RELATIONSHIPS BETWEEN INTRINSIC AND EXTRINSIC MOTIVATIONS AND COMMITMENT TO TEACH AT OPEN AND DISTANCE LEARNING (ODL) INSTITUTIONS AMONG ADJUNCT ONLINE FACULTY

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ABSTRACT

RELATIONSHIPS BETWEEN INTRINSIC AND EXTRINSIC MOTIVATIONS AND COMMITMENT TO TEACH AT OPEN AND DISTANCE LEARNING (ODL) INSTITUTIONS AMONG ADJUNCT ONLINE FACULTY

Chan Rong Yien

This study examined factors affecting commitment to teaching among adjunct online faculty at ODL, using Open University Malaysia (OUM), Sarawak Regional Campus, Kuching as its study location. The factors studied include intrinsic and extrinsic motivations of adjunct online faculty to teach in ODL institutions. It also attempted to determine the level of intrinsic and extrinsic motivations, level of commitment, differences in intrinsic and extrinsic motivations and commitment based on gender and qualification, and the relationships between intrinsic and extrinsic motivations with commitment to continue teaching two years from now among adjunct online faculty members. Using a cross-sectional research design, the data for the study was collected from 40 adjunct online faculty members from OUM, Sarawak Regional Office, Kuching using a questionnaire. The questionnaire consisted of three sections. Section A was about the respondents' demographic characteristics such as gender, age, years of experience teaching, annual earnings and other demographic characteristics. Section B measured the level of intrinsic and extrinsic motivations among adjunct online faculty members. Section C for this study included the adjunct online faculty's qualification and commitment to continue teaching two years from now. The findings of independent t-tests showed that there were no differences in intrinsic and extrinsic motivations and commitment among adjunct online faculty members based on gender and qualification. Based on the findings of Spearman correlations, there were weak and positive relationships between extrinsic motivation and commitment and between intrinsic and extrinsic motivations. However, there was no relationship between intrinsic motivation and commitment. Therefore, the study showed that OUM needed to satisfy its adjunct online faculty members' needs in order to retain them to continue teaching at the institution.

ABSTRAK

HUBUNGAN ANTARA MOTIVATION INTRINSIK DAN EKTRINSIK DENGAN KOMITMEN UNTUK MENGAJAR DI INSTITUSI PEMBELAJARAN TERBUKA DAN JARAK JAUH (ODL)DALAM KALANGAN PENSYARAH ADJUNCT

Chan Rong Yien

Kajian ini meninjau faktor-faktor yang mempengaruhi komitmen untuk mengajar di ODL, menggunakan Open University Malaysia (OUM), Kampus Kawasan Sarawak, Kuching sebagai lokasi kajian. Faktor-faktor yang dikaji meliputi motivasi intrinsik dan ekstrinsik dalam kalangan pensyarah adjung untuk mengajar di institusi ODL. Kajian ini juga bertujuan untuk mengenalpasti tahap motivasi intrinsik dan ekstrinsik, tahap komitmen, perbezaan motivasi intrinsik dan ekstrinsik dan komitmen berdasarkan jantina dan kelayakan; dan hubungan antara motivasi intrinsik dan ekstrinsik dengan komitmen untuk terus mengajar dua tahun dari sekarang antara pensyarah adjung. Dengan menggunakan rekabentuk kajian keratan-rentas, data untuk kajian diperolehi daripada 40 pensyarah adjung di OUM, Kampus Kawasan Sarawak, Kuching menggunakan soal selidik. Soal selidik tersebut mengandungi tiga bahagian. Bahagian A adalah tentang ciri-ciri demografi responden seperti jantina, umur, tahun mengajar, pendapatan tahunan dan ciri-ciri demografi yang lain. Bahagian B mengukur tahap motivasi intrinsik dan ekstrinsik antara pensyarah adjung. Bahagian C untuk kajian ini termasuk kelayakan pensyarah adjung dan komitmen untuk terus mengajar dua tahun dari sekarang. Hasil analysis dengan ujian t tidak bersandar menunjukkan tidak ada perbezaan dalam motivasi intrinsik dan ekstrinsik dan komitmen untuk mengajar dalam kalangan pensyarah adjung berdasarkan jantina dan kelayakan. Berdasarkan hasil kajian Korelasi Spearman, didapati ada hubungan yang lemah dan positif antara motivasi ekstrinsik dengan komitmen dan antara motivasi intrinsik dengan motivasi ekstrinsik. Namun, tidak ada hubungan antara motivasi intrinsik dan komitmen. Dapatan kajian ini menunjukkan OUM perlu memenuhi keperluan pensyarah adjung untuk memastikan mereka terus mengajar di institusi tersebut.

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CHAPTER ONE
INTRODUCTION

1.0   Introduction

This chapter discusses the background of the study, problem statement, research objectives, research questions, research hypotheses and research framework of this study. This chapter also presents the significance and limitations of the study as well as the conceptual and operational definitions of terms used for this study.

1.1   Background of the Study

In recent time, higher education institutions (HEIs) have increasingly seen the need to gain competitive edge over other similar institutions due to the stiff competition and pressure from globalization. This is true in many countries and Malaysia is no exception as the country aspired to become the regional education hub of Asia (Ramachandran, Chong, & Hishamuddin Ismail, 2009). According to Ramachandran et al. (2009), the Malaysian HEIs played a significant role in the development of the nation's workforce in particular and economy in general, particularly after 1996 when private universities were established along with the public-owned tertiary institutions to provide more opportunities for Malaysians to pursue higher education within the country. According to the Malaysian Ministry of Higher Education (2009), there were 20 public universities, 27 polytechnics, and 42 community colleges in Malaysia in the year 2009. The total number of private HEIs was 460 which included 42 universities, 20 university colleges, 393 non-university IPTS, and another five branch campuses of foreign universities. Besides catering to the needs of Malaysians, many of the HEIs had gone global with the purpose of recruiting international students to the country. In this regard, it was reported that there were about 149,914 international students from around 167 countries pursuing various level of education in Malaysia as of 2009 (Malaysian Ministry of Higher Education, 2009).

In the 1980s, distance education was offered by the Centre for Distance Education, Universiti Sains Malaysia; Centre for Distance Education, Universiti Utara Malaysia; and Institute of Distance Education and Learning, Universiti Putra Malaysia. Since the year 2000, there had been an increase in the number of institutions offering distance education and online education, such as Open University Malaysia (OUM), University Tun Abdul Razak (UNITAR), WAWASAN Open University, and Asia e University (AeU) (Malaysian Ministry of Higher Education, 2009).

In addition, distance learners increasingly involved students, educators, entrepreneurs, and other groups of people in educational-related institutions and organizations in the information age (Wang & Liu, 2003). According to Wang and Liu (2003), distance education could be defined as "information transfer process of delivering instructional resource-sharing opportunities to learners away from the conventional learning institutions or sites" (p. 121). In the process, instruction and learning were carried out interactively with the aid of media ranging from telephone, fax, audio, video, computer, e-mail to Web-based multimedia (Wang & Liu, 2003). Distance education was the extension of traditional and formal learning and instruction. Thus, traditional and formal learning and instruction could be complemented and reinforced by the uses of distance education media and mechanisms (Wang & Liu, 2003).

Generally, these higher distance education institutions had their own academic staff and also used academic staff from public and private higher education institutions as adjunct online faculty. Adjunct faculties are defined as "faculties who were hired on a contractual basis to teach one or more classes during a given period of time and who typically did not receive a fulltime salary or benefits from the college in which they taught" (Martinak, Karlsson, Faircloth & Witcher, 2006, p. 3), According to Tillyer (2005), part-time faculty accounted for over 60 percent of all instructors at many such institutions, particularly community colleges. Adjuncts provided institutions with flexibility, allowing them "to adapt staffing to off-campus instruction" (Benjamin, 2006, p. 115). These meant that administrators could hire and fire adjuncts as they saw fit, which was not easy to do with full-time or tenured professors (Hoeller, 2006). In addition, many people chose to become adjuncts because they enjoyed the pleasant working environment and they were hoping to get enough teaching experiences to obtain full-time positions (Murray, 1998).

However, for distance education to be successful, they must be excellent and effective leaders and educators in the institutions. According to Puzziferro-Schnitzer (2005), the phenomenal growth and success of the online learning environment never

would have been possible without leaders having relied on available adjunct instructors. Moreover, the future growth and quality of these offerings also depend on recruiting and retaining qualified adjunct online faculty members (Puzziferro-Schnitzer, 2005). As a result, it was essential for leaders in higher education to attract the most qualified faculty as they strategized to develop and sustain the delivery of quality online courses and programs (Kelly, 2006; Orlando & Poitrus, 2005).

Sammons and Ruth (2007) predicted that it would become vital for institutions to recruit and retain the most qualified faculty members because the actual advancement and success of online education as a whole rested largely upon the motivations of adjunct online faculty who chose to assume responsibility. As leaders in higher education strategized to bring needed changes in their institutions, they also must be readied with pertinent research data to verify their decisions regarding adjunct online faculty (McValle, 2002). Leaders need to assure their stakeholders and customers that their organizations would provide quality courses facilitated by qualified faculty members in which students could achieve and thrive.

According to Maguire (2005), online adjunct faculty was highly motivated to succeed and derive their principal satisfaction from the intrinsic rewards of teaching. Intrinsic motivation factors included a feeling of self-gratification and self growth from teaching online, a personal motivation to use technology, and that teaching online provided optimal working conditions as they were able to teach at any time and from any place (Schroeder, 2008). At the same time, adjunct faculty could be demotivated by extrinsic factors, for example, their perception of educational institutions treating them as second-class citizens manifested as isolated, feeling having frustrated, and lacking in recognition among adjuncts as they felt marginalized in the teaching profession (Gaillard-Kenney, 2006). The significant salary difference between full-time and adjunct faculty further deteriorated the feeling of second-class citizenship (National Education Association, 2009).

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Furthermore, the increasing dependence on adjunct faculty resulted in education leaders having to look for new strategies to maximize institutional efficiency through leveraging on adjunct faculty's specialized capability, flexibility, and enthusiasm for sharing real-world perspectives (Tipple, 2010). The integration of online adjunct faculty into the education society presented further difficulties due to their physical separation from the institution (Tipple, 2010). To address these challenges, the Association of Public and Land-Grant Universities (APLU) Sloan National Commission on Online Learning (2009) recommended that education administrators acquired understanding of the characteristics and motivations of the online teaching society and using communication strategies that targeted and engaged them.

The Open University Malaysia (OUM) was the first private Open and Distance Learning (ODL) university in Malaysia. It is an institution of higher education based in Malaysia that allowed adult students to pursue tertiary education through ODL. It started its operations in year 2000 and was officiated by the Malaysian Prime Minister YAB Tun Mahathir Mohamad in August 2002. As a university for all, OUM prided itself in being a pioneer in the democratization of education by providing education opportunities for people who wished to continue upgrading their skills regardless of age, belief or background. In addition, OUM offered programmes at both undergraduate and graduate level (Open University Malaysia, 2009).

This study was conducted specifically at Open University Malaysia (OUM), Sarawak Regional Office, Kuching since OUM's main learning centres in Sarawak were located in the capital city of Kuching. In the past, OUM learners attended lessons in Kuching and they had to go to three different locations depending on their classes: the main Regional Learning Centre (RLC), which was at Universiti Malaysia Sarawak (UNIMAS), and supporting centres, Institut Perguruan Tun Abdul Razak (IPTAR) and INTI College. Now, OUM had its own campus at Mile 9, Kuching-Serian Road (Open University Malaysia, 2009). The main purpose of this study was to identify the factors that affected commitment to teaching among adjunct online faculty at ODL,

using OUM, Sarawak Regional Campus, Kuching as its study location. The factors studied include intrinsic and extrinsic motivations of adjunct online faculty to teach in ODL institutions.

1.2   Problem Statement

A major factor for distance learning's growth potential was the part-time or adjunct instructors. According to Ruth, Sammons and Poulin (2007), each adjunct instructor costed about 20 percent or less of a full-time counterpart on a per course basis. An adjunct professor often received no office, phone, mailbox, computer, health benefits, and so forth, compared to a full-time faculty. For distance learning enrollments to significantly increase in the next few years, the biggest problem would be difficulty in finding the most qualified of new adjunct professors as partners in the academy (Ruth et al., 2007). According to Ruth et al. (2007), qualified adjunct faculty member available to teach for $1,000-$3,000 per course or less and to accept working conditions that differentiated and isolated them from their full-time colleagues was still in doubt. Calvert (2005) and Ruth et al. (2007) reminded HEIs' leaders to consider how the lack of extending these incentives to adjunct online faculty members might translate to attracting less qualified faculty. If the most typical of both intrinsic and extrinsic motivation that tend to attract people to the teaching profession are not made available to adjunct online faculty members, their commitment to provide quality teaching or their desire to remain teaching as adjunct online could erode (Calvert, 2005; Ruth et al., 2007).

A search in Perpun Portal and Malaysia Theses Online website check showed no reported studies of this nature available in these online repositories in Malaysia. Therefore, this study attempted to investigate the relationships between adjunct online faculty's intrinsic motivation, extrinsic motivation, and commitment to continue teaching at an Open and Distance Learning (ODL) institution and aimed to determine whether there were differences in the level of intrinsic and extrinsic

motivations, and commitment to continue teaching among adjunct online faculty based on gender and qualification.

1.3   Research Objectives

Specifically, the study intended to determine the:

1.   level of intrinsic and extrinsic motivations among adjunct online faculty members,

2.   level of commitment to continue teaching two years from now among adjunct online faculty members,

3.   gender differences in intrinsic and extrinsic motivations of adjunct online faculty members,

4.   gender differences in the level of commitment to continue teaching two years from now among adjunct online faculty members,

5.   differences in intrinsic and extrinsic motivations based on qualification of adjunct online faculty members,

6.   differences in the level of commitment to continue teaching two years from now among adjunct online faculty members based on qualification, and

7.   relationships between intrinsic and extrinsic motivations with commitment to continue teaching two years from now among adjunct online faculty members.

1.4   Research Questions

Based on the research objectives stated in Section 1.3, research questions investigated in this study were as follows:

1.   What was the level of intrinsic and extrinsic motivations among adjunct online faculty members?

2. What was the level of commitment to continue teaching two years from now among adjunct online faculty members?

3. Were there gender differences in intrinsic and extrinsic motivations of adjunct online faculty members?

4. Were there gender differences in the level of commitment to continue teaching two years from now among adjunct online faculty members?

5. Were there differences in intrinsic and extrinsic motivations based on qualification of adjunct online faculty members?

6. Were there differences in the level of commitment to continue teaching two years from now among adjunct online faculty members based on qualification?

7. Was there a relationship between intrinsic and extrinsic motivations with commitment to continue teaching two years from now among adjunct online faculty members?

1.5   Research Hypotheses

The following null hypotheses to be investigated in this study were:

$H_0 1$:   There were no gender differences in intrinsic and extrinsic motivations of adjunct online faculty members.

$H_0 2$:   There were no gender differences in the level of commitment to continue teaching two years from now among adjunct online faculty members.

$H_0 3$:   There were no differences in intrinsic and extrinsic motivations based on qualification of adjunct online faculty members.

$H_0 4$:   There were no differences in the level of commitment to continue teaching two years from now among adjunct online faculty members based on qualification.

H_05: There were no relationships between intrinsic and extrinsic motivations with commitment to continue teaching two years from now among adjunct online faculty members.

1.6 Research Framework

The research framework outlined the independent and dependent variables of this study. As show in Figure 1.1, the independent variables were the intrinsic and extrinsic motivations and demographic variables of gender and qualification. The dependent variable was the adjunct online faculty's commitment to continue teaching two years from now. In line with the objectives of the study, the figure showed how the variables in this study were hypothesized to be related to each other.

Independent Variables
• Intrinsic Motivation
• Extrinsic Motivation

Dependent Variable
Adjunct Online Faculty's Commitment to continue teaching two years from now

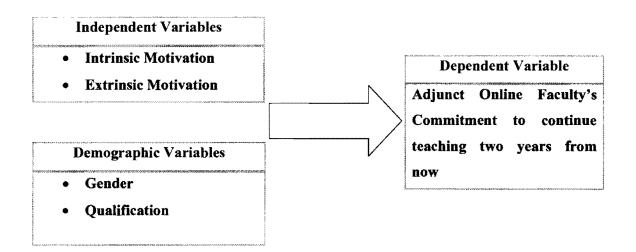| Demographic Variables |
| --- |
| • Gender |
| • Qualification |

Figure 1.1: Research Framework of the Study

1.7 Significance of the Study

Over the years, there was limited research in investigating the commitment services of adjunct online faculty in distance education institutions. Most of the researches

regarding distance education focused on full time faculty and students. In addition, research on distance education and adjunct online faculty in Malaysia context was also lacking. Yet, distance education is becoming increasingly popular and more distance education institutions are being set up in Malaysia. Thus, it is important for research on distance education and especially those related to adjunct online faculty to be carried out. Furthermore, the findings for this type of study could inform the ODL institutions on ways to attract qualified and excellent adjunct online faculty which could translate into better quality teaching and learning as well as improve their earnings and reputations.

1.8   Limitations of the Study

There were a few limitations in this study. One of the limitations was that the study only used quantitative research method by employing survey questionnaire to collect the required data. Respondents might simply tick and circle the responses without reading and understanding due to time and work overload constraints, resulting in inaccurate responses to the questionnaire items.

Furthermore, no qualitative data collection methods such as interviews and observations were used in this study. The outcomes from these qualitative data collection methods could clarify and triangulate the data obtained from the questionnaires.

In addition, this study only focused on intrinsic and extrinsic motivations factors that affected adjunct online faculty members' commitment to teach at ODL institution. There might also have other motivation factors such as attitude motivation and competency motivation that would influence adjunct online faculty members' commitment.

Moreover, the research was only conducted in one of the ODL institutions in Malaysia. All the participants were selected from the Open University Malaysia

(OUM), Sarawak Regional Office, Kuching. Hence, the findings of this study might not be generalizable to other ODL institutions in Malaysia.

1.9   Definitions of Terms

1.9.1   Adjunct Online Faculty
Conceptual Definition

Adjuncts are professionals, and as professionals, they valued timely and accessible support. Having familiar, collegial, and multiple points of contact helped them to develop and maintain the confidence they need to be successful teachers (Puzziferro-Schnitzer, 2005). According to Martinak et al. (2006), adjunct faculties were defined as "faculties who were hired on a contractual basis to teach one or more classes during a given period of time and who typically do not receive a fulltime salary or benefits from the college in which they teach" (p. 3).

Operational Definition

In this study, adjunct online faculty was one who was selected for a specified and limited term to teach one or more academic courses or to provide other stipulated academic responsibilities. He or she can either a full or part time faculty members or industry specialists who taught at institutions of higher learning as online adjunct instructor. In particular, for the study, adjunct online faculty referred to a person who taught at OUM, Sarawak Regional Office, Kuching.

1.9.2   Distance Education
Conceptual Definition

According to Perraton (1982), distance education is defined as a learning process in which a major proportion of the teaching was conducted by someone removed in space or time from the learner. Distance education is a field of education concentrating on the andragogy and pedagogy, instructional systems, and technology

which attempted to deliver instructions to students who were not physically in a classroom (Cassell, 2008).

Operational Definition

In this study, distance education was depended on a formal educational process where instructions took place with the students and instructors being apart. Distance education did not require any physical presence on-site and students pursued their education through various technologies including computers and internet.

1.9.3   Commitment to Continue Teaching Two Years from Now
Conceptual Definition

According to Lacey (1997), commitment is the investment in a particular career. Commitment is a psychological condition that connected the individual to the organization (Allen & Meyer, 1990). Commitment could be inferred not only from an individual's beliefs and decisions but also by their level of intention to act in a particular way (Pritchard, Havitz, & Howard, 1999).

Operational Definition

In this study, commitment referred to a person's enthusiasm and determination for a particular career in which an individual became leap by his action to beliefs that sustained his activities and involvement. In particular, commitment referred to adjunct online faculty's willingness to spend his or time to continue teaching at OUM, Sarawak Regional Office, Kuching two years from now.

1.9.4   Intrinsic Motivation
Conceptual Definition

Intrinsic motivation was an essential mechanism for unrestricted cognitive development since it was the driver of spontaneous exploration and curiosity (Oudeyer & Kaplan, n.d.). Psychologists had proposed that it was the mechanism that

illustrated the unconscious exploratory behaviors observed in humans and infants in particular (Berlyne, 1965 as cited in Oudeyer & Kaplan, n.d.). According to Ryan and Deci (2000), intrinsic motivation is defined as the doing of an activity for its innate satisfaction rather than for some separable consequences.

Operational Definition

In this study, intrinsic motivation was defined as a stimulus that drove a person to change behavior for his or her own internal satisfaction such as motivated by recognition of contributions, reputation of the institution, and opportunities for professional development and committee service. Intrinsic motivation may determine an adjunct online faculty member's commitment whether to continue or stop teaching two years from now or in the future.

1.9.5   Extrinsic Motivation

Conceptual Definition

According to Ryan and Deci (2000), extrinsic motivation was a form of motivation that pertained whenever an activity was done in order to obtain some separable outcomes. Extrinsic motivation included factors such as direct or indirect monetary compensation (Kwok & Gao, 2004).

Operational Definition

In this study, extrinsic motivation referred to one's desire to perform certain behavior or activity based on the possible external rewards such as salary, health, life insurance, retirement benefits, and compensation funds for professional development that may be received as a result. Extrinsic motivation may determine an adjunct online faculty member's commitment whether to continue or stop teaching two years from now or in the future.

1.10   Summary

This chapter provided an introduction on the topic to be studied and discusses the background of the study, problem statement, objectives, research framework, significance, and limitation of the study. Definitions of terms were also discussed to ensure a better understanding of the variables studied in this study. The following chapter focuses on reviewing the literature relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter reviews the literature related to this study. This chapter is divided into six sections which cover the dependent and independent variables in the research framework.

2.1   Distance Learning

Distance learning had been applied interchangeably by nearly everyone in a variety of institutions, academic units, government agencies and the media (Ellison, 2000). For example, Fairleigh-Dickinson University in the United States of America (USA)

required all its on-campus students to take one online course per year in order to gain familiarity with the Internet as a learning environment (Marcus, 2000). According to Robinson and Bawden (2002), distance learning was associated with the ideas of open learning and lifelong learning. Flexible, open and distance learning were planned to be adaptable to the needs of a variety of learners (Evans & Fan, 2002). Thus, learning was no longer something that primarily happened to young people. Instead, learning was for everyone at all stages of life. Distance learning had opened up opportunities for continuing learning for students or learners without the need for a career break. It had also changed the concept of university which was no longer limited by the size of the campuses. It allowed learners to determine time, location, and pace of learning (Evons & Fan, 2002).

According to Ellison (2000), distance learning was defined as any method of organizing and delivering instructions that did not require students or learners to be physically with the instructors. Moore and Kearsley (1996) defined distance education or also called distance learning as planned learning that usually took place in a different place from teaching and consequently required special methods of course design and communication by electronic, special instructional techniques and other technologies, as well as organizational and administrative arrangements.

Distance education can be divided into synchronous and asynchronous learning environments (Burd & Buchanan, 2004). In a synchronous learning environment, student received distance learning instructions and interacted with instructor in real-time such as interactive video (Ellison, 2000). Moreover, immediate feedback for both instructor and student could be in progress through synchronous learning. In an asynchronous learning environment, students had flexibility to receive instructions according to their own schedules at their home or workplace and it was delivered via videotapes, audiotapes, or the Web (Burd & Buchanan, 2004). Students could also have accessed to the instructors during online office hours for a designated period of time (Ellison, 2000).