The Moderating Effects of Organizational Identification and Perceived Organizational upport on the Relationship between

E-mail: 9805489@ mail.dyu.edu.tw

ABSTRACT

This study focuses on the relationship of goal orientation and training motivation. Organizational identification and perceived organizational support are included as moderators, and test the moderator effort of goal orientation and training motivation. The researcher has adopted the method of Convenience Sampling, including training programs and seminars which are held by Plastics Industry Development Center. 381 effective samplings have been collected for analysis. The results are found. Learning goal orientation and performance goal orientation have positive effect on training motivation. Organizational identification individually has two moderator effects with learning goal orientation and performance goal orientation on training motivation. Perceived organizational support individually has two moderator effects with learning goal orientation and performance goal orientation on training motivation. Finally, based on summary of this research, advanced discussion and suggestion are brought up for reference of related authorities and following research.

Keywords : 0

Table of Contents

REFERENCES

                 George, J. M., & Jones, G. R. (2004)   (   )   :   307-315   Noe, R. A. (2002)   (   )   :   Thomas, V. B., & Gerald, Z. (1990)   (   )   :   51-53   (2008)   [   ]   :   http://www.cida.org.tw/modules/tadnews/index.php?nsn=238[   ]   (2004)   9   34-37   (2005)   SPSS   (2)   :   (2008)   .   :   (2000)   (2005)   37(1)   61-78   (2005)   2× 2   19(1)   47- 54   (2003)   (2006)   55   1-34   (2006)   :   6(3)   119-142   (2006)   :   6(1)   157-180   (2003)   12(2)   123-136   (2007)   :

(2003) 20 115-138 (2007)

28(149) 109-112 (2008) 15 [

] : http://www.taiwanpage.com.tw/new_view.cfm?id= 18918[ ] (2007)

(2006)

14(3) 475-480 (1984)

(2002) 22(2) 81-102 (2004)

(2006)

23(3) 389-411 (2006) - 71

1-34 (2004) —

4(1) 49-70 (2005)

6(1) 19-46 (2001) : :

46(1) 67-92 (2004) -

797-814 (2003)

3(2) 115-133 (2006)

23(3) 327-346 (2006) — 10

(pp. 61-82) : (1992) : 54-92

(2004) : (2004)

4(2) 142-160 (2001) :

1(2) 39-56 (2005) :

15(2) 143-164 (2005)

T&D 35 1-20 (1997) :

(1998) :

(1999) :

(2002) : (2003)

(2004)

: (2005) :

(2003)

(1996) : 78-79

(2001) 1(1) 27-51 (1993)

: (2007) [ ] :

http://media.career.com.tw/industry/industry_main.asp?no= 375p106&no2= 100[ ] (2007)

15(6) 948-955 Albert, S., & Whetten, D. A. (2004). Organizational identity. In M. J. Hatch & M. Schultz (Eds.), Organizational Identity: A Reader (pp. 89-118). New York : Oxford University Press. Albert, S., Ashforth, B. E., & Dutton, J. E. (2000). Organizational iden-tity and identification: Charting new waters and building new bridges. Academy of Management Review, 25(1), 13-17. Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. Journal of Educational Psychology, 80(3), 260-267. Armeli, S., Eisenberger, R., Fasolo, P., & Lynch, P. (1998). Perceived organizational support and police performance: The moderating influence of socioemotional needs. Journal of Applied Psychology, 83, 288-297. Ashforth, B. E., & Mael, F. A. (1989). Social identity theory and the or-ganization. Academy of Management Review, 14(1), 20-39. Baldwin, T. T., Magjuka, R. J., & Loher, B. T. (1991). The perils of participation: effects of choice of training on trainee motivation and learning. Personnel Psychology, 44, 51-65. Bell, B. S., & Ford, J. K. (2007). Reactions to skill assessment: the forgotten factor in explaining motivation to learn. Human Re-source Development Quarterly, 18(1), 33-62. Bhattacharya, C. B., Rao, H., & Glynn, M. A. (1995). Understanding the bond of identification: An investigation of its correlates among art-museum members. Journal of Marketing, 59(4), 46-57. Blau, P. M. (1964). Exchange and power in social life. New York: Wiley. Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996) Goal orientation in organizational research: a conceptual and empirical founda-tion. Organizational Behavior and Human Decision Processes, 67(1), 26-48. Carlson, D. S., Bozeman, D. P., Kacmar, K. M., Wright, P. M., & McMahan, G. C. (2000). Training motivation in organizations :an analysis of individual-level antecedents. Journal of Managerial Issues, 12(3), 271-287. Chiaburu, D. S., & Marinova, S. V. (2005). What predicts skill trancsfer? An exploratory study of goal orientation, training self-efficacy and organizational supports. International Journal of Training and Development, 9(2), 110-123. Clark, C. S., Dobbins, G. H., & Ladd, R. T. (1993). Exploratory field study of training motivation. Group & Organization Studies, 18(3), 292. Colquitt, J. A., & Simmering, M. J. (1998). Conscientousness, goal orientation, and motivation to learn during the learning process: a longitudinal study. Journal of Applied Psychology, 83(4), 654-665. Colquitt, J. A., LePine, J. A., & Noe, R. A., (2000). Toward and inte-grative theory of training motivation: a meta-analytic path analysis of 20 years of research. Journal of Applied Psychology, 85(5), 678-707. Diefendorff, J. M. (2004). Examination of the roles of action-state orientation and goal orientation in the goal-setting and per-formance process. Human Performance, 7(4), 375-395. Diener, C. I., & Dweck, C. S. (1978). An analysis of learned helpless-ness: Continuous changes in performance, strategy, and achievement cognitions following failure. Journal of Personal-ity and Social Psychology, 36, 451

– 462. Duttion, J. E., Dukerich, J. M., & Harquil, C. V. (1994). Organizational images and member identification. Administrative Science Quaar-terly, 39(3), 239-263. Dweck, C. S. (1986). Motivation processes affecting learning. Ameri-can Psychologist, 41, 1040-1048. Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Per-ceived organizational Support, Discretionary Treatment, and Job Satisfaction. Journal of Applied Psychology, 82, 812-820. Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment, and innovation. Journal of Applied Psychology, 75, 51-59. Eisenberger, R., Hungtington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organizational Support. Journal of Applied Psychol-ogy, 71, 500-507. Eisenberger, R., Rhoades, L., & Cameron, J. (1999). Does pay for performance increase or decrease perceived self-determination and intrinsic motivation? Journal of Personality and Social Psychology, 77, 1026-1040. Farr, J. L., Hofmann, D. A., & Ringenbach, K. L. (1993). Goal orien-tation and action control theory: Implications for industrial and organizational psychology. In C. L. Cooper & I.T. Robertson (Eds.), International Review of Industrial and Organizational Psychology, 8, 193-231. Gouldner, A. W. (1960). The norm of reciprocity: a preliminary state-ment. American Sociological Review, 25, 161-178. Hertenstein, E. J. (2001). Goal orientation and practice condition as predictors of training results. Human Resource Development Quarterly, 12(4), 403-419. Klein, H. J., Noe, R. A., & Wang, C. (2006). Motivation to learn and course outcomes the impact of delivey mode , learning goal orientation, and perceived barriers and enablers. Personnel Psy-chology, 59, 665-702. Konovsky, M. A., & Pugh, S. D. (1994). Citizenship behavior and so-cial exchange. Academy of Management Journal, 37, 656-669. Levinson, H. (1965). Reciprocation: the relationship between man and organization. Administrative Science Quarterly, 9, 370-390. Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: A par-tial test of the reformulated model of organizational identification. Journal of Organizational Behavior, 13(2), 103-123. Martocchio, J. J., & Hertenstein, E. J. (2003). Learning orientation and goal orientation context: relationships with cognitive and affective learning outcomes. Human Resource Development Quarterly, 14(4), 413-434. Mathieu, J. E., & Martineau, J. W. (1997). Individual and situational influence on training motivatioin. In J.K. Ford, S. W. J. Kozlowski, K. Kraiger, F. Salas, & M. Teachout (Eds.), Im-proving Training Effectiveness in Work Organization (pp. 195-221). Hillsdale, NJ: Lawrence Erlbaum Association. Mathieu, J. E., Tannenbaum, S. I., & Salas, E. (1992). Influences of individuals and situational characteristics on measures of train-ing effectiveness. Academy of Management Journal, 35(4), 828-847. Miller, V. D., Allen, M., Casey, M. K., & Johnson, J. R. (2000). Recon-sidering the organizational identification questionnaire. Manage-ment Communication Quarterly, 13 (4), 626-658. Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: test of a model. Personnel Psychology, 39, 497-523. Noe, R. A., & Wilk, S. L. (1993). Investigation of the factors that in-fluence employees' participation in development activities. Journal of Applied Psychology, 78(2), 291-302. Polzer, J. T. (2004). How subgroup interests and reputations moderate the effect of organizational identification on cooperation. Journal of Management, 30(1), 71-96. Rhoades, L., & Eisenberger, R. (2002). Perceived organizational sup-port: A review of the literature. Journal of Applied Psychology, 87, 698-714. Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commit-ment to the organization: The contribution of perceived organ-izational support. Journal of Applied Psychology, 86, 825-836. Seijts, G. H., Tasa, K., & Latham, B. W. (2004). Goal setting and goal orientation: an integration of two different yet related literatures. Academy of Management Journal, 47(2), 227-239. Shepard, J. M. (1970). Job motivation. Monthly Labor Review, 93(8), 90-91. Shore, L. M., & Wayne, S. J. (1993). Commitment and employee be-havior: comparison of affective commitment and continuance commitment with perceived organizational support. Journal of Applied Psychology, 78(5), 774-780. Silver, L. S., Dwyer, S., & Alford, B. (2006). Learning and perform-ance goal orientation of salespeople revisited: the role of per-formance-approach and performance-avoidance orientations. Journal of Personal Selling & Sales Management, 26(1), 27-38. Smith, P. C., & Smith, O. W. (1971). Participation, achievement, and in-volvement on the job. Personnel Psychology, 24(1), 126-128. Stamper, C. L., & Johlke, M. C. (2003). The impact of perceived organ-izational support on the relationship between boundary spanner role stress and work outcomes. Journal of Management, 29(4), 569-588. Tajfel, H. (1982). Social psychology of intergroup relations. Annual Re-view of Psychology, 33, 1-39. Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In M. J. Hatch& M. Schultz (Eds.), Organizational Identity: A Reader (pp. 56-65). New York: Oxford University Press. Trahair, R. C. S. (1971). Participation achievement and involvement on the job. Administrative Science Quarterly, 16(1), 130-131. VandeWalle, D. (2003). A goal orientation model of feedback-seeking behavior. Human Resource Management Review, 13, 581-604. VandeWalle, D., Brown, S. P., Cron, W. L., & Slocum, J. W., Jr. (1999). The influence of goal orientation and self-regulation tactics on sales performance: a longtitudinal field test. Journal of Applied Psychology, 84(2), 249-259. Wood, R., & Bandura, A. (1989). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. Journal of Personality and Social Psychology, 56(3), 407-415. Yeo, G. B., & Neal, A. (2004). A multilevel analysis of effort, practice and performance : effects of ability, conscientiousness, and goal orientation. Journal of applied psychology, 89 (2), 231-247. Zusho, A., Pintrich P. R., & Cortina, K. S. (2005). Motives, goals, and adaptive patterns of performance in Asian American and Anglo American students. Learning and Individual Differences, 15, 141-158.