

Abstract of thesis entitled:

The Role of Work Value Congruence on Job Performance and Motivation to Learn

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ABSTRACT

This paper examines the pattern of work value congruence across demographic groups, and the impact of person-supervisor work value incongruence on employee job-related outcomes, including job performance and motivation to learn. Value congruence was measured by four work value dimensions within Work Value Inventory (i.e. situational factor, self-expression, behavior control, and goodness of life). 1001 participants were included in Study 1, which demonstrated that participants in different groups of marital status, income level, age group, and education level have different levels of work value congruence. In Study 2, ninety-three pairs of subordinates and corresponding supervisors participated in the study. Results indicated subordinates had lower performance and lower motivation to learn when their values had greater incongruence with their supervisors. The indirect effect of value incongruence in behavior control on job performance was fully mediated by

supervisory support. This finding shows that increases in value incongruence in behavior control will reduce supervisory support, which in turn reduces job performance. Motivation to learn was also negatively affected by person-supervisor value incongruence in behavior control; its effect, however, was only partially mediated by supervisory support.

摘要

本研究透過工作價值觀量表探討不同背景的參加者在工作價值一致性上的分別，以及工作價值之一致性跟員工的工作表現和學習動機兩方面的關係。在研究一中，一千零一位參加者參與了研究，並顯示出來自不同婚姻狀況、收入、年齡，及學業程度的參加者均在工作價值一致性上有部分顯著的分別。在研究二中，九十三對下屬和相應的上司參與了是次研究。結果顯示上司和下屬在物質安全、自我表達、行為控制和生活品質四方面的工作價值不一致性，與工作表現和學習動機都有著負面的關係。其中，行為控制的工作價值透過上司的支持度對工作有關的結果產生負面而顯著的間接效果。這結果反映當上司和下屬對行為控制的價值越不一致，下屬從上司中感受到的支持度越低，從而降低工作表現和學習動機。