EMPLOYEE INNOVATIVENESS AND ACHIEVEMENT MOTIVATION: A PUBLIC AND A PRIVATE ORGANIZATION'S EXPERIENCE

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─Abstract ─

This paper compares the level of innovativeness and achievement motivation of teachers from a public and a private college. It further aimed to correlate these main variables to the organizational orientation, age, type of institution and sex of respondents. The 122 full-time faculty members from the College of Arts and Sciences of CPU (private) and WVSU (public) were subjected to three tests: the level of innovativeness, achievement motivation and the organizational orientation tests. Comparing the CPU and WVSU CAS teachers, the faculty members from both CPU and WVSU CAS were moderately innovative. Those from WVSU CAS worked in a formalized and relatively rigid or mechanistic organization, whereas, the faculty members in CPU CAS worked in a mixed organization. Teachers from both institutions had a high achievement motivation. Innovativeness level was significantly influenced by achievement motivation level possessed by the teachers and organizational orientation. It was not, however, influenced by age, sex and type of institution. On the other hand, achievement motivation level could be explained by sex and age of respondents. The type of institution and organizational orientation had no bearing with the achievement motivation of the teachers.

Key Words: *innovativeness, achievement motivation, organizational orientation, public and private organization*

JEL Classification: L320

1. INTRODUCTION

1.1. Background and Rationale

People are the lifeblood of an organization (Srikrisna, 2008). Yet a relatively small group of superior performing organizations exhibit high levels of human capital (Youndt, Subramaniam & Snell; 2004). This implies the need for organizations to understand more about determinants of the human asset like innovativeness and achievement motivation.

In the private firms, innovativeness mediates the relationship between quality and growth, and that both innovativeness and quality have mediation effects on market value (Cho & Pucik, 2010). Yet according to Sternberg and Lubart (1995), it is rarely measured, if at all.

The inferential studies of Winter (2010), and Cho and Pucik (2010) revealed that both innovativeness and achievement motivation predicted success in service and represented the energization and direction of the competence-based behavior.

In higher education institutions, competence-based behavior leads to higher quality such that the idea of Srikrisna has been practiced for years. Academic institutions in the country have long been striving to maximize teacher's contribution to the organization by means of upgrading their educational qualification.

Although, emphasis on master's and doctoral degrees implemented by the Commission on Higher Education (CHED) does not give much promise. Former CHED director Angara (2011) said that out of 2,180 higher education institutions, "one can count with his fingers of both hands those who have a high quality education." This implies that higher degrees of professors alone cannot guarantee quality education.

Highly innovative and achievement motivated teachers, who always have in mind novel ideas to improve teaching-learning effectiveness, are the *sine qua non* (without which not) to quality education.

Critical factors should be looked into in order to effectively make interventions for college professors' desire for quality outputs and ingenuity. Among them is organizational orientation. The characteristic of the structure has a bearing on innovativeness (Sternberg & Lubart, 1995). Between public and public colleges, in general, Halvorsen and associates (2005) described the latter as oftentimes more bureaucratic in a negative sense.

According to Nnanna (2002), organizations with good leadership easily recognize, implement, welcome and encourage innovations under favorable economic conditions.

1.2. Problem Statement and Paradigm

This study sought to determine the public (College of Arts and Sciences, West Visayas State University) and private (College of Arts and Sciences, Central Philippine University) college teachers' level of innovativeness and achievement motivation as influenced by their organizational orientation, type of institution, age and sex. The following illustrates the research paradigm:

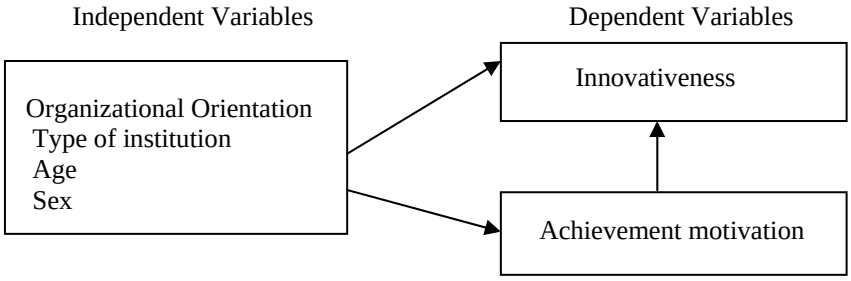

Figure 1. Paradigm of the Study

2. METHODOLOGY

Based on the time horizon, the study used a one-shot survey of the two colleges. As to the method of analysis, it employed a descriptive-correlational design.
To meet the objectives that compare the private and the public organizations, this research included full-time faculty members from the College of Arts and

Sciences of West Visayas State University and Central Philippine University. These universities were chosen because they are the only universities in the city which are parallel and have such colleges. To determine the faculty members' level of innovativeness, an Innovativeness Questionnaire (IQ) developed by J.E. Etlie and R.D. O'Keefe (1982) was employed. An instrument made by Hellriegel (1989) was used to measure the organizational orientation of the colleges. Interpretation of the scores is adapted from the scoring system made by SERDEF (Small Enterprise Research and Development Foundation). Means and frequency distributions were employed for descriptions of variables while Pearson's r, Cramer's V and cross-tabulations were applied for inferential analyses.

3. RESULTS AND DISCUSSION

3.1. Innovativeness Level

As a whole, the teachers from WVSU and CPU Colleges of Arts and Sciences were moderately innovative (m = 3.48) as shown in Table 1. Based on the t-value that is not significant at 0.05 level, WVSU CAS teacher's innovativeness was not significantly higher than the CPU CAS counterpart.

The results simply show that the teachers from both institutions face the pressure of conformity and lacked this behavior.

Table 1. Innovativeness Level of the Faculty Members from WVSU and CPU College of Arts and Sciences

University	Mean	Interpretation Based on Etlie's Scale
WVSU	3.48	Moderate
CPU	3.47	Moderate
Composite Mean	3.48	Moderate

t-value = 0.14 not significant at 0.05 level

3.2. Achievement Motivation Level

As shown in Table 2, the CAS teachers from CPU and WVSU got a "high" score on achievement motivation (m = 10.63). This means they were generally hardworking, displays upward mobility, persistence, preference to work with

experts, future-orientation, high aspiration level, task-orientation and make every moment count in the job. Comparing the achievement motivation of the two institutions, CPU College of Arts and Sciences is 0.28 higher than the WVSU counterpart. The t-test value, however, was not significant at 0.05 level. This means that the teachers from the two institutions had the same achievement motivation. The public institution here seemed unaffected by red tape which is generally present in a government institution.

Table 2. Achievement Motivation Level of the Faculty Members from WVSU and CPU College of Arts and Sciences

Institution	Mean	Interpretation Based on SERDEF'S scale
WVSU CAS	10.49	High score
CPU CAS	10.77	High score
Composite mean	10.63	High score

t-value = -0.48 not significant at 0.05 level

3.3. Organizational Orientation

The data presented in Table 3 shows that the organizational orientation of WVSU CAS was mechanistic (m= 35.46) while CPU CAS was more of a "mixed" (m = 31.07) organization. Taken as a whole, the two CAS institutions were mixed (33.27) organizations. The t-test significant at 0.05 level indicates that WVSU CAS is characterized by more rigid structures, rules and procedures.

3.4. Age and Innovativeness Level

Results in Table 4 shows that age was not significantly correlated with innovativeness level. The Pearson's r value of 0.13 was not significant at 0.05 level. This finding implies that the younger teachers were not necessarily more innovative than the older ones. Thus, the hypothesis that stipulates a correlation between age and innovativeness level is rejected. This upholds Sternberg and Lubart (1995) who verified that people in various disciplines produce their most creative work at different ages.

Table 3. Organizational Orientation of the College of Arts and Sciences of Two Universities as Assessed by the Faculty Members

Institution	Mean	Interpretation based on Helriegel's scale
WVSU CAS	35.46	Mechanistic
CPU CAS	31.07	Mixed
Composite mean	33.27	Mixed

t-value = 5.86 *significant at 0.05 level*

3.5. Achievement Motivation and Innovativeness

In Table 4, the findings show that achievement motivation is significantly correlated with innovativeness. The Pearson's r value of 0.24 was significant at 0.05 level although the correlation was very small. This leads to the acceptance of the hypothesis stating a correlation between the variables mentioned. This braces Sternberg's (1995) finding that achievement motivation is correlated with one's innovativeness level.

3.6. Organizational Orientation and Innovativeness Level

Based on the findings in Table 4, organizational orientation is also significantly correlated with innovativeness level. The r value of 0.23 was significant at 0.05 level. This leads to the acceptance of the hypothesis stating a correlation between organizational orientation and innovativeness. This opposes the study of Zoghi, Mohr and Meyer (2010) which shows a clear positive link between innovativeness and decentralization or less mechanistic characteristics.

Table 4. Correlation of Dependent Variable Innovativeness Level to Age, Achievement Motivation and Organizational Orientation

Variables	Correlation Coefficient	Interpretation
Age	0.13	Very small correlation
Achievement Motivation	0.24*	Very small correlation
Organizational Orientation	0.23*	Very small correlation

**significant at 0.05 level*

3.7. Type of Institution and Innovativeness

Initially, the cross-tabulation in Table 5 reveals that teachers who were highly

innovative (7.3%) tended to come from WVSU CAS, while those who were moderately innovative (98.8 %) tended to come from CPU CAS. Cramer's V value of 0.71, however, was not significant at 0.05 level. Thus, the researcher rejects the hypothesis that states the association between the two variables.

Table 5. The Association Between Type of Institution and Innovativeness Level

Innovativeness	Type of Institution			
	WVSU CAS		CPU CAS	
	f	%	f	%
High	3	7.3	1	1.2
Moderate	38	92.7	80	98.8
Total	41	100.0	81	100.0

Cramer's V =0.71 not significant at 0.05 level

3.8. Sex and Innovativeness Level

Initially, those who were highly innovative tended to be female (97.5%) while those who were moderately innovative tended to be male (4.8%), based on Table 6. Cramer's V value, however, was not significant at 0.05 level. This means that sex is not associated with innovativeness level. With this data, the hypothesis that states the association between the two variables is rejected.

Table 6. The Association Between Sex and Innovativeness Level

Innovativeness	Sex			
	Male		Female	
	f	%	f	%
High	40	95.2	78	97.5
Moderate	2	4.8	2	2.5
Total	**42**	**100.0**	**80**	**100.0**

Cramer's V = 0.75 not significant at 0.05 level

3.9. Age and Achievement Motivation

Table 7 presents the analysis of age and achievement motivation level. Based on the Pearson's r value of 0.23 which was significant at 0.05 level, the variables were slightly correlated with each other. Thus, the hypothesis that stipulates the correlation between age and achievement motivation is accepted.

3.10. Organizational Orientation and Achievement Motivation

Analysis on the organizational orientation score and achievement motivation level can be verified in Table 7. The Pearson's r value which was not significant at 0.05 level leads to the rejection of the hypothesis that states the correlation of the two variables mentioned. The finding implies that whether or not a mechanistic or organic type of organization is present in the colleges, the achievement motivation of the teachers will not be affected.

Table 7. Correlation of Dependent Variable Achievement Motivation Level to Age and Organizational Orientation

Variables	Correlation Coefficient	Interpretation
Age	0.23*	very small correlation
Organizational Orientation	0.13	very small correlation

**significant at 0.05 level*

3.11. Type of Institution and Achievement Motivation Level

The association between type of institution and achievement motivation can be observed in Table 8. As observed, those teachers who possessed high scores were mostly from CPU (72.8%). However, since the Cramer's V of 0.34 was not significant at 0.05 level, the observed trend is to be ignored. The hypothesis stating that the type of institution is significantly associated with achievement motivation is rejected since the two variables were not associated. The result implies that a lower level of formalization in CPU does not have a bearing on the individual motives of teachers to achieve in their jobs.

Table 8. The Association Between Type of Institution and Achievement Motivation Level

Achievement Motivation	Type of Institution			
	WVSU CAS		CPU CAS	
	f	%	f	%
Below minimum	1	2.4	2	2.5
Minimum to average	13	31.7	20	24.7
High score	27	65.9	59	72.8
Total	41	100.0	81	100.0

Cramer's V = 0.34 *not significant at 0.05 level*

3.12. Sex and Achievement Motivation

In the data presented (Table 9), sex and achievement motivation is cross-tabulated. As observed, female teachers in the two CAS organizations tended to possess a higher achievement motive. On the other hand, the males tended to have below minimum to average levels of this aspect. Cramer's V value of 0.47 which was significant at 0.05 level implies a significant association between sex and achievement motivation. This leads to the acceptance of the hypothesis advanced. The finding is opposed to the society's bias that women are less aggressive and career-oriented than men.

Table 9. The Association Between Sex and Achievement Motivation Level

Achievement Motivation	Sex			
	Male		Female	
	f	%	f	%
Below Minimum	2	4.8	1	1.3
Minimum to Average	15	35.7	18	22.5
High Score	25	59.5	61	76.3
Total	42	100.0	80	100.0

Cramer's V = 0.47 *significant at 0.05 level*

4. CONCLUSIONS

Based on the findings, the following conclusions and inferences are derived:

1) The moderate innovativeness level of the faculty members which is descriptive of both WVSU and CPU Colleges of Arts and Sciences shows the teacher's lack of this characteristic for competitiveness.
2) The high achievement motivation level of the teachers concerned shows that the teachers prefer a moderate degree of risk for a job-related outcome, are concerned with personal achievement and give more attention to job-related feedback. They are good assets in the organizations where they belong. Comparing the two colleges in the study, both CAS teachers were highly motivated to achieve in their jobs.
3) The CAS from the public institution, is characterized by more formal rules and procedures like the traditional hierarchical way of organizing than the private CAS counterpart.

4) In the two CAS colleges, the teacher's level of innovativeness has no bearing with the age of the teachers. However, the teachers' level of achievement motivation has a bearing with innovativeness and organizational orientation.
5) For the respondents concerned, innovativeness was not determined by the type of institution and sex.
6) For the two CAS institutions, the faculty members' level of achievement motivation has a bearing with age and sex but not with the organizational orientation and type of institution.

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