

Extrinsic Motivators and Contextual Performance of Communication and Media Teachers in Chinese Colleges and Universities

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Received: Mar. 23, 2020

Accepted: Apr. 21, 2020

Online Published: Apr. 23, 2020

doi:10.11114/jets.v8i5.4826

URL: <https://doi.org/10.11114/jets.v8i5.4826>

Abstract

Communication and media teachers are a special group in Chinese colleges and universities, and it is essential to stimulate their positivity toward and enthusiasm for work. In this study, a model based on the extrinsic motivators of college communication and media teachers has been built to analyze the significant effect of the extrinsic motivators of college communication and media teachers on each element of contextual performance. It was found that salary and benefits have no significant effect on surrounding contextual performance, while organizational environment and personal development are positively related to surrounding relationships, and extrinsic motivators are positively related to organizational dedication performance.

Keywords: communication and media teachers, extrinsic motivators, contextual performance, performance evaluation

1. Background

In the face of the challenges brought about by the knowledge economy and fierce international competition, higher education has increased in its relevance to talent training strategies and cannot be ignored. It is the obligation of colleges and universities to cultivate senior specialized personnel and promote the development of science and technology to realize the industrialization of these two sectors. The strength of the cultural transformation proposed by U.S. cultural theorist Daniel Bell has only increased since the beginning of this century, especially the mainstream cultural form of modern society, which is the art forms of film and television. Compared with text, despite the existence of "text art," more knowledge and information is transmitted through visual/audial media. Film and television programs break through the limitations of time, space, and teach by virtue of the advantages of sound and image, and the combination of audio-visual quality, compatibility, and popularity. As powerful mass media, film and television have become increasingly important and an integral part of the ecological environment of human beings. They influence many aspects of life, such as clothing, food, shelter, behavior, and thinking. Therefore, colleges and universities pay more and more attention to the education of art students, especially those in film and television media. Due to the increasing number of students majoring in film, television and media, the demand for film and television teachers in universities has also increased. Media education can be achieved through multiple channels, including higher media education, inductive media education by media organizations, and film and television media skills training conducted by non-governmental organizations.

From the perspective of management science, performance management is an important part of management science. In general, an organization with a high level of performance and an efficient management system can reach its strategic goals more successfully and rapidly and thus complete their organizational tasks more effectively. Therefore, the organizations also attach increasing importance to performance management, leading to an increase in its research. However, compared to Western countries, performance management in China is laggardly, especially the performance management of colleges and universities, with most only focusing on the evaluation of teachers and ignoring other factors. The performance evaluation of college teachers currently lacks rationality and empirical understanding, which as a result has affected the development of college teachers to a certain extent, and has also hindered the development of colleges and universities (Wang, 2012). It is worth mentioning that research on performance incentives for media teachers in colleges and universities is closely related to the current overall development level of Chinese colleges and universities and the corresponding restrictive policies, and has maintained a corresponding steady development for a

considerable period of time. In addition, under the constraints of strict college and university management systems, the professional characteristics and group characteristics of communication and media teachers in colleges and universities have distinctive performances. In the final analysis, teachers are the core and starting point for studying the evaluation of job performance management by colleges and universities.

1.1 Research Questions

Regarding the above discussion, this research is based on the growth motivators of communication and media teachers in Chinese colleges and universities, and proposes the following research questions: (1) What are the extrinsic motivators affecting communication and media teachers? (2) How to classify the contextual performance? (3) What is the relationship between the various extrinsic motivators and the dimensions of contextual performance?

1.2 Research Objectives

The research objectives are: (1) to explore the extrinsic motivators affecting communication and media teachers; (2) to explore and analyze the classification of communication and media teachers' contextual performance; and (3) to analyze the correlation between the extrinsic motivators of communication and media teachers and the dimensions of contextual performance. It is hoped that the answers found to the above questions can be of use as a reference for colleges and universities in managing communication and media teachers.

2. Analysis of Extrinsic Motivators and Relationship Performance of Communication and Media Teachers in Colleges and Universities

2.1 Analysis of Extrinsic Motivators of the Communication and Media Teachers in Colleges and Universities

Cheng, Zhang, and Dong (2010) found that factors encouraging college teachers to engage in teaching mainly include two types, intrinsic motivators and extrinsic motivators. The latter refers to the influence of the external environment or system on media teachers in the process of completing their work. The external environment encourages communication and media teachers to adhere to various rules and regulations, thereby reflecting the binding force of the universities. The extrinsic motivators in this article are mainly from the external environment, such as promotion, salary, and assessment and can be specifically divided into three aspects: (1) salary and benefits, (2) organizational environment, and (3) personal development.

Cheng and Cao (2009) held that salary and benefits are to reduce the emigration of teachers by providing them with direct or indirect compensation such as wages, bonuses, and insurance, and by providing higher economic returns. Chen (2018) believed that the organizational environment is the external environment that affects job performance at a macro level, including organizational culture, working environment and working conditions, and management methods for employees. Colleges and universities have a campus culture, including features such as school motto, school spirit, and differing school management practices which can subtly affect the attitudes and behaviors of teachers and students. Meanwhile, the organizational environment and working conditions are hardware and software closely related to the nature of the job. The organizational environment and working conditions of colleges and universities refer to their investment in scientific research and teaching facilities. The way in which employees are managed depends on the characteristics of the organization (Xu, 2016). In terms of personal development, promotional opportunities have a direct effect on the enthusiasm of employees and at the same time directly affects organizational performance. Therefore, good control of fairness in this process is particularly important to managers (Qian, 2004). Qiang (2011) found that providing teachers with a better development space and working environment to achieve promotion is an important part of personal development and can help to stimulate teachers' greater enthusiasm for work.

2.2 Analysis of the Contextual Performance Structure of the Communication and Media Teachers in Colleges and Universities

In China, the overall organizational performance is readily affected by personal subjective emotions and relationships. Therefore, contextual performance plays an important role in the evaluation of organizational performance (Luo & Zhu, 2006). Some scholars have proposed that teachers have the most contact with students and exert a subtle effect on them. The dedication of college teachers to work, their responsibility for education and teaching, their help for others and other behaviors are more important (Hu, 2009). Van Scotter and Motowidlo (1994) divided task performance and contextual performance, holding that contextual performance should be divided into two dimensions of interpersonal promotion and job dedication. This research was highly recognized by the academic community and became viewed as a major contribution to this field. In this research, contextual performance was primarily divided into surrounding relationships and organizational dedication. Among them, the surrounding relationship is reflected in teachers' relationships with surrounding colleagues, leaders, students, and so forth. Organizational dedication, meanwhile, refers to the teachers' active help to colleagues or students while completing their teaching tasks, and their willingness to assume tasks outside ones' workloads and energetically participate in various meetings or events.

2.3 Research Hypothesis

2.3.1 Relationship Between Salary and Benefits and the Environment

A good relationship with the environment is a manifestation of the promotion of interpersonal relationships. Specifically, it refers to voluntarily helping others in an organizational environment, building good interpersonal relationships, and working toward achieving organizational goals (Hu et al., 2009). Chen (2009) surveyed teachers to study the relationship between teachers' mental status and job performance in salary satisfaction and found that there was a positive correlation between the two. Based on the above discussion, this current paper proposes the first hypothesis: that salary and benefits are positively related to environment.

H1 Salary and benefits among extrinsic motivators have a positive effect on the relationship with the environment in terms of the contextual performance of communication and media teachers in colleges and universities, and the two are positively correlated.

2.3.2 Relationship Between Organizational Environment and Surrounding Relationship

Zhou et al. (2009) found that the quality of individual interpersonal relationships between teachers can affect teachers' job performance. Demographic variables, organizational environment, interpersonal relationships, and job performance are greatly influenced by gender. Thus, it can be seen that organizational environmental factors have a significant effect on contextual performance. Therefore, this current paper proposes the second hypothesis: that the organizational environment is positively related to the surrounding relationship.

H2 Organizational environment among extrinsic motivators has a positive effect on the surrounding relationship in terms of the contextual performance of communication and media teachers in colleges and universities, and the two are positively correlated.

2.3.3 Relationship Between Personal Development and Surrounding Relationship

The intention of performance appraisal is to select more responsible managers. Cao (2009) found that joining with colleagues and students through job promotion, title promotion, and participation in training, and appraisal through peer review and student evaluation of teaching can promote teachers' enthusiasm for work and improve their job performance. Therefore, this study proposes the third hypothesis: that personal development is positively related to surrounding relationship.

H3 Personal development among extrinsic motivators has a positive effect on the surrounding relationship in terms of the contextual performance of communication and media teachers in colleges and universities, and the two are positively correlated.

2.3.4 Relationship Between Salary and Benefits and Organizational Dedication

Du and Zheng (2011) found that fair salary and benefits have a significant effect on encouraging teachers' work enthusiasm and improving job performance. Li (2011) studied the relationship between salary equity and teacher performance and found that salary equity has a positive impact on teacher performance, and they are positively correlated. Based on the above studies, this paper presents the fourth hypothesis: that salary and benefits are positively related to organizational dedication.

H4 Salary and benefits among extrinsic motivators have a positive effect on organizational dedication in terms of the contextual performance of communication and media teachers in colleges and universities, and the two are positively correlated.

2.3.5 Relationship Between Organizational Environment and Organizational Dedication

Zhou (2010) found that the working atmosphere of an organization is related to the performance of teachers. Teachers' job performance is related to the organization's environment and organizational commitment. Organizational commitment and organizational environment affect interpersonal relationships and task performance. The impact of organizational dedication mainly derives from emotional commitment (Xu & Lu, 2008). Based on these findings, this study presents the fifth hypothesis: that organizational environment and organizational dedication are positively related.

H5 Organizational environment among extrinsic motivators has a positive effect on organizational dedication in terms of the contextual performance of communication and media teachers in colleges and universities, and the two are positively correlated.

2.3.6 Relationship Between Personal Development and Organizational Dedication

Enabling each teacher to formulate a clear career development plan and providing them with equal development opportunities can help to enhance their enthusiasm and inherent potential, stimulate their organizational dedication, and maximize the teachers' job performance (Wu et al., 2006). Therefore, this study raises the sixth hypothesis: that

personal development is positively related to organizational dedication.

H6 Personal development among extrinsic motivators has a positive effect on organizational dedication in terms of the contextual performance of communication and media teachers in colleges and universities, and the two are positively correlated.

In conclusion, the research hypothesis is shown in Figure 1.

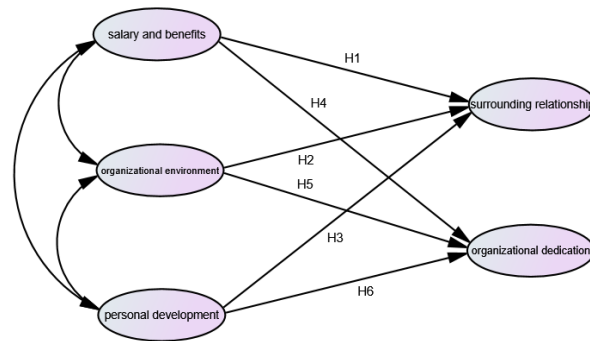


Figure 1. Research hypothesis path diagram

2.4 Questionnaire Design and Data Collection

The research technique employed in this research was a questionnaire that was formulated based on a review of the literature and interviews with teachers, students and leaders, which was then checked and refined by a team of experts leading to the adoption of an initial scale of extrinsic motivators and contextual performance. The resulting scale is shown in Table 1.

Table 1. Items and sources of extrinsic motivators and contextual performance Questionnaire

Classification of Motivators	Dimension	Order Number	Item	Source
extrinsic motivators	salary and benefits	XCFL1	My work positivity will be affected by fluctuations in income	Yu, 2014; Zhang, 2014; Yu, 2016
		XCFL2	My enthusiasm for work will be affected by the gap between my income and the income of others	
		XCFL3	Salary will affect my work positivity	
		XCFL4	I will work hard for more income	
		XCFL5	Good benefits will affect my enthusiasm for work	
		ZZHJ1	I can accept the rules and regulations of the university	
	organizational environment	ZZHJ2	I have the opportunity to participate in the decision-making and management of the university	Cheng et al., 2010
		ZZHJ3	I am currently satisfied with the teaching facilities and conditions of the university	
		ZZHJ4	The management layer of the university can listen to the voice from teachers	
		ZZHJ5	I quite agree with the theories on school management	
		ZZHJ6	The university has created good conditions for me to take a refresher course and engage in advanced study	
		GRFZ1	I am satisfied with the current promotion system	
contextual relationship	personal development	GRFZ2	I attach great importance to the promotion of positions and titles	Zou, 2011; Guo, 2012; Shi, 2011
		GRFZ3	Promotion, training, etc. can stimulate my work positivity	
		GRFZ4	There are opportunities for promotion through hard work	
		GRFZ5	Promotion is the embodiment of personal development	
		ZBGX1	People around me are friendly and trusting	
contextual relationship	organizational dedication	ZBGX2	I often communicate with colleagues and learn from each other	Zhang, 2014; Wang, 2012
		ZBGX3	I often help colleagues deal with unpleasant relationships	
		ZBGX4	I get the respect and understanding of those around me	
		ZBGX5	The teamwork atmosphere is harmonious	
		ZBGX6	I am good at dealing with relationships	
		ZZFX1	I will help colleagues complete the job when necessary	
		ZZFX2	I am very concerned about the future development of the university	
		ZZFX3	I have made efforts into school affairs besides my own duties and responsibilities	
		ZZFX4	I will work overtime to complete other school affairs when I finish my own work	
		ZZFX5	I am willing to take on other work besides my own job	

The objects of this study were communication and media teachers mainly from education and research colleges and universities. In total, 245 questionnaires were distributed through field distribution, network distribution, and onsite academic conferences. There were 230 copies returned, of which 206 were valid questionnaires, with a recovery rate of 84.1%.

Table 2. Distribution list of performance motivator sample of communication and media teachers in colleges and universities

Demographic Variable	Classification	Number	Percentage	Demographic Variable	Classification	Number	Percentage
gender	male	95	46.1	educational background	bachelor degree and below	27	13.1
	female	111	53.9		master degree	131	63.6
age	under the age of 30	26	12.6	classification of colleges	doctor degree	41	19.9
	from 31 to 35	37	18		post-doctor	7	3.4
	from 36 to 40	56	27.2		ordinary colleges and universities	179	87
	from 41 to 45	35	17.0	Universities of "211 Project" and above	27	13	
	from 46 to 50	23	11.2	holding an office post	yes	66	32
above the age of 50	29	14.0	no		140	68	
marital status	unmarried	31	15	teaching years	1 year or less	7	3.4
	married	175	85		2-10 years	71	34.5
academic title	assistant lecturer	18	8.7		11-20 years	69	33.5
	lecturer	90	43.7		21-30 years	34	16.5
	associate professor	81	39.3		30 years or more	25	12.1
	professor	17	8.3				

Through the analysis of the basic data of communication and media teachers (shown in Table 2), it was found that the data is reasonable and is consistent with the current overall distribution of communication and media teachers in Chinese colleges and universities. Through the analysis of various items of extrinsic motivators, it can be seen that the data reflect the current state of communication and media teachers in Chinese colleges and universities, which can be used as a benchmark for later research.

3. Research Methods

3.1 Independent Sample *t*-test for Extrinsic Motivators and Contextual Performance of Communication and Media Teachers in Colleges and Universities

SPSS 25.0 was used to test the various items in terms of the dimensions of the extrinsic motivators in the questionnaire, and the performance measurement values in the questionnaire were summed up. After sorting them in order from low value to high value, the highest 27% and the lowest 27% of the 206 questionnaires were calculated and respectively named "low score group" and "high score group". The independent sample *t*-test was performed on the two groups to determine whether the average value of each item in the two groups was significantly different, and the null hypothesis was that there was a significant difference. Considering the validity of the questionnaire, the items without significant differences should be deleted providing there was not a significant difference. Through testing, there are significant differences in each item of the extrinsic motivators and contextual performance, so there was no need to delete any item.

3.2 Exploratory Factor Analysis of Extrinsic Motivators and Contextual Performance of Communication and Media Teachers in Colleges and Universities

Further analysis revealed that the Cronbach's alpha coefficient of each item in the extrinsic motivator questionnaire was 0.795 and that of contextual performance questionnaire was 0.894, which means that the questionnaire has good reliability in general. The reliability of each sub-item questionnaire was measured, and the reliability analysis of sub-items under salary and benefits, personal development, and organizational environment of extrinsic motivators was performed to find their respective Cronbach's alpha coefficients of 0.858, 0.701, and 0.777 respectively. The reliability of each sub-questionnaire of contextual performance was then measured, and the reliability of sub-items under the surrounding relationship dimension and organizational dedication dimension was analyzed to find their respective Cronbach's alpha coefficients of 0.888 and 0.849 respectively. The reliability coefficients of all sub-scales reached the standard, indicating that they have higher reliability and the measurement results are more reliable.

Then, the KMO and Bartlett spherical tests were performed on the items of each dimension of the extrinsic motivators, and it was found that the KMO measure index was 0.797, with the significant probability of the Bartlett spherical test being 0.000, while the KMO measure index of each dimension of the contextual performance was 0.884, with the significant probability of the Bartlett spherical test being 0.000. In summary, the above results show that there are

significant differences between the items in each dimension of extrinsic motivators and contextual performance, thus, they are suitable for factor analysis.

Exploratory factor analysis was applied to extrinsic motivators. Based on the breakdown table of the total variance, the characteristic roots of the first three principal components are all greater than 1, and the characteristic roots of the fourth and the following are less than 1. Moreover, the cumulative contribution rate of the first three principal components reached 58.097%. The scree plot of extrinsic motivators clearly shows that the scatter distribution of the first three principal components is relatively steep and that of the fourth factor tends to be gentle, which reflects the overall information of the questionnaire. The component matrix ^a table after factor rotation shows that the factor loading of each item is greater than 0.5 after extracting the three principal component factors. Accordingly, a clearer organizational environment factor, salary incentive factor and personal development factor were formed.

Exploratory factor analysis was applied to contextual relationship. Based on the breakdown table of the total variance, the characteristic roots of the first two principal components are all greater than 1, and the characteristic roots of the third and the followings are less than 1. Moreover, the cumulative contribution rate of the first three principal components reached 64.810%. The scree plot of extrinsic motivators clearly shows that the scatter distribution of the first two principal components is relatively steep and that of the third factor tends to be gentle, which reflects the overall information of the questionnaire. The component matrix ^a table after factor rotation shows that the factor loading of each item is greater than 0.5 after extracting the two principal component factors. Therefore, a relatively clear surrounding relationship factor and organizational dedication factor were also formed.

Table 3. List of principal components of extrinsic motivation and relational performance

Extrinsic motivators	Ingredients			Contextual relationship	Ingredients	
	1	2	3		1	2
ZZHJ4	.816	-.101	.084	ZBGX4	.862	.141
ZZHJ5	.736	.010	.159	ZBGX2	.855	.119
ZZHJ6	.674	-.149	.076	ZBGX1	.855	.169
ZZHJ3	.653	.031	-.204	ZBGX5	.792	.222
ZZHJ2	.580	-.059	.140	ZBGX6	.613	.284
ZZHJ1	.533	.141	.052	ZBGX3	.597	.429
XCFL1	-.062	.891	.140	ZZFX5	.092	.846
XCFL3	-.068	.886	.142	ZZFX4	.136	.829
XCFL2	-.062	.860	.033	ZZFX3	.208	.767
XCFL5	-.040	.665	.440	ZZFX2	.275	.741
XCFL4	-.032	.602	.375	ZZFX1	.425	.567
GRFZ2	.103	.064	.811			
GRFZ3	.122	.174	.765			
GRFZ1	.074	-.145	.739			
GRFZ5	.288	.062	.720			
GRFZ4	.246	-.067	.608			

4. Results

In order to further verify the structure rationality of the three dimensions of extrinsic motivators, SEM was used to conduct an in-depth analysis of the model fitting degree of the extrinsic motivator structure. Specifically, AMOS 22.0 software was applied to construct the model, and the data of each item of extrinsic motivators were imported and operated to build an initial model of the intrinsic motivator model of college teachers. The table comparing the status of each model index's reaching the standard can be seen in Table 4.

Table 4. Comparison of model fitting degree index

the statistical inspected amount	index of absolute fit measure				index of value-added fit measure					index of contracted fit measure		
	NC(χ^2)	GFI	AGFI	RMSEA	NFI	RFI	IFI	CFI	TLI	PGFI	RNFI	PCFI
fit standard	1<NC<3(fit)	>0.85(well-fit), >0.9 (fit)	>0.9	<0.08 (well-fit), <0.05(fit)	>0.85(well-fit), >0.9 (fit)							>0.5 (fit)

As for the reference items of the discriminant criterion for model fitting degree, Jackson et al. (2009) analyzed the fitting degree items reported in 173 previous papers and found that NC, CFI, AGFI, RMSEA, NFI, IFI, and GFI are common discriminant terms. Therefore, in verifying the model fitting degree, this study mainly aimed at observing whether the values of these items meet the standards.

4.1 Verification of the Salary and Benefits Measurement Model

Through measuring the salary and benefit model, it was found that the degree of fit CMIN/df = 6.849, which did not meet the discriminant index of CMIN/ df <3, indicating that the model fitting index did not reach an acceptable range and degree; the RMSEA (root mean square error of approximation) was 0.169 and failed to meet the criteria of upper limit RMSEA <0.08, with GFI (goodness-of-fit index) being 0.943; the AGFI (adjusted goodness-of-fit index) = 0.829, NFI (normed fitting index) = 0.936, IFI (incremental fitting index) = 0.945, CFI (comparative fitting index) = 0.944, all of those indexes meet the index greater than 0.85. Based on the above various indicators, there is still room for improvement in the fitting degree of the initial model of salary and benefits. The adjusted index of the model was used to adjust the model, and item 5 of the motivator “salary and benefits” was deleted. After the model was adjusted, the fitting degree index was satisfactory, and shown in Figure 2.

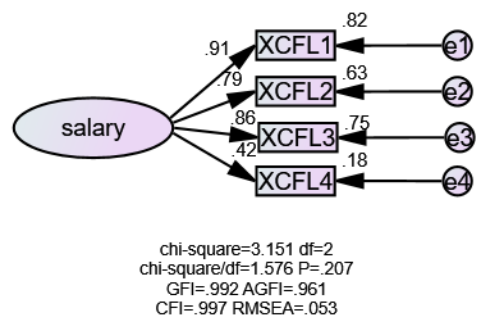


Figure 2. Verification of the salary and benefits measurement model

4.2 Verification of the Organizational Environment Measurement Model

Figure 3. Verification of the organizational environment measurement model

Table 5. Organizational environment fit index

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
organization environmental	2.147	0.971	0.931	0.075	0.969	0.969	0.944

By measuring the organization environmental model, it was found that the degree of fitting CMIN / df = 2.147, which meets the discriminant index of CMIN/df <3, suggesting that the model fitting index reaches an acceptable range and degree; the RMSEA (root mean square error of approximation) was 0.075 and failed to meet the criteria of upper limit RMSEA <0.08, with GFI (goodness-of-fit index) being 0.971; the AGFI (adjusted goodness-of-fit index) = 0.931, NFI (normed fitting index) = 0.944, IFI (incremental fitting index) = 0.969, CFI (comparative fitting index) = 0.969, all of those indexes meet the index greater than 0.85. Based on the above various indicators, the initial model fitting degree of the organizational environment is good. No item deletion is required, as shown in Figure 3.

4.3 Verification of the Personal Development Measurement Model

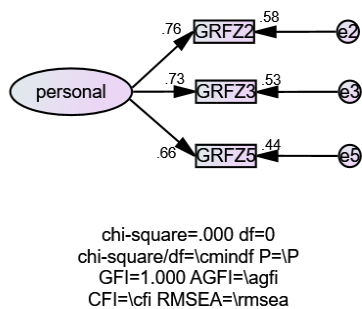


Figure 4. Verification of the personal development measurement model

Table 6. Personal Development fit index

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
personal development	13.576	0.880	0.641	0.248	0.735	0.740	0.725
personal development (modify)	meets the basic requirements						

By measuring the personal development model, it was found that the degree of fit CMIN/df = 13.57, which did not meet the discriminant index of CMIN/ df <3, indicating that the model fitting index did not reach an acceptable range and degree; the RMSEA (root mean square error of approximation) was 0.248 and failed to meet the criteria of upper limit RMSEA <0.08, with GFI (goodness-of-fit index) being 0.880; the AGFI (adjusted goodness-of-fit index) = 0.641, NFI (normed fitting index) = 0.725, IFI (incremental fitting index) = 0.740, CFI (comparative fitting index) = 0.735, all of those indexes meet the index greater than 0.85. Based on the above various indicators, there was still room for improvement in the fitting degree of the initial model of salary and benefits. The adjusted index of the model was used to adjust the model, items 1 and 4 of the motivator “personal development” were deleted, and after adjusting, the model just meets the basic requirements, as shown in Figure 4 and Table 6.

4.4 Verification of the Surrounding Environment Measurement Model

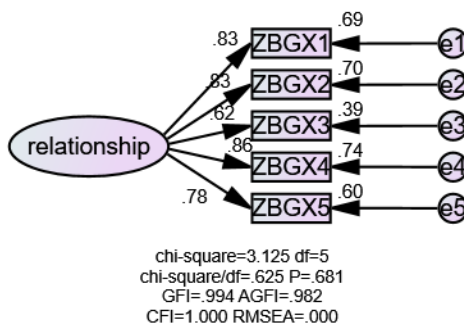


Figure 5. Verification of the surrounding relationship model

Table 7. Surrounding relationship fit index

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
surrounding relationship	2.395	0.968	0.925	0.082	0.981	0.981	0.968
surrounding relationship (modify)	0.625	0.994	0.982	0.000	1.000	1.003	0.995

The measurement of the surrounding relationship model, it was found that the degree of fit CMIN/df = 2.395, which did not meet the discriminant index of CMIN/ df <3, indicating that the model fitting index did not reach an acceptable range and degree; the RMSEA (root mean square error of approximation) was 0.082 and failed to meet the criteria of

upper limit RMSEA <0.08, with GFI (goodness-of-fit index) being 0.968; the AGFI (adjusted goodness-of-fit index) = 0.925, NFI (normed fitting index) = 0.968, IFI (incremental fitting index) = 0.981, CFI (comparative fitting index) = 0.981, all of those indexes meet the index greater than 0.85. Based on the above various indicators, there was still room for improvement in the fitting degree of the initial model of salary and benefits. The adjusted index of the model was used to adjust the model, and item 6 of the motivator “surrounding relationship” was deleted. After the model was adjusted, the fitting degree index was satisfactory, as shown in Figure 5 and Table 7.

4.5 Verification of the Organizational Dedication Measurement Model

The measurement of the organizational dedication model, it was found that the degree of fit CMIN/df=4.302, which did not meet the discriminant index of CMIN/ df <3, indicating that the model fitting index did not reach an acceptable range and degree; the RMSEA (root mean square error of approximation) was 0.127 and failed to meet the criteria of upper limit RMSEA <0.08, with GFI (goodness-of-fit index) being 0.958; the AGFI (adjusted goodness-of-fit index) = 0.873, NFI (normed fitting index) = 0.949, IFI (incremental fitting index) = 0.960, CFI (comparative fitting index) = 0.960, all of those indexes meet the index greater than 0.85. Based on the above various indicators, there was still room for improvement in the fitting degree of the initial model of salary and benefits. The adjusted index of the model was used to adjust the model, and item 2 of the motivator “organizational dedication” was deleted. After the model was adjusted, the fitting degree index was satisfactory, as shown in Figure 6.

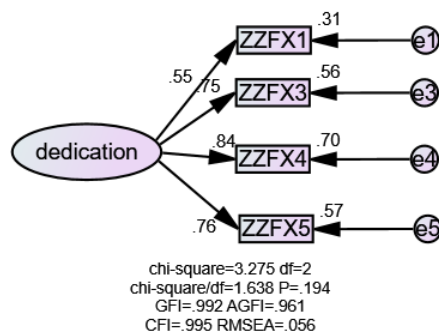


Figure 6. Verification of the organizational dedication measurement

Table 8. Organizational dedication fit index

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
organizational dedication	4.302	0.958	0.873	0.127	0.960	0.960	0.949
organizational dedication (modify)	1.638	0.992	0.961	0.056	0.995	0.996	0.989

The measurement of the organizational dedication model, it was found that the degree of fit CMIN/df=4.302, which did not meet the discriminant index of CMIN/ df <3, indicating that the model fitting index did not reach an acceptable range and degree; the RMSEA (root mean square error of approximation) was 0.127 and failed to meet the criteria of upper limit RMSEA <0.08, with GFI (goodness-of-fit index) being 0.958; the AGFI (adjusted goodness-of-fit index) = 0.873, NFI (normed fitting index) = 0.949, IFI (incremental fitting index) = 0.960, CFI (comparative fitting index) = 0.960, all of those indexes meet the index greater than 0.85. Based on the above various indicators, there was still room for improvement in the fitting degree of the initial model of salary and benefits. The adjusted index of the model was used to adjust the model, and item 2 of the motivator “organizational dedication” was deleted. After the model was adjusted, the fitting degree index was satisfactory, as shown in Figure 6 and Table 8.

4.6 Analysis of Composite Reliability and Differential Validity

Table 9. List of composite reliability and differential validity

dimension	item	significant estimation of the parameter				factor loading standardized estimates	question reliability SMC	composite reliability CR	convergence validity AVE
		unstandardized estimates	S.E.	t-value	P				
organizational dedication	ZZFX3	1.000				.746	.557	.819	.536
	ZZFX4	1.024	.098	10.423	***	.839	.704		
	ZZFX5	.947	.096	9.908	***	.758	.575		
	ZZFX1	.570	.078	7.301	***	.553	.306		
surrounding relationship	ZBGX1	1.000				.832	.692	.891	.623
	ZBGX2	1.030	.074	13.922	***	.835	.697		
	ZBGX3	.891	.094	9.433	***	.622	.387		
	ZBGX4	1.008	.070	14.475	***	.859	.738		
	ZBGX5	1.001	.080	12.582	***	.776	.602		
personal development	GRFZ2	1.000				.762	.581	.761	.516
	GRFZ3	.931	.125	7.465	***	.726	.527		
	GRFZ5	.991	.135	7.362	***	.664	.441		
salary and benefits	XCFL1	1.000				.905	.819	.846	.594
	XCFL2	.861	.062	13.955	***	.795	.632		
	XCFL3	.937	.060	15.553	***	.864	.746		
	XCFL4	.341	.056	6.121	***	.422	.178		
Organizational Environment	ZZHJ1	1.000				.377	.142	.784	.396
	ZZHJ2	1.602	.374	4.287	***	.471	.222		
	ZZHJ3	1.461	.319	4.579	***	.549	.301		
	ZZHJ4	2.759	.534	5.169	***	.886	.785		
	ZZHJ5	2.030	.400	5.071	***	.761	.579		
	ZZHJ6	1.764	.376	4.698	***	.588	.346		

Based on the analysis of the average variance variation extraction amount and reliability combination of the five dimensions “salary and benefits, organizational environment, personal development, surrounding relationships, and organizational dedication”, the composite reliability of the five dimensions reached above 0.75, and the AVE values of the five dimensions all met the standards, which shows that the items of the extrinsic motivator questionnaire and those of the contextual performance questionnaire have good convergence validity.

Table 10. List of convergent validity

	AVE	surrounding relationship	organizational dedication	Organizational Environment	salary and benefits	personal development
surrounding relationship	.623	.789				
organizational dedication	.536	.493	.732			
Organizational Environment	.396	.403	.386	.629		
salary and benefits	.594	.022	-.067	-.127	.771	
personal development	.516	.430	.524	.341	.321	.718

With discriminant validity used to test the discriminant validity between the dimensions of extrinsic motivators and contextual performance, it was revealed that the square root value of AVE is greater than the correlation coefficient

between the dimensions, suggesting good discriminant validity between the dimensions of extrinsic motivators and those of contextual performance as shown in Table 9.

5. Hypothesis Verification

This section is intended to verify the hypotheses of various dimensions of extrinsic motivators, as well as the surrounding relationship dimension and organizational dedication dimension of contextual performance in order to provide a basis for further proposing more targeted management recommendations or measures.

5.1 Model Analysis of the Influence of Extrinsic Motivators on Surrounding Relationship

A standardized path model of the influence of extrinsic motivators on surrounding relationship was constructed to analyze the correlation between salary and benefits, organizational environment, personal development and surrounding relationships, and the influence paths of extrinsic motivators. Through the analysis of the model fitting index by AMOS22 software, it was found that the degree of fit $CMIN/df = 1.698$, which meets the discriminant index of $CMIN/df < 3$, indicating that the model fitting index reaches an acceptable range and degree; RMSEA (root mean square error of approximation) = 0.058, meeting the criterion of upper limit $RMSEA < 0.08$, indicating that the goodness of fit index is fairly good; the GFI (goodness of fit index) = 0.902; the adjusted goodness of fit index $AGFI = 0.870$, which meets the critical value greater than 0.85; the standard fit index $NFI = 0.944$, incremental fitting index $IFI = 0.875$, and CFI (comparative fitting index) = 0.943; all these satisfy the index greater than 0.85, further suggesting that the goodness of fit index is fairly good and the model passes the test. More details can be seen in Figure 5.

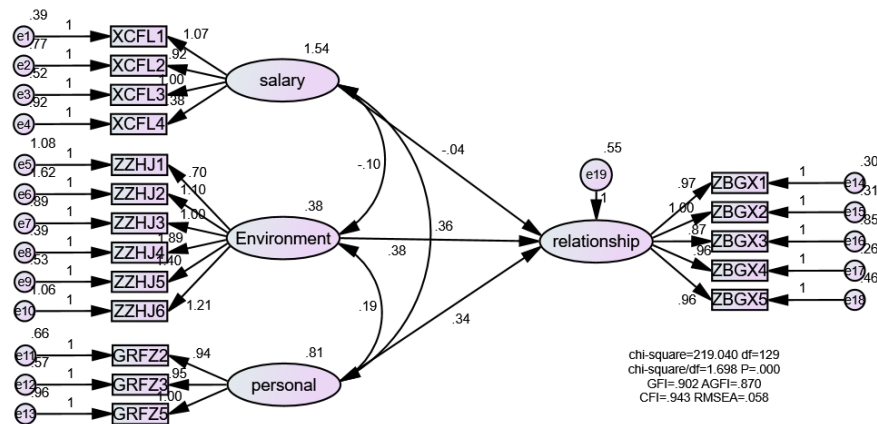


Figure 5. Standardized path initial model of the influence of extrinsic motivators on surrounding relationship

Table 11. Model fitting degree index of the influence of extrinsic motivators on surrounding relationship

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
test result	1.698	0.902	0.870	0.058	0.943	0.875	0.944

Based on the analysis of path regression coefficients, the standardized path coefficient of the influence of salary and benefits of communication and media teachers in colleges and universities on the surrounding relationship dimension of the contextual performance is -0.40, which corresponds to a P value of 0.471. This is greater than the significance level of 0.05, and the original hypothesis H1 is considered to be invalid; the standardized path coefficient of the influence of organizational environment on the dimension of surrounding relationship in contextual performance is 0.378, and its corresponding P value is 0.002, which is less than the significance level of 0.05. Therefore, the original hypothesis H2 is considered to be valid; the standardized path coefficient of the influence of the personal development on surrounding relationship in contextual performance is 0.341, and its corresponding P value is 0.000. In this study, the original hypothesis H3 is considered to be valid.

Table 12. Path coefficient of the influence of extrinsic motivators on surrounding relationship

			Estimate	S.E.	C.R.	P
surrounding relationship	<---	salary and benefits	-.040	.055	-.721	.471
surrounding relationship	<---	Organizational Environment	.378	.124	3.053	.002
surrounding relationship	<---	personal development	.341	.094	3.617	***

Through analyzing the influence paths of the various extrinsic motivators of the communication and media teachers in colleges and universities on the surrounding relationship, and the invalid hypothetical path, namely, the influence path of the salary and benefits on the peripheral relations in the model, is deleted, and an optimized model of the standardized path of the influence of extrinsic motivators on surrounding relationship in contextual performance is established to fit the data again to find the optimal model. The model fitting parameter table is shown below, and the final model is shown in Figure 6.

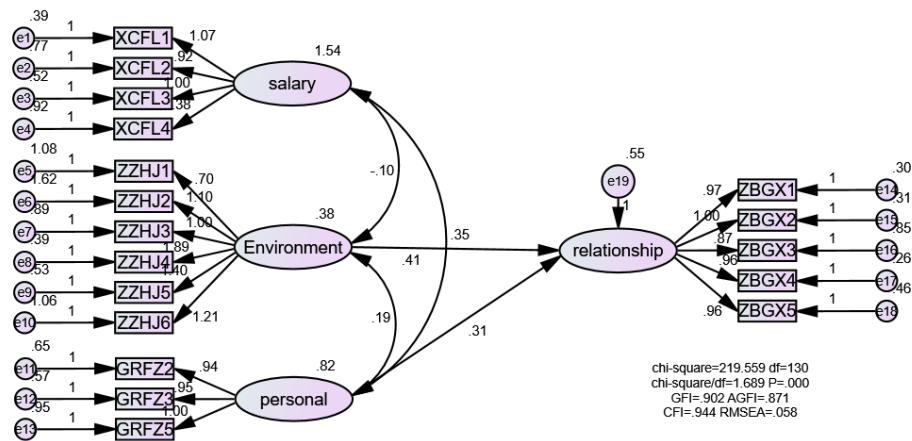


Figure 6. Final model of the standardized path of the influence of extrinsic motivators on surrounding relationship performance

Table 13. Model fitting degree index of the influence of extrinsic motivators on surrounding relationship

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
test result	1.689	0.902	0.871	0.058	0.944	0.945	0.874

Through the analysis of the final model path, the organizational environment and personal development have a significant positive effect on the surrounding relationship, and the effect of salary and benefits on the surrounding relationship is not significant. The conclusions are drawn as follows:

H1 Salary and benefits have a positive effect on the surrounding relationship of the contextual performance dimensions, and the two are positively correlated; invalid

H2 Organizational environment has a positive effect on the surrounding relationship of the contextual performance dimensions, and the two are positively correlated; valid

H3 Personal development has a positive effect on the surrounding relationship of the contextual performance dimensions, and the two are positively correlated; valid

5.2 Model Analysis of the Influence of Extrinsic Motivators on Organizational Dedication

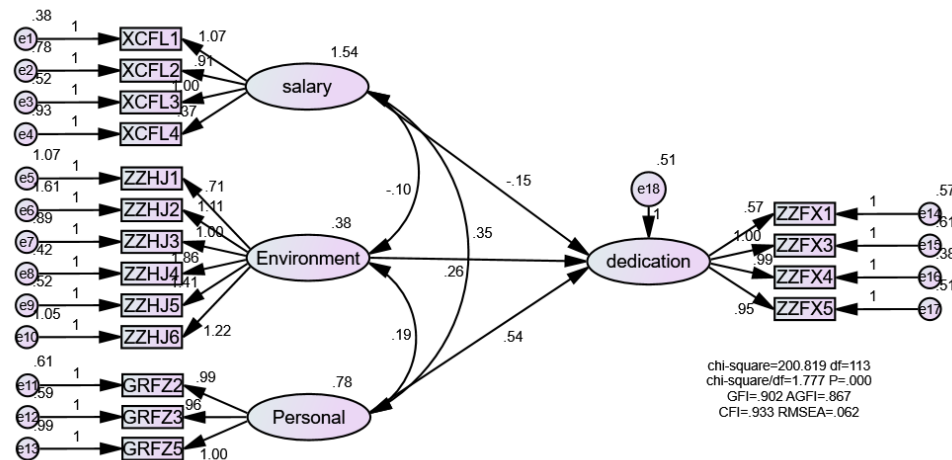


Figure 7. Final model of the standardized path of the influence of extrinsic motivators on organizational dedication performance

Table 14. Model fitting degree index of the influence of extrinsic motivators on organizational dedication

model	NC(CMIN/df)	GFI	AGFI	RMSEA	CFI	IFI	NFI
fitting measurement test of extrinsic motivators and organizational dedication model	1.777	0.902	0.867	0.062	0.933	0.935	0.862

According to Figure 7, a standardized path model of the influence of extrinsic motivators on organizational dedication was established to analyze the correlation between salary and benefits, organizational environment, personal development, and organizational dedication, and the impact path of extrinsic motivators. Through the analysis of the model fitting index by AMOS22.0 software, it was found that the degree of fit CMIN/df = 1.777, which meets the discriminant index of CMIN/df < 3, indicating that the model fitting index reaches an acceptable range and degree; RMSEA (root mean square error of approximation) = 0.062, meeting the criterion of upper limit RMSEA < 0.08, indicating that the goodness of fit index is fairly good; the GFI (goodness of fit index) = 0.902; the adjusted goodness of fit index AGFI = 0.867, which meets the critical value greater than 0.85; the standard fit index NFI = 0.862, incremental fitting index IFI = 0.935, and CFI (comparative fitting index) = 0.933; all these satisfy the index greater than 0.85, further suggesting that the goodness of fit index is fairly good and the model passes the test. Based on the analysis of path regression coefficients, the standardized path coefficient of the influence of salary and benefits of communication and media teachers in colleges and universities on the organizational dedication dimension of the contextual performance is -0.155, which corresponds to a P value of 0.009. This is greater than the significance level of 0.05, and the original hypothesis H4 is considered to be invalid; the standardized path coefficient of the influence of organizational environment on the dimension of organizational dedication in contextual performance is 0.260, and its corresponding P value is 0.039, which is less than the significance level of 0.05. Therefore, the original hypothesis H5 is considered to be valid; the standardized path coefficient of the influence of the personal development on organizational dedication in contextual performance is 0.536, and its corresponding P value is 0.000. In this study, the original hypothesis H6 is considered to be valid. Details are shown in Table 13.

Table 15. Path coefficient of the influence of extrinsic motivators on organizational dedication

			Estimate	S.E.	C.R.	P	Label
organizational dedication	<---	salary and benefits	-.155	.060	-2.595	.009	
organizational dedication	<---	Organizational Environment	.260	.126	2.060	.039	
organizational dedication	<---	personal development	.536	.112	4.808	***	

Through the analysis of the final model path, salary and benefits, organizational environment, and personal development have a significant positive effect on the surrounding relationship. The conclusions are drawn as follows:

H1 Salary and benefits have a positive effect on organizational dedication of the contextual performance dimensions, and the two are positively correlated; valid

H2 Organizational environment has a positive effect on organizational dedication of the contextual performance dimensions, and the two are positively correlated; valid

H3 Personal development has a positive effect on organizational dedication of the contextual performance dimensions, and the two are positively correlated; valid

6. Discussion and Proposals

From the model optimization of extrinsic motivators and surrounding relationship, it can be seen that in the process of formulating motivation mechanisms, it is difficult for universities to optimize the relation between communication and media teachers and surrounding relationship through salary and benefits. This reflects the difficulties of promoting the relationships between teachers and teachers, teachers and students, and teachers and leaders by improving the salary and benefits by establishing the salary and benefits motivation system, which may be related to the character, personality, educational background and other environmental factors of communication and media teachers. When formulating a motivation and assessment system for communication and media teachers, universities should pay attention to improving the surrounding environment and perfecting the relationship based on the environment, which is consistent with the so-called principle that “the environment affects people.” At the same time, it is necessary to attach importance to the personal development of teachers and improve the relationship with their surroundings through several means, such as providing teachers with opportunities for promotion and reflecting their value.

According to the verification model of extrinsic motivators and organizational dedication, among motivators aimed at communication and media teachers, salary motivator can increase the teachers' dedication to the organization. The higher the salary is, the more it can stimulate the teachers' dedication. Meanwhile, a good organizational environment motivator is a feasible way to stimulate the organizational dedication of communication and media teachers. Attaching importance to personal development, such as promotion, can stimulate communication and media teachers' enthusiasm for work and sense of responsibility, which may further stimulate their dedication to the organization and efforts on its behalf. When developing motivation policies, colleges and universities should focus on inspiring teachers' sense of dedication and responsibility.

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