

Full Length Research Paper

A Study on comparing the relationship among organizational commitment, teachers' job satisfaction and job involvement of schools with urban-rural discrepancy

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Received 4 June, 2017; Accepted 20 July, 2017

The purpose of this study is to compare the relationship between job satisfaction and job involvement of teachers with urban-rural discrepancy, as well as to include it into moderator for investigation according to organizational climate theory. Therefore, this case study involves teachers from cities (N=354) and countries (N=446), and requested them to complete the questionnaire on cities or countries, job satisfaction, job involvement, and organizational climate. In the end, the research results showed that, the job satisfaction, job involvement, and organizational climate of teachers in rural areas are higher than those of those in urban areas. The multi-group structural equation model (SEM) analysis found that: in this research structural model, there was indeed a significant difference in teaching involvement between teachers working in schools in urban areas and those working in schools in rural areas. In addition, organizational climate of both schools in rural areas and those in urban areas have a positive effect on teachers' job satisfaction and job involvement. Moreover, under the interaction between high organizational climate and job satisfaction, teachers' job involvement will be improved. The research results verified the influence of school urban-rural discrepancy on teachers, and further proved the argument about influence on students' educational achievement.

Key words: Urban/rural discrepancy, job satisfaction, job involvement, organizational climate.

INTRODUCTION

In a democratic progressive country, equal opportunity in education has always been the important objective of national educational policy, and one of the critical elements is how to balance urban-rural educational planning.

In point of fact, there exist significant discrepancies in learners themselves or conditions of educational

environment between schools in urban areas and those in rural areas, such as faculty, software and hardware equipment, and information, which tends to lead to obstacles to academic performance and career development of students in towns and remote areas. Schools are also a formal social/educational organization composed of teachers, students, and

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administrative staff and are used to implement education, exert the functions of schools, and improve operational effectiveness (Xu and Shen, 2007).

Teachers' organizational evaluation may be affected by organizational environment and job characteristics. In addition, many studies also indicated that, the better the labor conditions offered by an organization and workplace is, the higher the members' organizational evaluation may be (Chiu and Chen, 2005; Huang and Hsiao, 2007; Karsh et al., 2005). Therefore, as stated earlier, teachers in urban areas or rural areas are affected by school organization. This study intends to investigate the relationship between their job satisfaction and job involvement.

The intention was to enable students to receive fair and suitable education. However, the issue of urban-rural discrepancy still could not be avoided. Because the traffic of remote schools is inconvenient, life functions are poor, school scale is small, students' quality is generally weaker, teachers' intention to teach at remote schools or their job involvement is lower.

However, in Taiwan, the teaching job is stable, the welfare is generous, and social status is high, reflecting the nature of main departments of dual labor market. Teachers' work conditions are usually superior to those generally existing in the secondary labor market in private enterprises. Due to the salary and welfare of public sectors are relatively stable and is less likely to be affected by economic situation, their work conditions are usually better than those of private sectors. There are fewer opportunities for labor flow between public and private sectors, which also forms separated labor market (Hwang, 2001a, b; Melly, 2005).

Based on the aforementioned, this study found that the urban-rural discrepancy in educational achievement has been an everlasting issue. The balanced development of education is not only the focus of government's policy, but also a research issue frequently discussed in academia.

Influence of school urban-rural discrepancy on teachers

Members' organizational evaluation is usually affected by organizational environment and labor conditions. Compared with other educational stages, the phenomenon of labor market segmentation in labor market of higher education in Taiwan may be particularly obvious due to different school properties and teacher grading system.

The labor market of higher education in Taiwan is significantly different from that of other educational stages/scenes, and even that of other enterprises/departments (Lin, 2011; Lin and Yang, 2011; Chen, 2001; Liu, 2005), which may be the extremely unique phenomenon of labor market of higher education.

Besides, employees may not feel that they are treated well even though the labor condition is good and the salary is high. If employees suggest that their capability is great and their contributions are huge, they may still easily feel dissatisfied with salary and welfare offered by organization or they may have a higher expectation towards work environment. They may feel that they are not treated well.

Therefore, it is very important to investigate the influence of segmentation caused by systems and policies in higher education, such as different school properties and teaching grading systems, on perception of work environment conditions, as well as feedback mechanism for school evaluation. However, there is still a lack of educational studies conducted from this perspective. Under the situation where higher education faces high operational challenges, different resource allocation between urban areas and rural areas is caused, which leads to different psychological states of teachers in these two areas. Based on the aforementioned, this study proposed the following hypotheses according to this concept. It is hoped that the results obtained from hypotheses can create important reference value for educational authorities.

H1: There are differences between teachers working in urban areas and those working in rural areas

Importance of teachers' job involvement

In recent years, an increasing importance has been attached to job involvement in service industry research (Salanova et al., 2005). Lodahl and Kejner (1965) proposed the concept of "job involvement" according to the extensive meanings of two concepts "central life interests" proposed by Dubin (1956) and "ego-involvement" proposed by Allport and Postam (1947).

Job involvement is the attitude reflection of internal motivation (Salanova and Schaufeli, 2008). It is a psychological state connected with positivity, self-actualization, and work (Schaufeli and Bakker, 2004). It includes three sub-dimensions: vigor, dedication, and concentration. Vigor refers to high energy and psychological resilience in work, willingness of devotion, and insistence when facing difficulties. Dedication refers to the perception of meaning, passion, and encouragement of work, as well as intention to take challenges and make efforts. Concentration refers to devotion to work, perception of time flying by, difficulty in separating oneself from work, and less chance to be affected by surrounding people, things, and matters.

Therefore, job involvement represents an individual's positive work motivation (Law et al., 1998), which makes an individual willing to extend work role and actively devote himself/herself to an organization. When an individual can aggressively integrate himself with work,

he/she can actively undertake a broader role scope and is more likely to surpass formal responsibility scope to improve organizational effectiveness (Rich et al., 2010).

This attitude makes an individual hold a positive affection for the relationship between involvement and outcome, strengthens his/her psychological resources, triggers his/her intention of involvement and try to solve problems and challenges, and makes him/her courageous to make attempts. Such spontaneous and creative activities can even inspire new and feasible ideas to make an individual actively share the knowledge absorbed and reflect constructive and spontaneous behaviors. Therefore, past studies showed that, the higher the employees' job involvement is, the better their spontaneous performance and knowledge sharing behavior are (Chen et al., 2011; Hakanen et al., 2008; Sonnentag, 2003).

Salanova and Schaufeli (2008) indicated that, vigor in job involvement can be viewed as the psychological process activating or endowing energy in work motivation, as well as the insistence on desired objectives. Dedication in job involvement is directly related to the nature of internal motivation. It represents the efforts made by an individual to achieve internal satisfaction. Therefore, job involvement is the passion of high energy, insistence, aggressive objective orientation. Therefore, job involvement is positively related to aggressive behaviors. Once there is a gap between current work and expectation towards similar work, employees will feel that they fail to achieve their objectives in current organization, which leads to the reduction of job satisfaction (Locke, 1976).

Influence of teachers' job satisfaction on job involvement

Employees with high satisfaction will devote themselves to an organization and develop advantageous behaviors (Bateman and Organ, 1983). Therefore, if school teachers' evaluation on schools is very low, it is impossible for them to focus on teaching or fight for honor and good reputation for schools.

Therefore, teachers' job satisfaction is particularly important to schools. However, job satisfaction originates from employees comparison between job expectations and real results, and is employees' emotional reactions to work. Therefore, job satisfaction includes many dimensions, including the perception of employees' intrinsic and extrinsic factors. Intrinsic factors include personal growth opportunities and work. Extrinsic factors include salary, promotion opportunities, job safety, support from supervisors, colleagues, and company policies (Misener et al., 1996).

In other words, once an individual's job satisfaction can meet his/her needs and desires, he/she will develop a more aggressive work attitude (Kristof-Brown et al., 2005). Therefore, he/she can be more engrossed in

his/her work. With such high job involvement, he/she can reflect better spontaneity (Hakanen et al., 2008). Based on the literature above, in terms of job satisfaction of teachers, the higher the job satisfaction is, the higher their teachers' job involvement is. This phenomenon is also a good outcome to schools and students. Therefore, this study proposed the following hypothesis:

H2: Teachers' job satisfaction has a positive influence on their job involvement

Influence of organizational climate on teachers' job involvement and job satisfaction

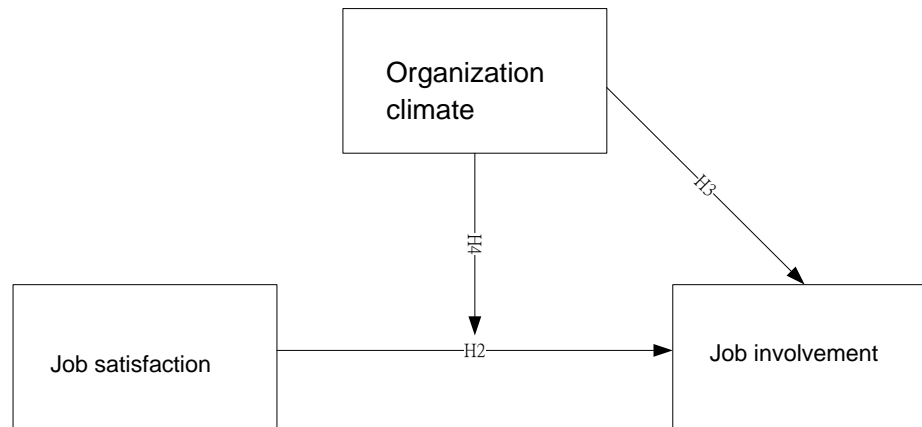
Organizational climate was firstly proposed in Hawthorne Studies lead by Mayo, behavioral school master in the U.S. Although the concept of organizational climate is not mentioned in the research theories, many important features of organizational climate were accidentally discovered during the research experiment process: they found that, a certain management method not only could trigger employees' perception of affiliation, but also could improve their job competence, sense of achievement, and job satisfaction. These employees' attitude and psychological responses, as well as organizational culture concept composed of interpersonal relationship, were the determining factors leading to the significant increase in productivity. Hoy and Clover (1986) suggested that school organizational climate is a persistent factor in school environment, and is developed from the interaction between principal behavior and teacher behavior. It can affect members' behaviors, and be described through perception of all the teachers. Moreover, Hoy and Miskel (1991) also mentioned that, school organizational climate is school teachers' perception of overall work environment. School climate affects the personality traits of formal and informal organization members in school, and even affects organizational leadership. Therefore, this study proposed the following research hypotheses. Based on the aforementioned, this study proposed the research framework, as shown in Figure 1, as well as investigated whether there was any urban-rural discrepancy.

H3: Teachers' organizational climate has a positive influence on job involvement

H4: Under high organizational climate, teachers' job satisfaction has a positive influence on job involvement.

METHODOLOGY

This study adopted quantitative analysis method, and used statistical package software SPSS 22.0 and linear structural relationship model application AMOS 22.0 as verification and analysis tool. Therefore, in addition to using method of maximum likelihood to estimate the path coefficient of various potential variables, this study also used linear equation model to test various



H1: Urban/Rural discrepancy

Figure 1. Research framework.

research hypotheses. In addition to evaluating the overall model, this study also tested the goodness-of-fit of model, in order to test the hypotheses of relationships among various research variables and their influence in the model.

According to the data announced by Ministry of Education, there are a total of 503 senior high schools, with a total of 55,695 teachers. According to the definition provided by Sharpley and Sharpley (1997), rural areas should be defined as “rural areas outside major cities all are called countryside.” According to the location of schools in Taiwan, 24,645 teachers worked at schools in urban areas, while 31,050 teachers worked at schools in rural areas. Therefore, according to the said proportion, this study selected 354 teachers in urban areas, and selected 446 teachers in rural areas, with a total of 800 teachers. In order to avoid the deviation caused by common method variance, this study used time lag design to further investigate the cause-and-effect relationship of the research framework.

Research tools

In order to achieve the research purpose, this study used several scales, including: mjob satisfaction scale (the operational definition of job satisfaction is the state of pleasant emotion generated from positive feelings about occupation or experience (Locke, 1976), job involvement scale (the operational definition of job involvement is personal psychological agreement or commitment to work) (Kanungo, 1981).

1 to 5 points were used for scoring. The higher the score of an item was, the higher the level of agreement was. This study used the formal questionnaire where unnecessary items were deleted to further measure the research model. This study used confirmatory factor analysis to evaluate and measure the model, including Reliability, Composite reliability, and Discriminant validity.

In terms of reliability, this study measured Cronbach α and construct reliability. As shown in Table 1, every construct reliability was >0.7 . The results of convergent validity of dimensions measured using factor loading and average variance extracted (AVE) showed that, all of the factor loadings were >0.5 , the threshold value recommended by Hair et al. (2006). Therefore, the convergent validity was good. The AVE of each dimension was

>0.50 , the threshold value recommended by Fornell and Larcker (1981).

RESULTS

Comparison between teachers in urban areas and those in rural areas

In order to understand the differences in job satisfaction, organizational climate, and job involvement between teachers in senior high schools in urban areas and those in rural areas, this study performed descriptive statistics and t test. As shown in Table 2, the overall average score of job satisfaction, organizational climate and job involvement of teachers in urban areas were higher than that of those in rural areas. Moreover, T value also reached a significant difference ($T=3.349^{**}$; $T=2.288^{*}$; $T=4.613^{***}$). Therefore, there were differences between teachers working in different areas. Job satisfaction, organizational climate, and job involvement of teachers in rural areas were all higher than those of teachers in urban areas.

Structural equation modeling test

This study performed confirmatory factor analysis on the measurement model, and found that the data structure conformed to normal hypotheses. Therefore, the method of maximum likelihood applied to model estimation. In terms of the measurement of goodness-of-fit of scales, the results showed that the internal consistency, convergent validity, and discriminant validity were good.

Therefore, the method of maximum likelihood applied to the verification of structural model and could be used

Table 1. Factor loadings and reliability/validity of various observation variables.

Variable	Item	Factor loading	Crobanch's α	CR	AVE
Job satisfaction	X1	0.777	0.854	0.865	0.518
	X2	0.708			
	X3	0.761			
	X4	0.657			
	X5	0.675			
	X6	0.733			
Organizational climate	Z1	0.781	0.803	0.806	0.511
	Z2	0.679			
	Z3	0.639			
	Z4	0.750			
Job involvement	Y1	0.694	0.840	0.842	0.519
	Y2	0.720			
	Y3	0.734			
	Y4	0.699			
	Y5	0.746			

Notes: CR=Composite reliability; AVE=Average variance extracted.

Table 2. Summary of t-test on various variables in different areas.

Variable	School area	N	Mean	SD	t value
Job satisfaction	Urban	354	4.040	0.454	3.349**
	Rural	446	4.153	0.497	
Organizational climate	Urban	354	3.691	0.530	2.288*
	Rural	446	3.778	0.533	
Job involvement	Urban	354	4.002	0.452	4.613***
	Rural	446	4.150	0.453	

Notes: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

to test various hypotheses of this study. This study used the method of maximum likelihood to estimate the model and parameters of hypothesis models. The results of hypothesis model and estimation results found that there wasn't negative value in error variance of convergent and non-standardized estimates of the estimation results of hypothesis models. The results are shown in Table 3.

Multiple-group cross validity

This study used Multiple-Group analysis of structural equation model (SEM) to test the difference and confirm the differences between two structural models. This study tested the differences in the SEMs estimated using two groups.

This study mainly tested 5 parameters: Measurement weights, structural weights, structural covariances, structural residuals and measurement residuals.

This study measured whether the factor loading of measurement weights was equivalent to that of structural weight; whether the regression coefficient (path coefficient) of structural weight was equivalent to that of measurement structure; whether the variance and covariance used for measuring potential independent variables (extrinsic variables) of structural covariance model were equivalent; whether the variance of residuals used for measuring potential dependent variables (intrinsic variables) of measurement residuals model was equivalent; whether the variance of residuals used for measuring variables of measurement residual model was equivalent. The aforementioned 5 parameter limit models

Table 3. Summary of results of goodness-of-fit of overall model.

Index name		Goodness-of-fit judgment value	Literature	Index value	Judgment rules and interpretation
Absolute fit indices	χ^2 ratio	< 5	Wheaton(1987)	4.148	Accepted
	GFI	>0.90	Joreskog and Sorbom (1996)	0.943	Accepted
	RMSEA	<0.08	Browne and Cudeck (1993)	0.063	Accepted
Relative fit indices	AGFI	>0.90	Joreskog and Sorbom (1996)	0.921	-
	NFI	>0.90	Bentler and Bonett (1980)	0.932	Accepted
	CFI	>0.90	Bentler (1990)	0.947	Accepted
Parsimonious fit indices	PGFI	0~1	Mulaik et al. (1989)	0.785	Accepted
	PNFI	0~1	Bentler and Bonett (1980)	0.772	Accepted
	SRMR	<0.08	Hu and Bentler (1999)	0.037	Accepted

Table 4. Comparison on nested models of schools in different areas.

Model	DF	CMIN	P	NFI Delta-1	IFI Delta-2	RFI rho-1	TLI rho2	Test result
Measurement weights	12	47.890	0.000	0.009	0.009	0.003	0.003	No
Structural weights	3	0.715	0.870	0.000	0.000	-0.002	-0.002	Yes
Structural covariances	6	40.494	0.000	0.007	0.008	0.005	0.005	No
Structural residuals	1	6.526	0.011	0.001	0.001	0.001	0.001	No
Measurement residuals	15	38.395	0.001	0.007	0.007	-0.001	-0.001	No

can be used to measure the differences in different SEMs (Wu, 2009; Chang, 2011).

The results of multiple group test of SEM by Joreskog and Sorbom (1996) showed that, if null hypothesis is rejected ($p < 0.05$), between-group equivalence is overthrown, namely, there isn't equivalence, and researchers have to identify the source of between-group in-equivalence. If null hypothesis is accepted ($p > 0.05$), there will be between-group equivalence. If the increases in NFI, IFI, RFI, and TLI are < 0.05 , the hypothesis of non-difference of multiple group model can be accepted (Little, 1997).

As shown in Table 4, this study used non-restriction model as the standard model to test measurement weights model, in order to test the hypothesis of equivalent factor loading of SEM. If the p value of the test was significant, the hypothesis of equivalent factor loading of two models was not supported. As shown in the test result of Table 4, $p = 0.000 < 0.05$.

Therefore, the hypothesis of equivalent factor loadings of two models was rejected. In other words, under this model, the hypotheses of equivalent models were not supported. In addition, in the test of structural weights model, the test result of structural weights model and measurement weight model was $p = 0.870 > 0.05$. Therefore, the hypothesis of equivalent regression coefficients of two models was accepted. In other words, under this

model, the hypothesis of equivalent models was supported. The test results of structural covariances, Structural residuals and Measurement residuals showed $p = 0.000 < 0.05$, $p = 0.011 < 0.05$, and $p = 0.001 < 0.05$. The hypotheses of these models were rejected. Therefore, under this model, the hypothesis of equivalent models was not supported. According to the results aforementioned, the test of difference between two structural models – urban and rural models showed that, except for structural weights, the differences in the rest models all reached significance ($p < 0.05$).

Therefore, the null hypothesis of equivalence between two models was rejected (Table 4). In terms of actual operation, Kline (2011) suggested that, the standards testing structural residuals are too strict, and the test results can only be used for reference. Therefore, the test results of this study showed that, there were significant differences between urban and rural structural models hypothesized in this study.

Moderating effect of organizational climate on teachers' job satisfaction and job involvement in urban/rural areas

The test of SEM and multiple group analysis (Table 5) showed that, there were indeed differences between

Table 5. Summary of multiple group analysis on urban/rural areas.

Model path		β	T	S.E.	P	R ²
Job satisfaction -> Job involvement	Urban	0.535	6.273	0.076	0.000	
Organizational climate -> Job involvement	Urban	0.340	4.657	0.057	0.000	0.558
Job satisfaction * Organizational climate -> Job involvement	Urban	0.170	3.178	0.022	0.001	
job satisfaction -> Job involvement	Rural	0.602	8.878	0.053	0.000	
Organizational climate -> Job involvement	Rural	0.296	4.731	0.043	0.000	0.720
Job satisfaction * Organizational climate -> Job involvement	Rural	0.125	3.357	0.013	0.000	

urban and rural structural models. Under urban structural model, all of the hypotheses in this study were supported. Under rural structural model, job satisfaction had a significant effect on job involvement, and organizational climate also had a significant effect on job involvement. However, the interaction between job satisfaction and organizational climate hypothesized in this study also had a positive effect on job involvement.

DISCUSSION AND CONCLUSION

As employees develop a better understanding and acceptance of organizational goals and values, conveyed through the organizational climate, they are likely to become more identified and involved with their job (Taşan, 2013), which is one of the main motivations of this study.

In order to investigate the difference in teachers' job involvement caused by urban-rural discrepancy, the empirical results of this study showed that, as a while, in terms of difference test, the test of individual structural models and test of 5 parameter limit models of measurement weights, structural weights, structural covariances, structural residuals and measurement residuals showed that, there were significant differences between two models.

Therefore, the hypothesis of moderating effect of organizational climate on job satisfaction and job involvement of teachers working in urban or rural areas was supported. Moreover, the t test found that, the scores of job satisfaction, job involvement, and organizational climate of teachers in rural areas were all higher than those of teachers in urban areas. The interaction between job satisfaction and organizational climate also had a positive effect on job involvement.

Therefore, in order to probe into this result, as shown in Figure 2, this study found that, under high organizational climate, the increase in job satisfaction of teachers in urban areas was more significant than that in those under low organizational climate. On the other hand, the further multiple-group structural model found that, under rural model, teachers' job satisfaction had a significantly positive effect on job involvement.

Organizational climate also had a significant effect on job involvement. The interaction between job satisfaction and organizational climate had a positive effect on job involvement. Therefore, in order to probe into this result, as shown in Figure 3, this study found that, under high organizational climate, the increase in job satisfaction and job involvement of teachers in rural areas was significantly lower than that under low organizational climate.

As shown in Figure 4, the interaction between job satisfaction and organizational climate in urban/rural areas found that, under high organizational climate, with the increase of job satisfaction, the increase of job involvement of teachers in urban areas was significantly higher than that of those in rural areas. On the contrary, under low organizational climate, with the increase in job satisfaction, the increase of job involvement of teachers in rural area was significantly higher than that of those in urban areas, which is an interesting finding.

In summary, the nature of urban-rural discrepancy originates from dispersion of educational distribution and uneven educational distribution. The former involves the development of educational structure, while the latter is affected by the nature of social class structure (Mare, 1981). The most significant difference between teachers in urban areas and those in rural areas is teachers' self-involvement in work. The reason is that there is a significant difference in customs and culture in different places.

Therefore, teachers teach at schools under the situation where they have no idea about urban-rural discrepancy. In urban areas, requests for teachers are higher, such as academic pressure, administrative affairs, competitions, and school accreditation. Under the situation where the salary is the same in different areas, equal pay and different work is the main cause of this outcome.

Therefore, based on the research results, this study proposed some suggestions. In terms of practical suggestions, the research results found that, job satisfaction had a critical influence in this model. Because satisfaction is the comparison between expectation and actual outcome (Misener et al., 1996), teachers' job satisfaction with their work affects their teaching involvement, which indirectly affects students' learning

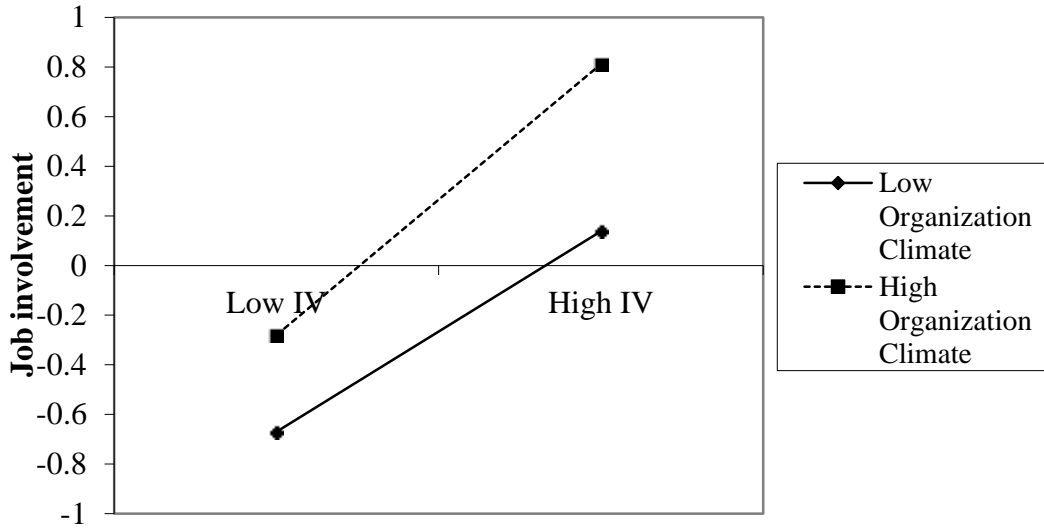


Figure 2. The interaction between job satisfaction and organizational climate under urban structural model.

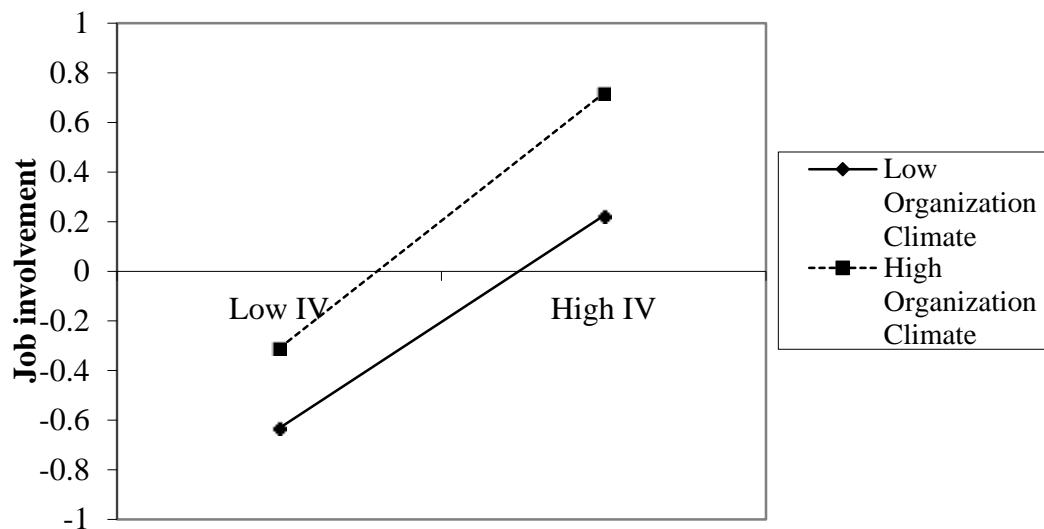


Figure 3. The interaction between job satisfaction and organizational climate under rural structural model.

outcomes.

More importantly, in terms of the data of educational unit/cost of each student, corresponding feedback cannot be obtained from educational cost invested. The higher the educational expenses and investment are, the severer the vicious circle of waste of educational costs is (Chen and Liu, 2008). Therefore, instead of students, educational authority is advised to pay more attention to teachers' job satisfaction and adjust the position of teachers with lower job satisfaction. This study set organizational climate as the moderator, which is one of

the major contributions in this study. The analysis results also showed that, the interaction between job satisfaction and job involvement has a positive influence.

Therefore, this study also proposed some suggestions to schools in urban areas or rural areas to enable school administration to fully support teachers' teaching and create great organizational climate, which enables colleagues to get along harmoniously and makes teachers to devote to teaching. Schools should provide novice teachers with various types of consultations, hold excellent teachers' experience sharing, feedback

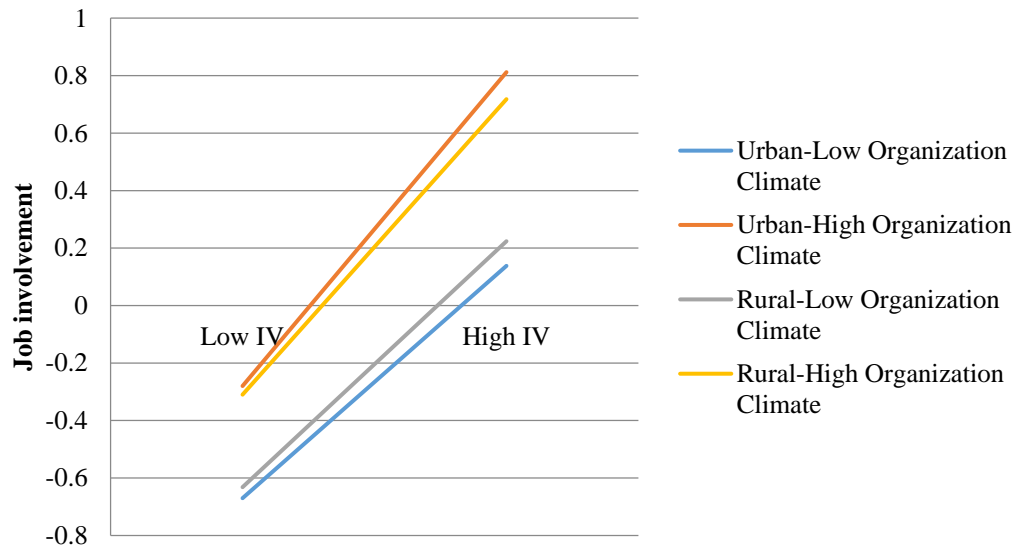


Figure 4. The interaction between teachers' job satisfaction and organizational climate in urban/rural areas.

exchanges and teaching observation to help novice teachers absorb practical experiences and integrate themselves into teaching as soon as possible. To respect teachers' expertise and willingness, to provide them with opportunity to participate in administration, to enable them to understand the actual work content of various posts, in order to make them become more thoughtful, inclusive, and mutually assistive to be willing to devote themselves to school more.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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