employees are more likely to keep their jobs and position. For organizational managers, understanding employees' organizational commitment is critical to upward organizational policies and improving management. (Wallace, 1997).

### **Three Components of Organization Commitment**

Based on Side Bet Theory of Organization Commitment in 1960, Meyer and Allen further developed organization commitment with three components in 1997, which explained that how each one could be used in the organization commitment. Schools as a kind of organization can also use this model to analyze teachers' organization commitment. The three components are: affective commitment, normative commitment and continuance commitment.

Although the nature of the link between the employee and the organization is different in the description both have played a crucial role in increasing organizational commitment and reducing turnover rates of teachers (Solinger, Olffen, & Roe, 2007). All three components should reflect a staff's "state of mind" in the face of the organization (ought, need, want). Organizational commitment is an attitude of employee that aims at the organization. In an organization, these three components can occur at the same time (Allen & Meyer, 1990). Therefore, the concept of organizational commitment consists of affective, continuous and normative commitment, the details of each as follow.

**Affective Commitment:** is described as the staff's positive emotional impact to the organization. Staffs with effective commitment have a intense sense of identity to the organization's goals, achievement and would like to stay at the organization. Affective commitment is considered as a lasting and obviously indispensable core characteristic of organization commitment (Meyer and Allen.1997).

Teachers who show their loyalty to the school often strongly identify with the school and its goals, and may decline offers to move to another school, even if those offers seem more attractive in other ways, such as higher salary. (Larkin, Brantley & Lokey, 2016)

Teachers who are effectively committed to their school will feel valued, teachers, feel that their position is important to the school, and they are an integral part of the organization (Snape, Lo & Redman, 2008)

**Continuance Commitment:** Continuous commitment is when staffs feel they need to stay in the organization to prevent the loss of existing benefits. Because employees weigh the advantage and disadvantage of leaving the organization, leaving the organization may cost them lost the work experience, status and connections in the organization they already have (Meyer & Allen, 1997).

Continuing commitment is in the personal interest of the teacher, who will consider the loss of benefits and qualifications for a particular position in the school if he or she leaves the school. After taking these factors into account, the teacher will choose to stay in the existing school (Larkin, Brantley & Lokey, 2016)

**Normative Commitment:** Meyer and Allen (1997) argued that employees' commitment to an organization stems from a sense of responsibility. These commitments often stem from a moral commitment, a pre-existing sense of morality. Employees believe that they should be loyal to the organization, so they choose to stay in the original organization. The employees with higher organization commitment have more chance to contribute to the success of the organization and have higher job satisfaction.

Teachers think they should stay in the same school because the sense of belonging has an obligation to stay in school and are responsible for the school. This idea will come from the school's pre-service training or welfare system for teachers, which makes teachers morally believe that they should stay in school (Snape, Lo & Redman, 2008).

## Other Related Theories

### Equity Theory

Equity theory is a study of the distribution of wages and remuneration rationality, fairness on the impact of workers' enthusiasm for work. The theory was developed by John Stacy Adams, an American psychologist in 1967. The theory holds that the satisfaction degree of employees to income can affect the passion of employees, and the passion of people's work is not merely related to the real remuneration of individuals, but also more closely related to whether people feel fair distribution of remuneration (Adams, 1967). Employee either consciously or unconsciously compare the cost of their own labor and the rewards they receive with those of others, and judge whether it is fair or not. The sense of fairness straightly affects the employee's job motivation and performance. Consequently, the process of motivating motivation is actually the process of comparing employee, judging whether it is fair or not, and directing performance. The main content of the Equity theory study is the rationality and fairness of employee compensation distribution and its influence on employee motivation (Huang & Sun, 2004).

Individuals equivalence their work inputs and outcomes with other employees, and then make perceptual changes to eliminate the sense of inequality that results from comparisons. The inputs and outcomes are as follows (Cook, Mark, Wilson & Glenn 1979):

- Inputs: effort, loyalty, commitment, taskwork, experience, time, flexibility, trust in superiors etc.
- Outcomes: Financial rewards (such as salary, benefits, perks), recognition, expenses, praise, stimuli, sense of achievement, responsibility, etc.

A case in point of Equity theory in practice is when employees find that they are paid less than they think is appropriate for a specific work or task; they take action to restore fairness. The action may be to reduce one's effort or enthusiasm for work. Employees may

also try to boost their compensation by stealing the organization's results, or the employee may try to reduce the organization's results by damaging the company's equipment (Lane & Messe, 1971).

Generally speaking, equity theory discussed how the outcomes, which are the reward, help to motivate the employee in work when employee is satisfied with their outcomes and feel that their work inputs and outcomes are fair, the passion of work from employee will increase, the idea from equity theory is also can be used to support in this paper.

### Maslow's Hierarchy of Needs Theory

This theory is one of the theories developed by Abraham Maslow, an American psychologist, which expressed in the book, *Motivation and Personality* in 1954. The theory is like a pyramid, divides human needs from low to high level to explain the human needs in different sections into five levels: physiological needs, safety needs, love and belongingness needs, esteem needs and self-actualization needs (Maslow's Hierarchy of Needs, 1954)

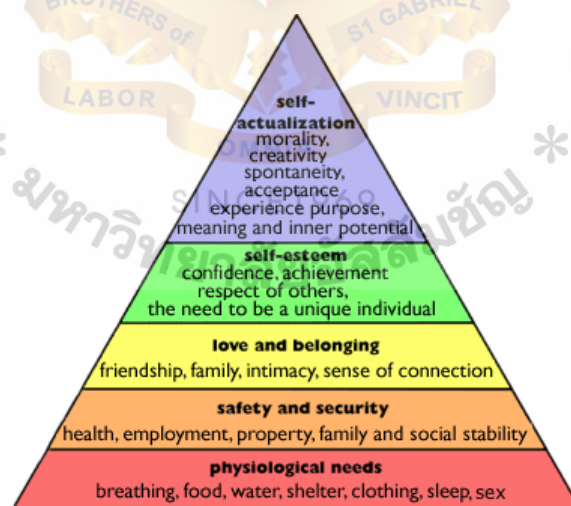


Figure 2. Maslow's Hierarchy of Needs

Source from: Clark, D (2012)

**Level 1 Physiological Needs:** Physical needs include the need for water, food, sleep, etc. Physiological needs are the one that need to be met first. If these basic needs are

not met, human can not complete the normal activities. In any school the use of physical needs can be to fulfill the need of salary, comfortable work environment (Lunenberg & Ornstein, 2008). Only if the basic needs are met, other higher-level needs can become the new stimulus.

**Level 2 Safety Needs:** Safety needs include personal safety, physical health protection, and job security and so on. If a person feels unsettled in an environment, they seek security first before attempting to achieve other standard of living (McLeod, 2018).

**Level 3 Love and Belongingness Needs:** This layer of needs is also called Social Belonging, or Social Needs, and it involves friendship, intimacy, and family. Agreeing to the idea of Maslow's needs theory, humans need to feel a sense of belonging and acceptance in social groups, no matter the group is big or small (McLeod, 2018).

**Level 4 Esteem Needs:** This part includes self-respect, respect from others, confidence, and achievement. According to Maslow, satisfying the need for respect gives people confidence in them and boosts their motivation for work (Cherry, 2018).

**Level 5 Self-actualization Needs:** This layer of needs includes ethics, self-awareness, and problem-solving skills. It is refers to the realization of personal ideals, aspirations, and personal ability. To the greatest extent possible, people who achieve self-actualization accept themselves as well as others, are more problem solvers, more self aware, better at doing things on their own (Cherry, 2018).

Taken five levels together, Maslow's Hierarchy of Needs theory of the five levels suggested that the level of human needs from physiological needs such as food, water, and sleep, to higher-level spiritual pursuits such as self-development and self-actualization, need to be fulfilled following the steps from basic level to a higher level. To help the teachers to achieve a higher level of need, the manager needs to consider meeting the basic needs of human first (Yamoah, 2013). According to the theory, both financial and non-financial



reward needed to be in place if teachers are to improve their job commitment. Based on Maslow's view, considered all levels of human need uses rewards. It follows that to improve teachers' job commitment, the school administer needs to first meet teacher's basic needs with the reward system, such as financial rewards such like salary, and to take teachers to the next level need to use the non-financial rewards, such as trust in work, are needed to give them a spiritual boost (Gerald, 2011). The researcher, therefore, hypothesized that when teachers were rewarded according to Maslow's theory, their job commitment will increase. Hereby, Maslow's Hierarchy of Need theory was relevant to the study.

### **Herzberg's Two-Factor Theory**

The American psychologist Herzberg proposed Two-factor Theory in 1959. He separated the relevant factors into two kinds, namely, satisfactory factors and unsatisfactory factors. Satisfaction factor mentions to the factors that can make people get satisfaction and motivation. The dissatisfactory factor refers to the factor, which is easy to produce the opinion and the negative behavior (Herzberg, 1959).

According to Herzberg, there are two basic ways to motivate employees:

#### **(1) Motivators**

It refers to the positive satisfaction that comes from the work itself. It allows staffs to study fresh knowledge and skills generate interest and enthusiasm, therefore, staffs have a sense of honor, responsibility, achievement, and status in the organization or personal growth in the job (Baker, 1994).

#### **(2) Hygiene factors**

It refers to the factors extrinsic to the work itself. Benefits, such as wages, bonuses, health insurance, education for children, housing subsidies, are indirect satisfaction. In work,



the manager should pay attention to the use of incentive factors to stimulate the enthusiasm of the staff to improve employee organizational commitment (Böckerman & Ilmakunnas, 2009).

Two-factor Theory can also be used to lead the organization's reward system. Reward employees with both direct satisfaction and indirect satisfaction, either in financial system, such as bonuses, health insurance, or in non-financial system, such as post promotion (Knight & Westbrook, 1999). According to two-factor theory, whilst financial rewards are hygiene factors, non-financial rewards address the psychological needs of employers and can unlock latent effort and engender greater organization commitment (Herzberg, 1959). Therefore, the theory is relevant to this paper.

### **Social Exchange Theory**

Social Exchange Theory is a sociological and psychological theory. This theory was projected by the American social psychologists John and Harold, the American sociologists George, Peter, Richard, and Claude. This theory analyses the rewards and costs of social interaction (Lawler, Edward, Thye & Shane, 1999). The core of social exchange theory is self-interest and interdependence, suggesting that those who can provide the most rewards to employees are the most attractive to employees. And employees are always trying to make their social interaction to provide themselves with the maximum reward. To get paid, employees also have to pay by work (Lawler & Edward, 2001). The social exchange model assumes that rewards and costs affect decision-making. The two sides of social exchange assume responsibility for each other and depend on each other. The first side is cost. It is a factor that has a negative value to a person in a relationship, such as the effort involved in a relationship and the negative impact of a partner (Stafford & Laura, 2008). West, Richard, Turner, Lynn (2007) expressed the costs can be time, money, effort, and so on. The second side is reward. A reward is an element of positive value in a relationship (rewards can be

financial or non-financial, spiritual rewards such as feelings of acceptance, support and companionship, etc.).

From the perspective of exchange, organizational commitment is based on a cognitive assessment of the costs and benefits of becoming a member of an organization. This is consistent with the idea of computational commitment, where an individual's commitment to an organization is in part a function of cumulative investment (Sheng-Wei & Louis, 2015). According to social exchange theory, individuals are willing to share their knowledge and invest their time in work because of the desirable benefits of such activity. These benefits may take the form of an incentive system or financial incentives provided by the organization, such as salary increases and bonuses, and non-financial incentives, such as promotion and job security (He & Hewei, 2009). Only when the expected benefits exceed the cost of sharing do individuals tend to work harder and thus increase their commitment to work. Therefore, the theory of social exchange is relevant to the research.

### **Previous Studies on Organization Commitment and Reward System**

Previous studies on teachers' perceptions of organizational commitment and reward system have been conducted in different countries (Gerald, 2011; Yamoah, 2013; Douglas, 2010; Kamaylar, 2016; Korir and Kipkebut, 2016).

Gerald (2011) conducted the rewards on job commitment of primary school teachers in primary schools in Mityana District. The findings of this study involved 327 teachers, which included 126 government school teachers and 201 private school teachers. The study used both questionnaire and interview to guide and collect the data. From Gerald's study, it was shown that financial rewards do not significantly affect the commitment of the said teachers and that non-monetary rewards significantly positively affect the commitment of the said teachers. Moreover, there was no significant correlation between financial rewards and

job commitment of teachers in primary schools in Mityana District. Which in conclusion, there was a positive significant correlation between non-financial rewards and job commitment of the teachers in primary schools in Mityana District.

Yamoah (2013) studied the reward systems and teachers' performance: Evidence From Ghana. Based on the finding, there is a significant relationship between teachers' rewards and job performance. Meanwhile, job design and talent management, as other motivational factors were a contributing factor to the high performance of the teachers in Ghana. This researcher suggested that the school admonition should involve teachers in the decision-making process. Childcare and other forms of incentives should be seen as measures as important as financial incentives to reward teachers.

The studies of Gerald, 2011 and Yamoah, 2013 conclude that in the school, the reward system will effect the teacher's commitment and also their performance. Meanwhile, it is also noticed that in Gerald's paper, for the teachers in the school, there is no relationship between financial rewards and job commitment, but there is a positive relationship between non-financial rewards and job commitment for the teachers in the school. Which highlight that non-financial reward is important to the school to help to improve teachers' commitment. However, none of them considered the suggestion to the school to provide teachers with an appropriate way to effectively present their recommendations to school administrators.

Douglas (2010) concluded the relationship of organization climate and teacher commitment in elementary schools in Alabama. The study used 67 elementary schools and 1353 teachers were invited to do the survey. The four variables, collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability serve as independent variables with commitment serving as the dependent variable. The four subtests of the Organizational Climate Index were examined for their collective and independent relationship to teacher commitment. The results show the relationship between school climate

and teacher commitment, which confirmed a relationship, does exist between collegial leadership and teacher commitment. There is no direct or indirect relationship between teacher's vulnerability and teacher's commitment. The results show that professional teachers are the best predictors of teacher commitment. In addition, university leadership behavior was also found to be a predictor of teacher achievement stress although not directly related to teacher commitment.

Kamaylar (2016) did the research of the relationship between teachers' organizational commitment and job satisfaction at No.2 Basic Education High School in Loikaw, Kayah state, Myanmar. The sample of the study was 59 teachers from primary, middle and high level in the No.2 Basic Education High School. The study was to test the relationship between the three component of organization commitment, affective commitment, normative commitment, continuance commitment and job satisfaction. The finding was there is relationship existing between teachers' organizational commitment and job satisfaction at No.2 Basic Education High School in Loikaw, Kayah state, Myanmar.

Korir and Kipkebut (2016) established the effect of reward management on employees' commitment in the Universities in Nakuru County in Kenya. The sample of this study was 244 full time lectures from 10 universities in Nakuru County. The result of this study is there are significant relationship between reward management and employees' affective commitment, normative commitment and continuance commitment. In the same time, the finding also shows that financial reward management practices collectively have significant effect on organizational commitment.

All the above studies focused on teachers' organizational commitment, also indicated that the working environment should be conducive for employees where they will feel a sense of belongingness. To some degree, all these studies confirmed the value of teachers' organizational commitment towards school management, and suggested the school leaders

and future researchers to focus more on teachers' commitment and performance. However, there may be differences between schools in different regions in terms of school reward systems and teachers' organizational commitment. Therefore, the researcher believes that feasible solutions should be considered in the light of the actual situation in the school.

### **Context of Secondary Education in Shanxi, China**

The Secondary Education in Shanxi Province has a long history. Basically, Secondary education refers to the students from grade 7 to 9, age from 13 to 16 years old. There are two types of secondary schools in Shanxi, one is the public secondary school, and the other is the private secondary school. A public secondary school is one that is funded and managed by the government. Private schools are funded privately, approved by the local government and the education department, and managed by both the education department and the private sector.

In Shanxi, the number and scale of public schools far exceed those of private schools. Moreover, the cost of learning is relatively low and the teaching facilities are relatively perfect. There are 512 middle schools in Shanxi in 2019, including 353 public schools and 159 private schools. Shanxi's public secondary schools are divided into provincial key schools and non-key schools, and there are 25 provincial key schools in Shanxi. The key secondary school in Shanxi Province is defined as a school with good government investment, strong teachers, a high graduation rate and a high rate of admission to key high schools. The secondary schools in Shanxi start the new semester in September each year. The academic year is divided into two semesters. The first semester begins in September each year, and the second semester begins in February each year. There are two holidays in secondary school, July and August in summer vacation and January in winter vacation.



### **Background of Shanxi Experimental Secondary School**

This research was conducted at one secondary school in Taiyuan, Shanxi, China, which was founded in 1882. In China, schools are generally divided into private schools and public schools. Shanxi Experimental Secondary School is a public secondary school, and provincial model secondary school under the administration of the provincial education department. This is the only secondary school in Shanxi province that approved by the Ministry of Education with the qualification of Chinese-foreign cooperation in running schools. There are 120 staffs and 2,500 students, the student level is from grade 7 to 9, and each grade has 10 to 12 classes. The school has a long history and good quality in terms of teaching. Shanxi Experimental Secondary School students were among the top students in the province in the national high school entrance examination.

Based on the feedback of the interview, the reason why the researcher chose this school is in recent years, from 2009 to 2019, there have been major changes in the school's management and reward systems, and the interview with teachers in this school by the researcher reports that the school administrators and teachers feel that these changes may have some influence on teachers' organization commitment. The teachers of the school believed that the school administrators should attach importance to the reward system of teachers and improve the reward system of the school. According to school internal data, the number of teachers leaving school has increased over in Shanxi Experimental Secondary School than before, and the organization commitment of some teachers has declined, such as not attending classes on time and leaving work early. So the researcher concluded that it was necessary to study the relationship between Shanxi Experimental Secondary School teachers' organization commitment and the reward system in order to help the school improve the quality and retain good teachers.



The school administrator mentioned that the reward system in Shanxi Experimental Secondary School is divided into two parts, financial reward and non-financial reward. The financial reward system included those parts: salary, exam outstanding achievement bonus, head teacher allowance, overtime allowance, housing allowance, birthday allowance, medical insurance, old-age insurance, unemployment insurance, industrial injury insurance and maternity insurance, housing provident fund, year-end bonus. The non-financial reward system included the holiday gifts, fitness incentives, school bus service, promotion awards, certificates and trophies, help to address children's education problems, school medical services.

**Preliminary Study and Interview**

The researcher conducted a preliminary study, specially an interview in July 2019 with the school administrators and teachers, who currently work in the Shanxi Experimental Secondary School. The researcher interviewed the teachers who work in the school from a different position, to compare their view of the organization commitment and reward system of the school, to collect their different concerns in the field. The interviewed participants were teachers and school administrators as explained in Table 1.

*Table 1:* Participants in the Interview

Position	Number	Years of Working
School administrators	3	6-10 years
Head of subject teachers	3	>5 years
New Teachers	3	1-2 years

Based on the result of the interview, 33.3% employees decided to stay in the school because of the financial reward, 66.7% of them stay because of the non-financial

reward. The result of both financial reward and non-financial reward they care more shows in figure 3 and 4.

Figure 3: Which Financial Reward is More Important to You?

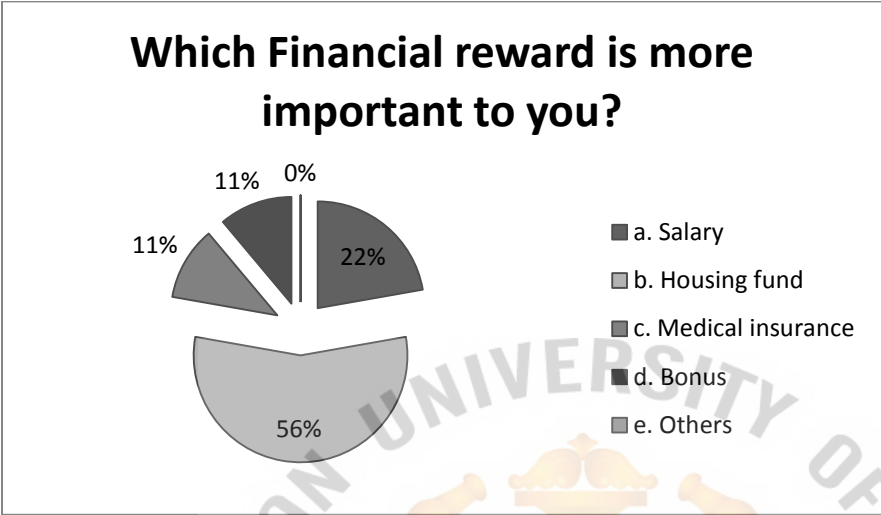


Table 2: Which Financial Reward is More Important to You?

Options	Number	Percentage
a. Salary	2	22
b. Housing fund	5	56
c. Medical insurance	1	11
d. Bonus	1	11
e. Others	0	0

Figure 4: Which Non-financial Reward is More Important to You?

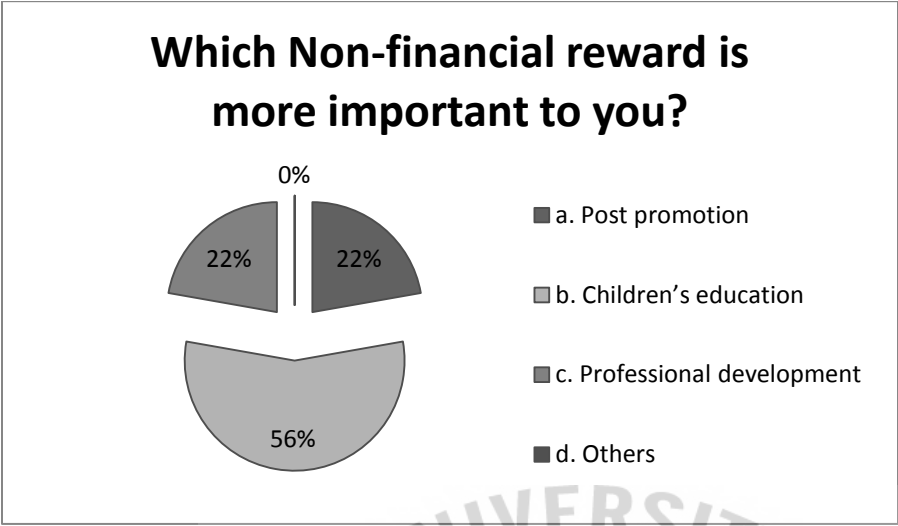


Table 3: Which Non-financial Reward is More Important to You?

Options	Number	Percentage
a. Post promotion	2	22
b. Children’s education	5	56
c. Professional development	2	22
d. Others	0	0

As following, all of the teachers feel the change of the school reward system. 22% of them always feel a strong sense of belong to the school, 45% feel sometimes, and 33% undecided. There are 22% teachers considered leaving the school, 45% teachers said sometimes, and 11% is undecided yet, 22% teachers never considered leaving the school. 22% teachers decided to stay in school for about 5 to 10 years, 45% decided to stay about 10-15 years, and 22% teachers consider staying in the school for more than 15 years. The way to measure reward efficiency is shown in figure 5. The question is how the interviewee judges the effectiveness of an organization's reward system.

Figure 5: Which Way You Used to Measure Reward Efficiency?

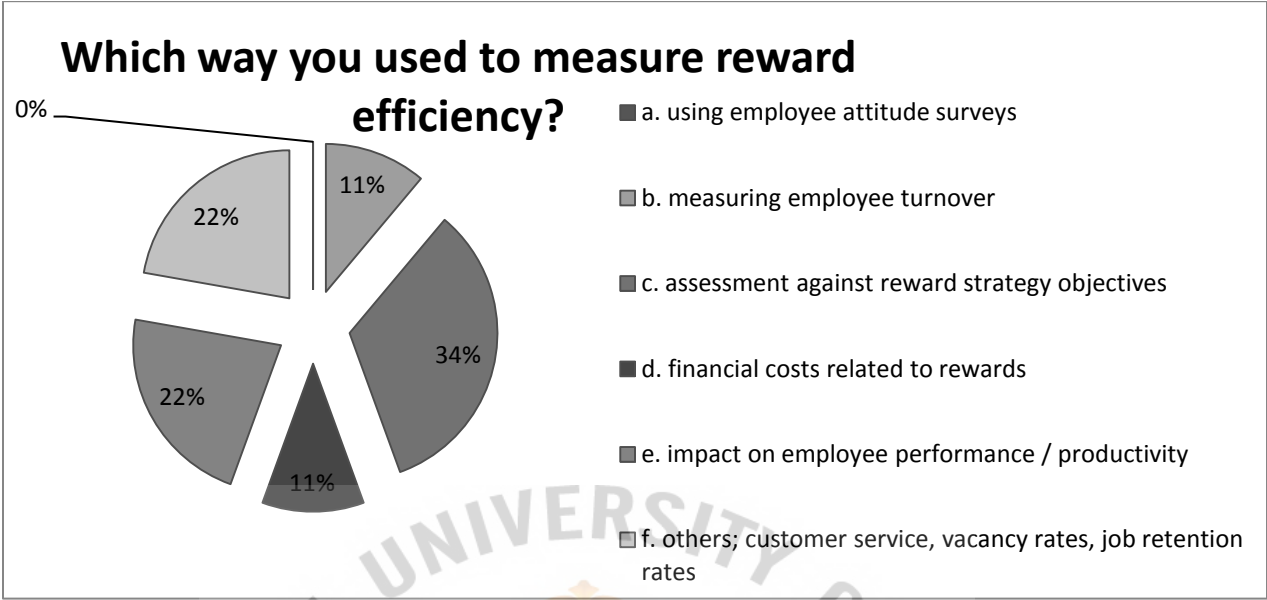


Table 4: Which Way You Used to Measure Reward Efficiency?

Options	Number	Percentage
a. Using employee attitude surveys	0	0
b. Measuring employee turnover	1	11
c. Assessment against reward strategy objectives	3	34
d. Financial costs related to rewards	1	11
e. Impact on employee performance/productivity	2	22
f. Others; customer service/ vacancy rates, job retention rates	2	22

The opening question of the interview shows that teachers in the school asking for a better financial and non-financial reward. The teachers feel the change of the reward system in school, especially the non-financial reward such as school’s administration recognize the good work they did, presence is recognized by the head teacher. The school should show care of teachers by the form of both financial and non-financial reward system. 34% teachers

mentioned that they used to get the reward when they did a good job, such as develop a new method to teach or the way to manage students. The school pays them a bonus and a letter of commendation. 56% of the teachers who joined the interview said the quality of the school reward system needs to be improved. Otherwise, it will lead the teacher to lost of passion for the work and consider leaving the school.

### Summary

In this chapter, the researcher reviewed the concept of reward system; concluded both financial reward system and non-financial reward system, the concept of organization commitment, as well as the main theories which support this study, the side bet theory of organization commitment developed by Becker in 1960. The researcher also reviewed the expectancy theory in 1964 by Victor Vroom. The three components of organization commitment are: affective commitment, normative commitment and continuance commitment. Other related theories that show in this paper also support the study.

As the literature review showed, this part also introduced the background of Secondary education in Shanxi, the background of Shanxi Experimental Secondary School, and the reward system in the School. The result of the preliminary study interview also shown in this part. The next chapter introduced research methodology for this study to collect and analyze the data from teacher's perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary, Shanxi province, China.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study emphasizes the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary. This chapter aimed to show the design process and research methodology of the study as the following parts.

#### **Research Design**

This study applied both the qualitative and the quantitative methods, and focused on the correlation of teachers' perceptions towards school reward system and organization commitment in Shanxi Experimental Secondary School. To better study the problem, the researcher conducted a preliminary study with the selected teachers and administrators. The interview questions were based on the teacher's view of reward system in school and their organization commitment. The analysis and results of the interview will use as the qualitative data to assist the further investigation of the quantitative part.

In the quantitative part, the research is used the questionnaire to collect the teachers' perceptions of the school reward system and organization commitment. The questionnaire for this study was divided into three parts. The first part was the basic information of teachers, the second part aimed to study the respondents' perceptions with the school's existing reward system, and the third part aimed to study the respondents' organization commitment. The purpose of this part is to apply a scientific approach to analysis data and to find the relationship between teachers' reward system and organization commitment in Shanxi Experimental Secondary School.



### **Population**

The participants of this research were full-time teachers who are teaching in the academic year of 2019 at Shanxi Experimental Secondary School. According to the School HR department record, the total number of full-time teachers is 120. Therefore, the researcher distributed the questionnaire to all 120 teachers in the school to collect data for this study.

### **Research Instrument**

Preliminary study, the researcher used a semi-structured interview based on Gerald (2011) and Ismail (2012) with 9 questions. The interview was conducted with 9 employees in the school (3 from the school administrator, 3 from the leader of each grade, and 3 from teachers). The researcher interviewed the employees who work in the school in a different position to collect their view of the organization commitment and reward system of the school, to see if there are the different opinions of it. Also, semi-structured interviews allow researcher to construct questions based on a questionnaire, which can be used to assist in examining the salient points of information obtained from the questionnaire. Semi-structured interviews can help the researcher obtain more open responses and new perspectives to support the researcher's findings.

The interview question 1-2 is the basic information of teachers, question 3-5 is the information based on the reward systems, question 6-8 is the information based on the organization commitment, question 9 is asking if there are a relationship between reward system and organization commitment, and question 10 is asking for advice for school's reward systems.

After that in the quantitative study process, the researcher used a questionnaire consisting of two parts, to study the relationship between the teachers’ perceptions of the school reward system and their organization commitment for the school. The details of two parts will be explained as follows:

Part I: Demographic Data. The questionnaire inquires the demographic data of the teachers. Gender, age, academic position will be collected.

Part II: Reward System. The questionnaire is 26 questions in 2 parts. Question 6-18 is about financial reward system in the school, and question 19-31 is about non-financial reward system in the school.

Part III: Organization Commitment. The questionnaire is 20 questions about teachers' organization commitment.

Table 5: Breakdown of Survey Questions on Reward System

School teachers	Survey questions	Total number
Demographic Data	1, 2, 3, 4, 5,	5
Financial reward system	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18	13
Non-financial reward system	19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31	13
Total		31

Table 5 showed the detailed of 5-point likert scale, with 1 to 5 representing the degree. The levels of this table are from Undecided to Always, and the lowest is 1 point and highest is 5 point, which is showed here:

*Table 6: Interpretation and Scale for Survey Questions on Reward System*

Statement	Scale	Range	Interpretation
Always	5	4.51 – 5.00	Very High
Sometimes	4	3.51 – 4.50	High
Seldom	3	2.51 – 3.50	Moderate
Never	2	1.51 – 2.50	Low
Undecided	1	1.00 – 1.50	Very Low

Source from: Norman G. Likert scales, levels of measurement and the “laws” of statistics.

Adv Health Sci Educ Theory Prac. 2010; 15(5): 625-632.

*Table 7: Breakdown of Survey Questions on Teachers’ Organization Commitment*

Constructs	Survey questions	Total number
Affective Commitment	32, 33, 34, 35, 36, 37, 38	7
Continuance Commitment	39, 40, 41, 42, 43, 44, 45	7
Normative Commitment	46, 47, 48, 49, 50, 51	6
Total		20

*Table 8: Interpretation and Scale for Survey Questions on School Teachers’ Organization Commitment*

Statement	Scale	Range	Interpretation
Always	5	4.51 – 5.00	Very High
Sometimes	4	3.51 – 4.50	High
Seldom	3	2.51 – 3.50	Moderate
Never	2	1.51 – 2.50	Low
Undecided	1	1.00 – 1.50	Very Low

Source from: Norman G. Likert scales, levels of measurement and the “laws” of statistics.  
Adv Health Sci Educ Theory Prac. 2010; 15(5): 625-632.

**Validity and Reliability of the Instrument**

In this research, the researcher firstly used a preliminary study and interview questions based on Gerald (2011) and Ismail (2012)’s questionnaires, with 11 questions for the qualitative part. Then for the quantitative part, the first part of questionnaire about the teachers’ perceptions of the financial reward system is adopted from Gerald (2011), the validity of the final version has been professionally reified; and the second part about their perceptions toward reward system in the school are based on the questionnaire from Ismail (2012).

The validity of organization commitment questionnaire was approved by 3 experts from Program Director of Karuna Mission Social Solidarity of Graduate School of Education in Assumption University.

The reliability report and alpha coefficients as reported by Gerald (2011) and Ismail (2012) are shown in the following table:

*Table 9: Reliability of Reward System and Teachers’ Organization Commitment*

Description	Construct	Number of items	Alpha Coefficients	Current Study
Reward System	Financial Reward	12	.84	.72
	Non-financial Reward	13	.84	.75
Gerald (2011)				
Organization commitment	Affective Commitment	7	.83	.85
	Continuance Commitment	7	.81	.78
Ismail (2012)	Normative Commitment	6	.83	.77

### **Translation of the Questionnaire**

As the original questionnaire in English, the researcher sought the assistance of a legal translation center in Bangkok to translate the English questionnaire into Chinese language, so as to ensure easier and better understanding of teachers in the process of questionnaire collection. The certificate that translation center provided was attached in the Appendix E.

### **Collection of Data**

To collect the data for this study, the researcher contacted with Shanxi Experimental Secondary School first on July in 2019, did a face-to-face interview with the school administrators and teachers in different position to get their view of reward system and organization commitment currently got the permission from school to send the questionnaire. The researcher sent the questionnaire to translated by a professional translation agency, after that the Chinese version questionnaire was distributed to teachers who work in the school in October 2019 after the proposal defense. By the end of October 2019, the researcher collected all of the questionnaires from the teachers, 120 questionnaires were distributed and 100 valid ones were eventually returned, the valid return rate reached 83.3%. The researcher analyzed the collected of questionnaires in the end of November 2019.

### **Data Analysis**

The researcher used the statistical methods as the following to analyze the data after collection from the questionnaire. Note taking was used to conduct the data analysis for the interview.

For objective 1: Mean and Standard Deviation was used to identify the teachers' perceptions towards reward system at Shanxi Experimental Secondary School, Shanxi, China.

For objective 2: Means and Standard Deviation was used to identify the teachers' organization commitment at Shanxi Experimental Secondary School, Shanxi, China.

For objective 3: The Pearson product-moment coefficient of correlation was used to find out the relationship between teachers' perceptions towards reward system and their organization commitment at Shanxi Experimental Secondary School, Shanxi, China.

### Summary of the Research Process

Table 10: Summary of the Research Process

Research Objectives	Source of Data	Data Collection Method	Data Analysis
1. To determine teachers' perceptions level towards reward system in Shanxi Experimental Secondary School.	9 teachers at Shanxi Experimental Secondary School	<b>Part I</b> – Basic information of teachers - <i>Questionnaire</i> - <i>Preliminary interview</i>	Mean and Standard Deviation
2. To identify teachers' organization commitment level in Shanxi Experimental Secondary School.	120 teachers at Shanxi Experimental Secondary School	<b>Part II</b> - reward satisfaction of the respondents: financial reward, non-financial reward - <i>Questionnaire</i> - <i>Preliminary interview</i>	Mean and Standard Deviation
3. To determine the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.		<b>Part III</b> - organization commitment - <i>Questionnaire</i> - <i>Preliminary interview</i>	The Pearson product-moment coefficient of correlation



## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the result of the survey questionnaire for data analysis and interpretation derived from the 120 full time teachers in Shanxi experimental secondary school, at the academic year 2019, questionnaire distributed and got back 100 copies returned, the return rate was 83.3%. The summary of the analysis with teacher's perceptions toward reward system and organization commitment was followed by statistical findings. The results of this study findings were interpreted and presented by three main objectives as follow:

1. To determine the level of teachers' perceptions towards reward system in Shanxi Experimental Secondary school.
2. To identify the level of teachers' organization commitment in Shanxi Experimental Secondary School.
3. To determine the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

#### **Demographic Data of Respondents**

The researcher conducted the survey by distributing questionnaires to 120 full time teachers in Shanxi Experimental Secondary School and 83.3% of questionnaires were returned back, which were 100 questionnaires. As following were the analysis of the respondents basic information.

Table 11: The Number and Percentage about the Respondents’ Position

Designation	Number	Percentage
Head Teacher	2	2
Grade Officer	4	4
Homeroom Teacher	34	34
Teacher	40	40
Total	100	100

Table 11 shows the number and percentage about the respondents’ position data. Head teacher accounted with 2% (2), grade officer 4% (4), homeroom teacher 34% (34), and teacher 40% (40).

Table 12: The Number and Percentage about the Respondent’s Gender

Gender	Number	Percentage
Male	26	26
Female	74	74
Total	100	100

Table 12 shows the number and percentage about the respondents’ gender data. Male accounted with 26% (26), and Female 74% (74). Based on the data, the numbers of female teachers were more than male teachers.

Table 13: The Number and Percentage about the Respondent’s Age

Age	Frequency	Percentage
19-28	7	7
29-38	31	31
39-48	31	31
49-59	31	31
Total	100	100

Table 13 shows the number and percentage about the respondents’ age data. 19-28 years old accounted with 7% (7), 29-38 years old 31% (31), 39-48 years old 31% (31), and 49-59 years old 31% (31). Therefor the age from 19-28 years old from the respondents was the lowest percentage of the total population.

Table 14: The Number and Percentage about the Respondent’s Academic Position

Age	Number	Percentage
Primary Level Teacher	23	23
Intermediate Grade Teacher	40	40
Senior Grade Level Teacher	37	37
Total	100	100

Table 14 shows the number and percentage about the respondents’ academic position data. Primary level teacher accounted with 23% (23), intermediate grade teacher 40% (40), and senior grade level teacher 37% (37). While the intermediate grade teacher from the respondents was the highest percentage of the total population.

Table 15: The Number and Percentage about the Respondent’s Length of Time has Spent in Teaching Service

Length of Time	Number	Percentage
Up to Five Years	13	13
Five Years but Not More than Ten Years	10	10
Ten but Not More than Twenty Years	37	37
Twenty Years and Above	40	40
Total	100	100

Table 15 shows the number and percentage about the respondents’ length of times has spent in teaching service data. Up to five years accounted with 13% (13), five years but not more than ten years 10% (10), ten but not more than twenty years 37% (37), and twenty years and above 40% (40), while the highest percentage of the total population.

Research Objective One

The research object one of this study was to determine the level of teachers’ perceptions towards reward system in Shanxi Experimental Secondary School. The questions for objective one are 25 items. 100 respondents answered the question based on their perceptions towards reward system in the school. The reward system was divided into two parts, financial reward and non-financial reward. The financial reward from items 6 to 18 in the questionnaire, and 19 to 31 for non-financial reward. A five-point likert scale (1=Undecided, 2=Never, 3=Seldom, 4=Sometimes, 5=Always) was used to measure the respondents’ perceptions. For this objective, the researcher used Means and Standard

Deviations to analysis the data, to determine each items for the reward system. The research data for object one was shown in table as following.

*Table 16:* Means and Standard Deviations of the Level of Teachers' Perceptions towards Financial Reward System in Shanxi Experimental Secondary School (n=100)

Dimensions	Items	Mean	S.D.	Interpretation	Order
Financial Reward System	I get my salary on time.	4.70	0.85	Very High	1
	The salary that I received is not lower than the local government official received.	2.19	1.36	Low	13
	The salary I receive tallies with my qualification.	2.84	1.60	Moderate	9
	I am happy with the salary structure.	3.34	1.14	Moderate	5
	I get a pay increment every year.	3.11	1.12	Moderate	8
	I always receive bonus from the school.	3.24	1.12	Moderate	6
	I share the profits generated from school projects.	2.74	1.05	Moderate	10
	Projects held in my school are useful towards uplifting my welfare.	2.63	0.93	Moderate	11
	I am paid for extra time worked.	3.12	0.99	Moderate	7
	I get medical allowances from school whenever I am sick.	2.46	1.05	Low	12
	I receive December bonus every year.	3.40	1.39	Moderate	4
	I am paid accommodation allowance every month.	4.54	1.05	Very High	2
	I receive salary from being a homeroom teacher.	4.06	1.31	High	3
	Total	3.26	0.56	Moderate	13

As Table 16 shows the Means and Standard Deviations of the level of teachers' perceptions towards financial reward system in Shanxi Experimental Secondary School, the question items " I get my salary on time. " had the highest score (4.70), and the item " The salary that I received is not lower than the local government official received. " had the lowest score (2.19). The total mean score for the level of teachers' perceptions towards financial reward system in the school was 3.26, which in the moderate level.

*Table 17: Means and Standard Deviations of the Level of Teachers' Perceptions towards Non-financial Reward System in Shanxi Experimental Secondary School (n=100)*

Dimensions	Items	Mean	S.D.	Interpretation	Order
Non-Financial Reward System	I am always praised for any good work I do at school.	3.17	1.02	Moderate	8
	I work in good physical working conditions at school.	3.73	1.23	High	3
	My school's administration recognizes the good work I do.	3.51	1.25	High	5
	My school organizes appropriate gifts for the good work I do.	2.60	0.88	Moderate	13
	My presence is recognized by the school.	3.39	1.16	Moderate	6
	I expect a promotion anytime this year.	3.01	1.38	Moderate	10
	Extra responsibilities I hold at school are appreciated.	3.04	1.13	Moderate	9
	The school concerns my social and professional growth problems.	2.94	.98	Moderate	11
	The school provides me with accommodation or allowance for my living outside of the school.	3.23	1.28	Moderate	7
	The school provides me with means of transport to and from school everyday.	2.65	1.00	Moderate	12
	The school has a clinic that provides me with simple medical treatment.	4.50	0.98	High	1
	I can get leave whenever I	4.44	0.91	High	2



	have a serious physical problem.				
	The school will waive my child's educational tuition fees, if my kid is admitted in this school.	3.63	1.68	High	4
	Total	3.37	0.58	Moderate	13

Table 17 shows the Means and Standard Deviations of the level of teachers' perceptions towards non-financial reward system in Shanxi Experimental Secondary School, the question items " The school has a clinic that provides me with simple medical treatment. " had the very high level, which the score was 4.50, and the item " My school organizes appropriate gifts for the good work I do. " had the moderate level, which the score was (2.60). The total level for the level of teachers' perceptions towards financial reward system in the school was moderate (3.37).

*Table 18: Means and Standard Deviations of the Level of Teachers' Perceptions towards Reward System in Shanxi Experimental Secondary School (n=100)*

Reward System	Mean	S.D.	Interpretation
Financial Reward	3.26	0.58	Moderate
Non-financial Reward	3.37	0.56	Moderate
Total	3.32	0.83	Moderate

Table 18 shows the summary of the Means and Standard Deviations of the level of teachers' perceptions towards reward system in Shanxi Experimental Secondary School. The level of the mean in total for reward system was in level of moderate, which the score was 3.32. The score for financial reward system was the lowest (3.26), and the score for non-financial reward system was the highest (3.37), both of them in the level of moderate.

## Research Objective Two

The research objective two of this study was to identify the level of teachers' organization commitment in Shanxi Experimental Secondary School. The questions for object one are 19 items. 100 respondents answered the question based on their perceptions towards reward system in the school. The organization commitment divided into three components, affective commitment, continuance commitment and normative commitment. The affective commitment from items 32 to 38 in the questionnaire, question 39 to 45 for continuance commitment, and 46 to 51 for normative commitment. A five-point likert scale (1=Undecided, 2=Never, 3=Seldom, 4=Sometimes, 5=Always) was used to measure the respondents' perceptions. Means and Standard Deviations were used to determine the level of teachers' organization commitment in the school. The research data for object two was shown in table 19, 20, 21, and 22.

*Table 19: Means and Standard Deviations of the Level of Teachers' Affective Commitment in Shanxi Experimental Secondary School (n=100)*

Dimensions	* Items	Mean	S.D.	Interpretation	Order
Affective Commitment	I would be happy to spend the rest of my career with this organization.	3.50	1.65	Moderate	7
	I enjoy discussing my organization with people outside it.	3.76	0.96	High	6
	I really feel as if this organization's problems are my own.	4.07	1.07	High	4
	I do feel like 'part of family' of this organization.	4.01	1.03	High	5
	I do feel 'emotionally attached' to this organization.	4.21	0.91	High	1
	This organization has a 'sentimental value' to me.	4.15	1.06	High	2
	I do feel a strong sense of	4.11	1.11	High	3

	belong to this organization.				
	Total	3.97	0.82	High	7

Table 19 shows the Means and Standard Deviations of the level of teachers' affective commitment in Shanxi Experimental Secondary School. " I do feel 'emotionally attached' to this organization. " had the highest score, which the score was 4.21, in the range of 3.51-4.50 interpretation, the level was high, and the item " I would be happy to spend the rest of my career with this organization. " had the lowest score, which the score was 3.50, the level was high.

*Table 20: Means and Standard Deviations of the Level of Teachers' Continuance Commitment in Shanxi Experimental Secondary School (n=100)*

Dimensions	Items	Mean	S.D.	Interpretation	Order
Continuance Commitment	I am afraid of what might happen if I quit my job without having another one lined up.	4.03	1.47	High	2
	It would be very hard for me to leave this organization right now, even if I wanted to.	4.34	1.30	High	1
	My life would be disrupted if I decided I wanted to leave this organization now.	3.71	1.58	High	4
	Right now, staying with this organization is a matter of necessity as much as desire.	3.77	1.47	High	3
	I feel that I have a few options to consider leaving this organization.	2.62	1.21	Moderate	7

	One of the few serious consequences of leaving this organization would be scarcity of available alternatives.	3.02	1.48	Moderate	6
	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice- (another organization may not match the overall benefit I have here).	3.03	1.54	Moderate	5
	Total	3.50	0.95	Moderate	7

Table 20 shows the Means and Standard Deviations of the level of teachers' continuance commitment in Shanxi Experimental Secondary School. The question item " It would be very hard for me to leave this organization right now, even if I wanted to." had the highest score (4.34), which in the level of high, in the range of 3.51-4.50 interpretation, and the item " I feel that I have a few options to consider leaving this organization." had the lowest score (2.62), the level was moderate, in the range of 2.51-3.50 interpretation.

*Table 21: Means and Standard Deviations of the Level of Teachers' Normative Commitment in Shanxi Experimental Secondary School (n=100)*

Dimensions	Items	Mean	S.D.	Interpretation	Order
Normative Commitment	I find people these days move from company to company too often.	3.36	0.95	Moderate	6
	I do believe that a person must always be loyal to his/her organization.	3.96	1.49	High	3
	One of the major reasons I	4.02	1.33	High	2

	continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain.				
	If I got another offer for a better job elsewhere I would not feel it was right to leave the organization.	3.46	1.63	Moderate	5
	I believe in the values of remaining loyal to this school.	4.16	1.24	High	1
	Things were better in the days when people stayed with one organization for most of their career life.	3.75	1.49	High	4
	Total	3.79	0.94	High	6

As Table 21 shows the Means and Standard Deviations of the level of teachers' normative commitment in Shanxi Experimental Secondary School. Item "I believe in the values of remaining loyal to this school." had the highest score 4.16, in the range of 3.51-4.50 interpretation, the level was high, and the question item "I find people these days move from company to company too often." had the lowest score 3.36, in the range of 2.51-3.50 interpretation, the level was moderate.

*Table 22: Means and Standard Deviations of the Level of Teachers' Organization Commitment in Shanxi Experimental Secondary School (n=100)*

Organization Commitment	Mean	S.D.	Interpretation
Affective Commitment	3.97	0.82	High
Continuance Commitment	3.50	0.95	Moderate
Normative Commitment	3.79	0.94	High
Total	3.75	0.54	High

Table 22 shows the summary of the Means and Standard Deviations of the level of teachers’ organization commitment in Shanxi Experimental Secondary School. In summary, the level of the mean in total for organization commitment was in the range of 3.51-4.50 interpretations, the level was high, which the score was 3.75. The lowest score for was continuance commitment, in the range of 2.51-3.50, the level was moderate, and the score was 3.50. The highest score for was affective commitment, in the range of 3.51-4.50, the level was moderate, and the score was 3.97.

**Research Objective Three**

The Objective Three of the research study was to determine the relationship between teachers’ perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School. For this objective, the Pearson product moment correlation coefficient was used to analyze the relationship between teachers’ perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

*Table 23: Pearson Product Moment Correlation between Teachers’ Perceptions towards Reward System and their Organization Commitment in Shanxi Experimental Secondary School. (n=100)*

Correlation Test		Reward System	Conclusion
Teachers’ Organization Commitment	Person Correlation	.701**	There is a significant relationship
	Sig. (2 tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2- tailed).

Table 23 shows the analysis of the relationship between teachers’ perceptions towards reward system and their organization commitment. The result showed that  $r = .701$ , Sig. (2-tailed) was .000, which was less than .05. That is, at the level of .05 (even .01), there was a



strong positive correlation between reward system and their organization commitment perceived by teachers in the school. In conclusion, the hypothesis for this research was accepted, in other word, there was a significant relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.



## **CHAPTER V**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATIONS**

This chapter explains the detail of the result about data analysis and the method of the study. The process of the study was explained first, which were objectives, hypothesis, and research methodology. Next, the study's conclusion, and discussion were mentioned in chapter V. Last but not the least, the recommendation was be given to the school administrators and for future researchers.

#### **Overview of the Study**

This study mainly focused on the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School. As following were the three objective of the study:

1. To determine the level of teachers' perceptions towards reward system in Shanxi Experimental Secondary school.
2. To identify the level of teachers' organization commitment in Shanxi Experimental Secondary School.
3. To determine the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

The hypothesis of this study was there is a significant relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School. The study got back 100 questionnaires return, which is 83.3% of the questionnaires from 120 teachers, and the analysis of the data shows that the hypothesis was accepted.

## Findings

Following are the result of the findings based on the data of the study.

1. **Demographic data.** Based on the respondent's demographic data, in the returned 100 questionnaires, the gender of female teachers were 74 (74%), and male teachers were 26 (26%).

2. **Teachers' perceptions towards reward system.**

**2.1** Based on the data, the mean for teachers' perceptions towards financial reward system was 3.26, which in the range of 2.51-3.50 interpretation, in the level of moderate. The lowest level of financial reward system was teachers perceptions towards the salary that they received is not lower than the local government official received, in the score of 2.19. The score for question teachers can share the profits generated form school projects is 2.74, in moderate level, and the score for question the salary teacher receive tallies with their qualification is also low, 2.84. The mean for teachers' perceptions towards non-financial reward system was 3.37, in the level of moderate. The lowest level of non-financial reward system was the item of the school organizes appropriate gifts for the good work teachers does, the score was 2.60. Noteworthy, the score for school provides teacher with means of transport to and from school everyday also get low score, 2.65. The score for the school concerns teacher's social and professional growth problems is low, 2.94.

**2.2** In terms of the analysis result, the total mean of teachers' perception towards reward system was 3.32, in the level of moderate. The data shows that the score for non-financial reward system was higher than financial reward system.

### 3. Teachers' Organization Commitment.

**3.1** According to the result of the analysis, the level of teachers' affective

commitment was high, and the score was 3.97. The level of teachers' continuance commitment was moderate, and the score was 3.50. For teachers' normative commitment, the level was high in the score 3.79.

**3.2** The question of teachers would be happy to spend the rest of their career with this

school got the lowest score from affective commitment, which the mean is 3.50, in the level of moderate. The question of teacher feel that they have a few options to consider leaving this school got the lowest score from continuance commitment, which the mean is 2.62. The question of teacher find people these days move from school to school too often got the lowest score from normative commitment, which the mean is 3.36.

**3.3** In conclusion, the level of teachers' organization commitment was high (3.75).

Teachers' affective commitment got the highest score, and the lowest was teachers' continuance commitment.

### 4. The relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School. On

the basis of the returned questionnaire, the use of Pearson Correlation showed that sig. (2-tailed) between reward system and organization commitment was .000 and the  $r$  value was .701, which is less than .05. Therefore the hypothesis was accepted, scilicet, there is a relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

## **Conclusion**

This study examined all the full time teachers in Shanxi Experimental Secondary School by questionnaire, and 9 teachers and school administrators were invited for the preliminary study interview, to identify the level of teachers' perception towards reward system and their organization commitment. In the school, female teachers were more than male teachers. The study found that teachers in the school had the positive attitude toward reward system. Teachers in the school has the perception of moderate level of both financial and non-financial reward system, they used the word "seldom" in the most time to describe their feeling of school's reward system. The organization commitment for the teachers in the school was high; teachers in the school used the word "sometimes" to explain their feeling of it. The scores of teachers' affective commitment was the highest, and the lowest was the score of teachers' continuance commitment, which present as the level of moderate. On account of the result of the data analysis, there is a strong positive relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.

## **Discussions**

According to the analysis result of this study, the level of the teachers' perceptions towards reward system in the school was moderate (3.32), and the level of teachers' organization commitment in the school was high (3.75), the findings result shows that there is a strong positive relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School. Simultaneously, based on the interview, all of the teachers feel the change of the school reward system; it was shown that teachers care about the reward system in the school.

Taken together with the result of the questionnaire, and preliminary study and interview, it's clear to see that 56% of teachers in the school care the financial reward in item

of housing fund, and from the questionnaire, it was shown that teachers level of get paid accommodation allowance is very high. Meanwhile, 56% of teachers care more of the non-financial reward in item of children's education, from the questionnaire, this section in the high level. The data was shown that the items in both financial and non-financial reward which teachers care more about are satisfied; this explains that why the teachers in the school have the high level of organization commitment. Nonetheless, 45% of teachers sometimes considered leaving the school, and 45% of them decided to stay about 10-15 years in the school, which also shown in the questionnaire that teachers continuance commitment only in the level of moderate, the result can reflect that some of the teacher have considered to leave the school. Teachers from the interview refer to the changes of reward system in the school recent year affect their organization commitment, because some of the items of reward system were canceled or not perfect than before. In the meantime, 56% teachers from the interview mentioned the reward systems needed to be measured. This result is also reflected in the data from the questionnaire, some of the school's reward system is not perfect, and teachers' needs are not fully met. For example in the financial reward section, teachers felt that they were only sometimes paid from school projects, and in non-financial rewards section, teachers felt that the school did not offer gifts when they did well and the school doesn't have transport to and from school everyday.

Similarly with many previous studies, Korir and Kipkebut (2016) also found that financial reward had a positive effect on employee's three component of organization commitment, which were affective commitment, continuance commitment and normative commitment. In the same way, Gerald (2011) concluded that there was a positive correlation between non-financial reward and job commitment of the teachers in the school. From this study, teachers' perceptions toward reward system was in the moderate level, the score for financial reward system was 3.36, and the score for non-financial reward system was 3.37,



both of them in the level of moderate level. In the financial reward system section, in regard to the question of get the salary on time got the highest score, which confirm that the school administer should help the teachers to reach an advanced level of want by fulfill the basic needs of human at first (Yaoah, 2013). Korir and Kipkebut (2016) believed that the school administer must pay attention to financial reward management, because it will influence teachers' organizational commitment. Based on Vroom's theory (1964), the data of this study shown that financial rewards have a significant impact on employee productivity. When employees receive financial rewards on time, they will invest more in their work.

On the other hand, the score for question about teacher's salary is not lower than the local government official received was the lowest, it was exhibited that teachers were not sure about their level of salary compare with the local government official, and they believed their salary were lower. However, as the data showed, actually the teachers' salary is not lower than the local government official, teachers believe their salary is lower because firstly, the stereotype images from teachers believe that their salary is low. Secondly, the school did not noticed clearly about the level of teachers salary when compare with other occupation. Similarly, equity theory conclude by Adams in 1967 also agree that employee's job enthusiasm is not just related to the genuine personal remuneration, but also is more closely connected to whether people feel fair to the distribution of remuneration. People either consciously or unconsciously compare the cost of their own labor and the rewards they receive with those of others, and judge whether it is fair or not.

In addition, in the non-financial reward system section, the highest score was the school has a clinic that provides to the teachers with simple medical treatment, had the very high level. This data shown that the school administer provides a perfect simple medical treatment to teachers in the school, and teachers were satisfaction of it. Gerald (2011) pointed that non-financial rewards can make employees feel more comfortable and secure at work.

At the same time, Maslow's theory (1954) also mentioned that if employees do not feel relatively stable and safe in the work environment, they would first seek out the need for safety to meet their safety needs.

However, the item of the school organizes appropriate gifts for the good work teacher do had the lowest score. This analysis supports Vroom's expectancy theory, which holds that financial rewards are not everything for employees and that employees also need non-financial rewards to be enthusiastic about their work. The study by Gerald in 2011 also support this study, and conducted that non-financial rewards can be in the forms of praise from the school, job recognition, trust, promotion, and training in professional skills.

All in all, school administrators should pay attention to the review of incentive systems, whether financial or non-financial, in order to establish an award management structure that is externally competitive, internally fair and in line with current national and Regional Act award standards. The incentive structure should be as comprehensive as possible to accommodate both financial and non-financial incentives. In the incentive structure, financial and non-financial rewards should be commensurate with the effort of each employee (Korir & Kipkebut, 2016). Social exchange theory by John & Harold in 1910 suggested that the organization that offers employees the most reward is the organization that appeals to employees the most. Employees always try to make the social interactions give them the maximum reward.

Moreover, the teachers' organization commitment in Shanxi Experimental Secondary School was high; the score was 3.75 in total. The highest score was affective commitment (3.97), then normative commitment was 3.79, the lowest was continuance commitment (3.50). Kamaylar (2016) also mentioned that affective commitment in the No. 2 Basic Education High School was high, next was normative commitment and last was continuance commitment.

For the affective commitment, the highest score was teachers feel 'emotionally attached' to the school, and the level was high. According to the theory of affective commitment (Meyer & Allen, 1997), this data proves that employees have emotional dependence, identification and devotion to the organization, and that staffs' loyalty and hard work to the organization are mainly due to their deep feelings towards the organization not all based on non-financial incentives. Yet, the item of teacher would be cheerful to invested the rest of their career with the school were the lowest. It was shown that some of the teachers ever considered leaving the school. This represents that some teachers had mixed feelings about the school, on the one hand had an emotional attachment to the organization, and on the other hand considering leaving the school for some reason. The results could be a warning to school administrators.

The scores for teachers' normative commitment was the second high. The question item of teachers believes in the values of remaining loyal to the school had the highest score in the high level, and the question item teachers finds staffs these days move from school to school too often was the lowest. The data are shown that teachers would like to stay in the school and believe in the school's value. This result reflects the teacher's sense of obligation to stay in the organization, and it is the teacher's commitment to stay in the school due to the social responsibility formed by the long-term influence from social (Meyer & Allen, 1997).

The lowest score for teachers' continuance commitment. From the question, the item of even if the teacher wanted to leave, it is difficult to leave the organization now had the highest score, which in the level of high, and the score for item teachers sense that they do not have many options to think leaving this organization were the lowest. This shown that some teachers ever consider to leave the school, but not leave right away. According to the interview, one of the important reasons why teachers consider leaving the school is because

of the change of the reward system. From the data analysis and interview, teachers mentioned about in recent year the change of reward system and that cause some of the need of teachers are not full filled. Meyer & Allen conclude that, staffs' perception of the costs of leaving the organization is a commitment to remain in the organization in order not to lose the profits that have been earned over the years. Happen to hold the same view from Kamaylar (2016) shows that the majority of teachers have little interest in continuing to teach in the school due to the impact of the internal and external factors on their continuance commitment.

Based on the Side Bet Theory in 1960, the higher the organizational commitment of employees, and the stronger their sense of belonging to the organization. The researcher analyzed the data of this study and found that the teachers' organization commitment in the school was high, which means the teachers had a strong sense of belong to the school. The result of the data as the researchers find, the reward system was in the moderate level and teachers' organization commitment was in the high level. According to the Person Product Moment coefficient of correlation, there is a relationship between teachers' perceptions towards reward system and organization commitment. Douglas (2010) summed up that the employees' organization commitment was when employees become dependent on the organization; the change of their working attitude is very obvious. This employee-to-organization connection needs to be developed and nurtured over time by a combination of both internal and external stimuli. Based on the result of this study, the research suggested the school to improve better reward system, in the form of both financial and non-financial reward, to fulfill teachers' need and wants.

## **Recommendations**

Based on the data analysis from this study, the researchers made recommendations at the teacher's level, school's level, and for future researchers to help schools improve their management and teachers' organization commitment. In the meantime, hope of helping the Shanxi Experimental Secondary School develop better in the future.

### **Recommendations for the Teachers in the School:**

According to the preliminary study and interview, the researcher found that teachers don't take the initiative to share their opinions of the school with school leaders, even when researchers asked teachers to fill out questionnaires, teachers also worry that their true feelings will be revealed to school leaders. At the same time, many teachers in their daily work did not think much about the school reward system and their organization commitment until the researchers released questionnaires. Only then do teachers realize that they have these needs and wants from school management. Thus, the teachers have their own ideas and opinions, but due to various concerns, teachers do not take their needs to the level of school management.

So the researchers suggest that: the teachers can self-evaluate their performance on a regular basis and provide feedback to school administrators if they have any suggestions on school management. In this way, teachers can help school leaders to know the views of teachers, thus helping school leaders to better develop school management programs.

### **Recommendations for the School Administrators:**

The school administrators should find a good way to accept teachers' advice and encourage teachers to express their feelings to the school. Based on the feedback from teachers, this approach should be private, regular and transparent. Only when school



administrators know teachers' real views and needs, the schools can develop better management systems to enhance teachers' organizational commitment.

School administrators should provide more non-financial reward to teachers to encourage them when teachers done a good job. As the analysis of the data in this paper, teachers mention about the school does not provide any appropriate gifts when teachers done the good work in the question number 22 from non-financial reward system from the questionnaire. Meanwhile, teachers point out that the school does not concerns their social and professional growth problems in the question number 26 from non-financial reward system questionnaire. Based on that, the research suggests that the school should afford more chance for teachers to promote their professional development. According to the result of the data, teachers indicated that the school should provide transport to and from school everyday in questionnaire number 28. Since this study only state briefly some of the problems in the school, to better manage the school, the researcher suggest the school to let the teachers to participate in school management programming. The school administrators should select some representatives from the teachers to join the school management meetings and should implement the recommendations made by the teachers for the benefit of the school. Decisions that may affect the well being of teachers should be communicated as fairly as possible, thereby enhancing teachers' organizational commitment and maintaining a good and close relationship between teachers and school administrators.

School administrators should raise teachers' awareness of the standards of reward management and publicize the formulation and implementation standards of reward system. From the research data, teachers proposed that they are not sure their salary is not lower than the local government official received in questionnaire number 7, teacher salary is tallies with their qualification in questionnaire number 8, and not sure they can get profits generated from school projects in questionnaire number 12. Thus the researcher suggest that, reward systems



should introduce performance management, and teachers who working hard should be rewarded (both financial and non-financial) to encourage good teachers as an incentive for other teachers to improve their performance to establish a good and level playing field. The incentive structure should be as comprehensive as possible, taking full account of the needs of teachers at all levels. In the reward structure, financial and non-financial rewards should match the goals set by each teacher.

According to the result of the study, there is a relationship between teachers' perceptions towards reward system and organization commitment, school administrators must be fully aware of the impact of reward systems on teachers' organizational commitment. School administrators should consider the appropriateness of implementing a variety of incentives to enhance teachers' organizational commitment.

### **Recommendations for the Future Researchers:**

The result of this study will help the future researchers who study the same topic. This study seemed the first one to study the relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School, the limitation of this study is only focus on the public school and the sample is target of the teachers in grade 7 to 9. At the same time, this study only considers one school in the Shanxi province, so that the result of the study can not speak for all the teachers in the area. So the researchers suggest that future researchers who studying this topic in Shanxi Province try to expand the sample to both public and private schools, and try to include both middle and high school teachers together. While different schools will have different data and results, future researchers are advised to try more diverse learning.

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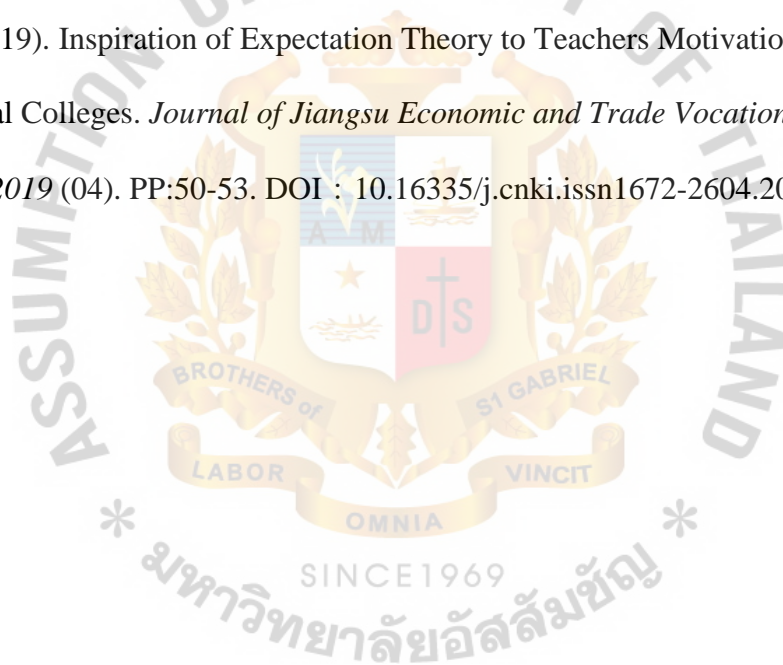
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## APPENDIX A

### Cover Letter

Dear Sir or Madam,

My name is Li Xiaotian, a student studying in the master program of educational administration in Assumption University. I am writing to formally request to submit as part of my research data, a thesis on **A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS REWARD SYSTEM AND THEIR ORGANIZATION COMMITMENT IN SHANXI EXPERIMENTAL SECONDARY SCHOOL**. I kindly request you to fill the followed questionnaire to generate data required for this study. This information will be used only for academic purposes and will be treated with utmost confidentiality. Your name will not be mentioned in the report. If you have questions, please feel free to contact me.

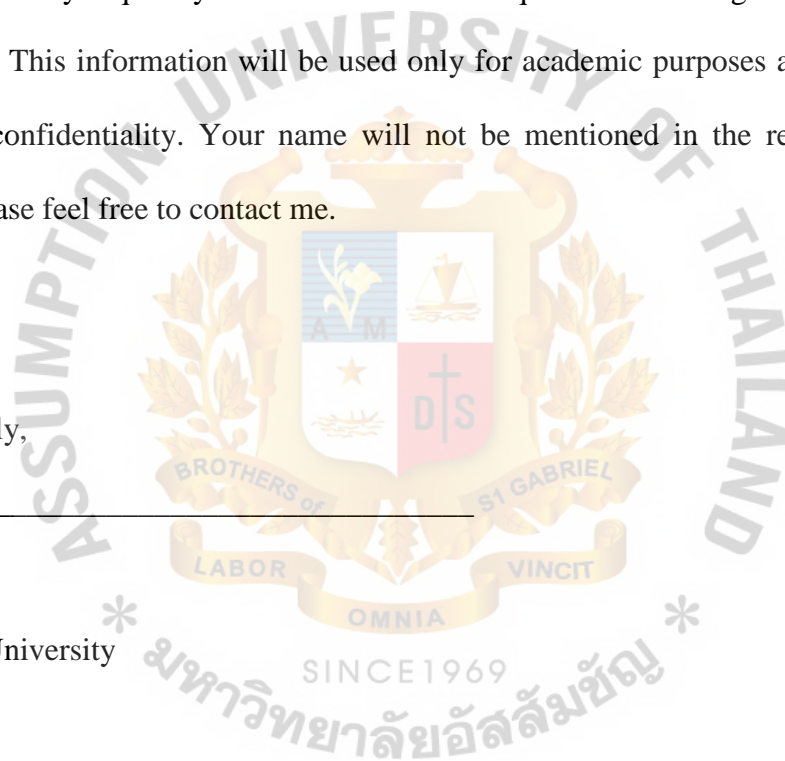
Thank you.

Yours sincerely,

---

Li Xiaotian

Assumption University







### Preliminary Study Interview Questions

**1. What's your position in the school?**

- a. School administer   b. Head of subject teacher   c. Teacher

**2. For what reason, you decided to stay at this school?**

- a. Financial reward   b. Non-financial reward   c. Others

**3. Which Financial reward is more important to you?**

- a. Salary   b. Housing fund   c. Medical insurance   d. Bonus   e. Others

**4. Which Non-financial reward is more important to you?**

- a. Post promotion   b. Children's education  
c. Professional development   d. Others

**5. Did you feel the change of the school reward system?**

- a. Yes   b. No

**6. Do you feel a strong sense of belong to this organization?**

- a. Always   b. Sometimes   c. Undecided

**7. Have you ever considered leaving the school?**

- a. Always   b. Sometimes   c. Undecided   d. Never

**8. How long you decided to stay in the school?**

- a. 5-10 years   b. 10-15 years   c. More than 15 years

**9. Which way you used to measure reward efficiency?**

- a. using employee attitude surveys  
b. measuring employee turnover  
c. assessment against reward strategy objectives  
d. financial costs related to rewards  
e. impact on employee performance / productivity

- f. length of service
- g. absenteeism
- h. others; customer service, vacancy rates, job retention rates

**10. What advice do you have for the reward system of the school?**

**11. When you do well in your work, does the school reward you? What form the school use to reward you?**



## APPENDIX C

## Interview Questions in Chinese



## 初步研究采访问题

### 1. 您在学校的职位

- a. 行政管理人员 b. 年级组组长 c. 教师

### 2. 您为什么选择留在学校?

- a. 经济福利 b. 非经济福利 c. 其他

### 3. 您最在意哪种经济福利?

- a. 工资 b. 购房津贴 c. 医疗补贴 d. 奖金 e. 其他

### 4. 您最在意哪种非经济福利?

- a. 升职 b. 解决子女教育  
c. 专业提升 d. 其他

### 5. 您感觉到近几年学校福利制度的变化了吗?

- a. 有 b. 没有

### 6. 您对学校有强烈的归属感吗?

- a. 总是 b. 有时 c. 未知

### 7. 您考虑过离开学校吗?

- a. 总是 b. 有时 c. 未知 d. 从未

### 8. 您打算留在学校多久?

- a. 5-10 年 b. 10-15 年 c. 超过 15 年

### 9. 您如何衡量奖励的效率?

- a. 使用员工满意度调查  
b. 使用员工流动率

- c. 根据奖励策略目标进行评估
- d. 与奖励有关的奖励费用
- e. 对员工绩效／生产力的影响
- f. 服务期限
- g. 旷工率
- h. 其他；顾客服务，职位空缺率，职位保留率

**10.您对学校的福利制度有什么建议意见？**

**11.当您做出出色的工作后，学校有没有对您进行奖励？奖励是通过哪种形式完成的？**







APPENDIX D

Questionnaire in English

## Questionnaire for Teachers

**The relationship between teachers' perceptions towards reward system and their organization commitment in Shanxi Experimental Secondary School.**

### Section1. Background Information

#### 1. Position

- (1) Head teacher ☐ (2) Grade officer ☐  
(3) Head of subject teacher ☐ (4) Class teacher ☐

#### 2. Gender

- (1) Male ☐ (2) Female ☐

#### 3. Age

- 19-28 ☐ (2) 29-38 ☐ (3) 39-48 ☐ (4) 49-59 ☐

#### 4. Academic position

- (1) Primary Level teacher ☐ (2) Intermediate Grade teacher ☐  
(3) Senior Grade level teacher ☐ (4) Super Senior Grade level teacher ☐

#### 5. How long have you been in the teaching service?

- (1) Up to five years ☐ (2) Five years but not more than ten years ☐  
(3) Ten but not more than twenty years ☐ (4) Twenty years and above ☐

## Section2. Reward System and Organization Commitment

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree. 1=Undecided, 2=Never, 3=Seldom, 4=Sometimes, 5=Always.

### Financial Reward

NO.		1	2	3	4	5
6	I get my salary on time.					
7	The salary that I received is not lower than the local government official received.					
8	The salary I receive tallies with my qualification.					
9	I am happy with the salary structure.					
10	I get a pay increment every year.					
11	I always receive bonus from the school.					
12	I share the profits generated from school projects.					
13	Projects held in my school are useful towards uplifting my welfare.					
14	I am paid for extra time worked.					
15	I get medical allowances from school whenever I am sick.					
16	I receive December bonus every year.					
17	I am paid accommodation allowance every month.					
18	I receive salary from being a homeroom teacher.					

### Non-Financial Reward

NO.		1	2	3	4	5
19	I am always praised for any good work I do at school.					
20	I work in good physical working conditions at school.					
21	My school's administration recognizes the good work I do.					
22	My school organizes appropriate gifts for the good work I do.					
23	My presence is recognized by the school.					
24	I expect a promotion anytime this year.					
25	Extra responsibilities I hold at school are appreciated.					
26	The school concerns my social and professional growth problems.					
27	The school provides me with accommodation or allowance for my living outside of the school.					
28	The school provides me with means of transport to and from					

	school everyday.					
29	The school has a clinic that provides me with simple medical treatment.					
30	I can get leave whenever I have a serious physical problem.					
31	The school will waive my child's educational tuition fees, if my kid is admitted in this school.					

### Section 3. Teachers' Perceptions towards the School's Organization Commitment

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree.

1=Undecided, 2=Never, 3=Seldom, 4=Sometimes, 5=Always.

Affective Commitment						
NO.		1	2	3	4	5
32	I would be happy to spend the rest of my career with this organization.					
33	I enjoy discussing my organization with people outside it.					
34	I really feel as if this organization's problems are my own.					
35	I do feel like 'part of family' of this organization.					
36	I do feel 'emotionally attached' to this organization.					
37	This organization has a 'sentimental value' to me.					
38	I do feel a strong sense of belong to this organization.					
Continuance Commitment						
NO.		1	2	3	4	5
39	I am afraid of what might happen if I quit my job without having another one lined up.					
40	It would be very hard for me to leave this organization right now, even if I wanted to.					
41	My life would be disrupted if I decided I wanted to leave this organization now.					
42	Right now, staying with this organization is a matter of					

	necessity as much as desire.					
43	I feel that I have a few options to consider leaving this organization.					
44	One of the few serious consequences of leaving this organization would be scarcity of available alternatives.					
45	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-(another organization may not match the overall benefit I have here).					
<b>Normative Commitment</b>						
NO.		1	2	3	4	5
46	I find people these days move from company to company too often.					
47	I do believe that a person must always be loyal to his/her organization.					
48	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain.					
49	If I got another offer for a better job elsewhere I would not feel it was right to leave the organization.					
50	I believe in the values of remaining loyal to this school.					
51	Things were better in the days when people stayed with one organization for most of their career life.					


**Thank you very much for your participation of my study.**

## APPENDIX E

## Certification of Questionnaire Translation





 <p>ศูนย์สร้างเสริมการเรียนรู้</p>	<p>ศูนย์สร้างเสริมการเรียนรู้ RealLearning Center and Translation Institute ที่อยู่ Address: เลขที่ 134 ซอย รามคำแหง 24 บางกะปิ จังหวัด กรุงเทพฯ 10240 เบอร์โทรศัพท์ Tel: (662) 719-2166 อีเมล Email : <a href="mailto:info@realllearning4u.com">info@realllearning4u.com</a> เว็บไซต์ Website: <a href="http://www.realllearning4u.com">www.realllearning4u.com</a></p>
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### Letter of Certification

This is to certify that Ms. Xiaotian Li's Questionnaire for her Master's thesis in Assumption University of Thailand was translated and edited into standardized Chinese simplified version by our professional translator from *RealLearning Center & Translation Institute*. The translated version was developed exactly based on the original English one, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

RealLearning Center &  
Translation Institute  
Bangkok, Thailand

Mr. Jianhua Cai

(The Translator)

October 3, 2019



Questionnaire for Teachers

教师问卷

The Relationship between Teachers' Perceptions Towards Reward System and Their Organization Commitment in Shanxi Experimental Secondary School.

《山西省实验中学教师对奖励制度与组织承诺认知度的调查》

Section1. Background Information

第一部分，基本信息（请在相应选项后的方框里打√）

1. Position 工作职位(如果兼任多个职位，只选择最高职位)

- (1) Head teacher 校长 ☐ (2) Grade officer 年级主任 ☐  
(3) Homeroom teacher 班主任 ☐ (4) Teacher 教师 ☐

2. Gender 性别

- (1) Male 男 ☐ (2) Female 女 ☐

3. Age 年龄

- (1) 19-28 岁 ☐ (2) 29-38 岁 ☐  
(3) 39-48 岁 ☐ (4) 49-59 岁 ☐

4. Academic position 专业技术职称

- (1) Primary Level teacher 初级职称 ☐  
(2) Intermediate Grade teacher 中级职称 ☐  
(3) Senior Grade level teacher 高级职称 ☐

5. How long have you been in the teaching service? 您从事教学服务多长时间了？

- (1) Up to five years 不超过五年 ☐  
(2) Five years but not more than ten years 五年以上但不超过十年 ☐  
(3) Ten but not more than twenty years 十年以上至二十年以下 ☐  
(4) Twenty years and above 二十年以上 ☐

Section 2. Teachers’ Perceptions towards the School’s Reward System

第二部分，教师对学校奖励制度认知的调查

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree.

1=Undecided, 2=Never, 3=Seldom, 4=Sometimes, 5=Always.

请仔细阅读以下的每一项，并按您工作学校奖励制度的实际情况和您自己的实际赞成度，在相应 1-5 的格子里打上√。

1=不确定，2 =从来没有，3 =很少，4 =有时，5 =总是。

Financial Reward 经济奖励

项	学校奖励制度的实际情况	1	2	3	4	5
6	I get my salary on time. 我能够按时领到薪水。					
7	The salary that I received is not lower than the local government official received.我的薪资不低于当地公务员的平均工资水平。					
8	The salary I receive tallies with my qualification. 我的工资符合我的学历水准。					
9	I am happy with the salary structure. 我对薪金结构感到满意。					
10	I get a pay increment every year. 我每年都有加薪。					
11	I always receive bonus from the school. 我总是可以从校方那里得到奖金。					
12	I share the profits generated from school projects. 我可以获得参与学校项目的奖励。					
13	Projects held in my school are useful towards uplifting my welfare. 学校举办的各种项目可以提高我的收入。					
14	I am paid for extra time worked. 我可以获得加班的报酬。					
15	I get medical allowances from school whenever I am sick. 每当我生病时，我会从校方获得医疗津贴。					
16	I receive December bonus every year. 我每年都会收到年终奖。					
17	I am paid accommodation allowance every month. 我每个月可以领取住房津贴(住房公积金)。					
18	I receive salary from being a homeroom teacher. 我通过当班主任可以得到额外的报酬。					

### Non-Financial Reward 非经济奖励

项	学校奖励制度的实际情况	1	2	3	4	5
19	I am always praised for any good work I do at school. 我在学校所做的任何出色工作，总会受到表扬。					
20	I work in good physical working conditions at school. 我所在学校的工作条件良好。					
21	My school's administration recognizes the good work I do. 我所在学校的行政部门认可我所做工作的重要性。					
22	My school organizes appropriate gifts for the good work I do. 校方会因为我所做的工作出色，准备适当的礼物或给予相应的奖励。					
23	My presence is recognized by the school. 我的成绩得到校方的认可。					
24	I expect a promotion anytime this year. 我希望今年有机会能晋升。					
25	Extra responsibilities I hold at school are appreciated. 我在学校若承担额外的责任，会得到一定的奖励。					
26	The school concerns my social and professional growth problems. 校方会关注我与同事的人际关系和专业成长问题。					
27	The school provides me with accommodation or allowance for my living outside of the school. 学校可以为员工提供住宿，或者租房津贴。					
28	The school provides me with means of transport to and from school everyday. 学校有校车供教师乘坐，以便我们日常上下班。					
29	The school has a clinic that provides me with simple medical					



	treatment. 学校有医务室可以为我提供简单的医疗服务。					
30	I can get leave whenever I have a serious physical problem. 当我的身体遇到严重问题时，学校允许我请假。					
31	The school will waive my child’s educational tuition fees, if my kid is admitted in this school. 我的孩子若在此校就读，学校会免其学费。					

Section 3. Teachers’ Perceptions towards the School’s Organization Commitment

第三部分，教师对学校组织承诺度的调查

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree.

1=Undecided, 2=Never, 3=Seldom, 4=Sometimes, 5=Always.

请仔细阅读以下的每一项，并按您对学校奖励制度的实际情况和您自己的实际赞成度，在相应 1-5 的格子里打上√。

1=不确定，2 =从来没有，3 =很少，4 =有时，5 =总是。

Affective Commitment 情感承诺						
项	教师对学校组织承诺度的调查	1	2	3	4	5
32	I would be happy to spend the rest of my career with this organization. 我很乐意在学校工作直到我退休。					
33	I enjoy discussing my organization with people outside it. 我喜欢与校外的人讨论我的学校。					
34	I really feel as if this organization’s problems are my own. 我会把学校的问题当成是我自己的问题认真思考对待。					
35	I do feel like ‘part of family’ of this organization. 我感觉自己是这个学校的“家庭成员”。					
36	I do feel ‘emotionally attached’ to this organization. 我对我工作的学校有“情感上的依恋”。					
37	This organization has a ‘sentimental value’ to me.					



	这个学校对我来说具有“情感价值”。					
38	I do feel a strong sense of belong to this organization. 我感觉我属于这个学校。					
Continuance Commitment 持续承诺						
项	教师对学校组织承诺度的调查	1	2	3	4	5
39	I am afraid of what might happen if I quit my job without having another one lined up. 如果我没有提前安排好别的工作而突然辞职的话，我会担心。					
40	It would be very hard for me to leave this organization right now, even if I wanted to. 即使我曾想过，但现在不会离开这个学校。					
41	My life would be disrupted if I decided I wanted to leave this organization now. 如果现在离开这个学校，我的生活将会受到干扰。					
42	Right now, staying with this organization is a matter of necessity as much as desire. 目前留在这个学校，是我渴望与期待的。					
43	I feel that I have a few options to consider leaving this organization. 我觉得我有可能选择离开这个学校。					
44	One of the few serious consequences of leaving this organization would be scarcity of available alternatives. 我觉得离开这个学校的严重后果之一是可能没有别的更合适的学校可去。					
45	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice- (another organization may not match the overall benefit I have here).我继续为该学校工作的主要原因之一是，离职将需要付出大量个人牺牲（别的学校可能无法与我在这里获得的整体利益相提并论）。					
Normative Commitment 规范性承诺						
项	教师对学校组织承诺度的调查	1	2	3	4	5

46	I find people these days move from company to company too often. 我发现最近学校的教师和职工经常流动。					
47	I do believe that a person must always be loyal to his/her organization. 我会始终忠于这个学校。					
48	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain. 我会继续为这个学校工作的主要原因之一是，我相信忠诚很重要，因此我有继续在此工作的道德义务。					
49	If I got another offer for a better job elsewhere I would not feel it was right to leave the organization. 即使别的地方可能会提供一份更好的工作，我也不会轻易离开这个学校。					
50	I believe in the values of remaining loyal to this school. 我认同这个学校组织的价值观（校训）。					
51	Things were better in the days when people stayed with one organization for most of their career life. 我觉得若继续呆在这个学校，会对我的教师职业生涯会更有帮助。					

**Thank you very much for your participation of my study.**

**感谢您参与此问卷调查!**



## BIOGRAPHY

### Personal Profile

Name: Xiaotian Li

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### Education Background

2017-2019: Master Degree of Education in Educational Administration (M. Ed), Graduate School of Human Sciences, Assumption University, Bangkok, Thailand.

2013-2017: Bachelor Degree of Communication Arts, Visual Communication Design, Albert Laurence School of Communication Arts, Assumption University, Bangkok, Thailand.

