

WORK MOTIVATION OF TEACHERS: RELATIONSHIP WITH ORGANIZATIONAL CULTURE

Louis George

Christ University

Tara Sabhapathy

Bangalore University

Abstract

In the modern world of competitive higher education the role of motivated teachers is undeniable. This study aims to find the importance of the organizational culture in motivating the teachers. Data was collected from 450 degree college teachers of Bangalore city. Analysis of data and the discussion is included. The results showed a positive relationship between work motivation and the organizational culture. Teachers working in organizations with high culture were found to be more motivated. Implications of the findings and limitations of the study are given.

Keywords: Work motivation, organizational culture

Introduction

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked "The status of the teacher reflects the socio-cultural ethos of a society; It is in this context that today a teacher occupies a unique and significant place in any society.

It is observed that, with the expansion of higher education over the years in terms of number of universities and colleges and the student strength, its quality and standards have fallen. This issue has engaged the attention of educationists for several years and various committees and commissions have suggested measures for improving the quality of higher education. The Radhakrishnan Commission in 1948, the Kothari Commission in 1964-66, the National Commission on Teachers in higher education, the Government of India documents like Challenges of Education,

Policy on Education (1986) and the Review Committee of the NPE (1986), known as the Acharya Ramamurthy Committee, expressed their concern over the deterioration of the standards of higher education and recommended several steps for bringing about improvement in the quality of education at this stage. Among all the factors responsible, for the deteriorating standards in higher education, the “teacher” has been identified as the key factor. His characteristics, qualifications, his attitude towards the profession, his competency, his professional skills, his capacity for leadership and motivation to work affect the quality of education. The modern society very badly needs teachers who are not only knowledgeable but also highly motivated and committed to their profession and sincere in their efforts for doing good to the society.

Concept of work motivation

People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs. There are two types of motivation namely intrinsic motivation and extrinsic motivation.

Intrinsic motivation stems from a direct relationship between the doer and the task and it is usually self-applied. These are the self-generated factors, which influence people to behave in a particular way or to move in a particular direction. These include, responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Feelings of achievement, accomplishment and competence-derived from performing one’s job are examples of intrinsic motivators. It is related to ‘psychological’ rewards which are those that can be usually determined by the actions and behaviors of individual managers. Second, people can be motivated by the management through such methods as pay, promotion, praise etc, This can be termed as “**Extrinsic motivation**” and stems from the work environment external to the task and is usually applied by others or someone other than the person being motivated. This is what is done to or for people to motivate them. Extrinsic motivators can have an immediate and powerful effect but this will not necessarily last for long. Extrinsic motivation is related to ‘tangible’ rewards and is often determined at the organizational level and is usually outside the control of the individual managers. The intrinsic motivators, which are concerned with the quality of working life, are likely to have a deeper and long-term effect, because they are inherent in individuals and not imposed from outside.

Work is of special concern to the study of motivation. From a psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one’s value to the society. However paradoxically it can also be a source of frustration, boredom and feelings of meaninglessness

that determine the characteristics of the individual and the nature of work. Individuals evaluate themselves according to what they are able to accomplish. If they see their job as hindering their potential and achievement of the same, it often becomes difficult for them to remain motivated and maintain a sense of purpose at work.

Campbell and Pritchard, (1976) defined work motivation in terms of a set of independent/dependant variable's relationships that explains direction, aptitude, and persistence of an individual's behavior holding constant effects of aptitude, skill and understanding of the task, and the constraints operating in the environment. Steers R, Porter L. (1991) defined work motivation as that which drives and sustains human behavior in working life. Pinder (1998) described work motivation as a set of internal and external forces that initiates work related behavior and determines its form, direction, intensity and duration. The noteworthy feature of this description is that motivation is defined as an energizing force-it is what induces actions in employees and second, this force has an implication for the form that is, what the employee is motivated to accomplish, direction that is how they will attempt to accomplish it, intensity, that is, how hard they will attempt to accomplish it and duration, that is, when they will stop that behavior. Work motivation is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself. In the present study work motivation is conceptualized in terms of 6 factors namely dependence, organizational orientation, work group relations, psychological work incentives, material incentives and job situation (Agarwal K.G 1988).

Concept of organizational culture

Organizational culture is a new perspective in organizational theory. It is a radical departure from the mainstream of contemporary organizational behavior studies and at the same time a continuation and elaboration of long established traditions. The growing body of scholarly work conducted under the banner of culture research is testament both to disillusionment with standard approaches and excitement that a new and more fruitful means of understanding organizations have evolved. The view that organizations are like miniature societies with unique configurations of heroes, myths, beliefs and values has proved popular with practitioners as well as academics. Organizational culture is what the members of the organization perceive and how this perception creates a pattern of beliefs, values and expectations. It is defined as the organizational scripts derived from the personal scripts of the organization's founders or dominant leaders. It can also said to be representative of a complex pattern of beliefs and is said to encompass routine behavior, norms, dominant values, philosophy, rules and feeling or

climates. None of these components individually represents the culture of the organization. Taken together they reflect and give meaning to the concept of organizational culture.

T.J.Peters and R.H.Waterman (1982) defined it as a dominant and coherent set of shared values conveyed by such symbolic means as stories, myths, legends, slogans and fairy tales. According to J.C. Spender (1983), it is a belief system shared by an organization's members. Trice and Beyer (1984) defined it as any social system arising from a network of shared ideologies consisting of two components: substance-the networks of meaning associated with ideologies, norms, and values; and forms-the practices whereby meanings are expressed, affirmed, and communicated to members. E.H.Schein (1988) defined it as the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration. Hill & Jones (2001) defined organizational culture as "the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. Organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines or expectations that prescribe appropriate kinds of behavior by employees in particular situations and control the behavior of organizational members towards one another."

An organization's culture is like an iceberg. It has both visible and invisible elements. The observable aspects include the physical settings, language, legends and myths, heroes and heroines, ceremonies, behaviors and dress. The visible aspects are indications of underlying dimensions such as values, beliefs and feelings. The invisible aspects of organizational culture include the underlying values, assumptions, beliefs, attitudes and feelings of members as well as unwritten rules about the environment, time, space, relationships and activities. This invisible aspect is sometimes difficult to identify even though many institutions publish a value statement along with the vision and mission. Value statements offer an indication of the institution's beliefs.

Some cultures have more impact on the behavior of organizational members than others. In a **strong** culture, the beliefs, values and assumptions that make up the culture are both intense and pervasive across the organization. In other words the beliefs, values, and assumptions are strongly supported by the majority of members even cutting across any sub-cultures that might exist. Strong cultures do not necessarily result in blind

conformity. Thus, the strong culture provides great consensus concerning what the organization is about or what it stands for.

Strong organization cultures are often shaped by strong values and strong leadership. Other major factors that determine the strength of the organizational culture are sharedness and intensity. Sharedness refers to the degree to which the organizational members have the same core values. Intensity is the degree of commitment of the organizational members to the core values. The degree of sharedness is affected by orientation and rewards. In order for people to share the same cultural values, they must know what these values are. Many organizations begin this process with an orientation program. New employees are told about the organization's philosophy and method of operating. This orientation continues on the job, where, their superiors and co-workers share these values through both word of mouth and day-to-day work habits. When organizations give promotions, recognition and other forms of rewards to those who adhere to its core values, these actions help others better understand these values. Some organizations have been labeled the best to work for, because the rewards that they give to their people are exemplary and help reinforce commitment to core values. Such institutions reinforce the importance of cultural values related to the employee's family through programs such as parental leave, financial assistance, family-care choices and sick-child care.

An organization need not be big to have strong culture. If its members agree strongly about certain beliefs, values and assumptions, a small institution also can have a strong culture. Organizations with strong cultures have several potential advantages over organizations lacking such a culture. The different parts of the organization can learn from each other and coordinate their efforts. This is especially important in de-centralized team oriented organizations. Another important advantage is conflict resolution. Sharing core values can be a powerful mechanism that helps to ultimately resolve conflicts or the core values will often suggest an appropriate dispute resolution mechanism.

In **weak** cultures, on the other hand, beliefs, values and assumptions are less strongly ingrained and less widely shared across the organization. Weak cultures are thus fragmented and have less impact on organizational members. All organizations have a culture but a strong culture enhances the work motivation of teachers Edgar Schein (2003), an MIT Sloan School of Management professor, defined organizational culture as "the residue of success" within an organization. According to Schein, culture is the most difficult organizational attribute to change, outlasting organizational products, services, founders and leadership and all other physical attributes of the organization. His organizational model illuminates culture from the

standpoint of the observer, described by three cognitive levels of organizational culture.

- At the first and most cursory level of Schein's model is organizational attributes that can be seen, felt and heard by the uninitiated observer. Included are the facilities, offices, furnishings, visible awards and recognition, the way that its members dress, and how each person visibly interacts with each other and with organizational outsiders.
- The next level deals with the professed culture of an organization's members. At this level, company slogans, mission statements and other operational creeds are often expressed, and local and personal values are widely expressed within the organization. Organizational behavior at this level usually can be studied by interviewing the organization's membership and using questionnaires to gather attitudes about organizational membership.
- At the third and deepest level, the organization's tacit assumptions are found. These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organizational members. Additionally, these are the elements of culture which are often taboo to discuss inside the organization. Many of these 'unspoken rules' exist without the conscious knowledge of the membership. Those with sufficient experience to understand this deepest level of organizational culture usually become acclimatized to its attributes over time, thus reinforcing the invisibility of their existence. Surveys and casual interviews with organizational members cannot draw out these attributes--rather much more in-depth means is required to first identify then understand organizational culture at this level. Notably, culture at this level is the underlying and driving element often missed by organizational behaviorists.

Using Schein's model, understanding paradoxical organizational behaviors becomes more apparent. For instance, an organization can profess highly aesthetic and moral standards at the second level of Schein's model while simultaneously displaying curiously opposing behavior at the third and deepest level of culture. Superficially, organizational rewards can imply one organizational norm but at the deepest level imply something completely different. This insight offers an understanding of the difficulty that organizational newcomers have in assimilating organizational culture and why it takes time to become acclimatized. It also explains why organizational change agents usually fail to achieve their goals: underlying tacit cultural norms are generally not understood before would-be change agents begin their actions. Merely understanding culture at the deepest level may be insufficient to institute cultural change because the dynamics of

interpersonal relationships are added to the dynamics of organizational culture while attempts are made to institute desired change.

Organizational culture has assumed considerable importance now-a-days because of its impact on employee motivation and performance. Researchers who have studied the impact of organizational culture indicate that it provides and encourages a form of stability. There is a feeling of stability as well as a sense of organizational identity provided by an organization's culture. A strong culture is therefore characterized by employees sharing core values. The more employees share and accept the core values, the stronger the culture is and the more influential it is on their behavior. Religious organization is an example for organizations that have strong influential cultures. A strong organizational culture enhances the work motivation of its employees. A strong culture begins in a feeling of one-ness among the employees. When all of them share the same core values, they help each other and work in a very cordial environment. Moreover, the employees would like to identify themselves with the organization. They work to their fullest capacities and volunteer to assume greater responsibilities. More than anything else, professionalism will prevail in such organizations and there will be sufficient freedom and autonomy in work. The employees will have job satisfaction and they will be able to combine career with good family life, satisfactorily. The environment will be tension-free and there will be good personal relationships. All these factors will enhance work motivation of the employees.

Objectives

The present study was undertaken with the following major objectives:

1. To investigate the relationship between work motivation of degree college teachers and organizational culture.
2. To investigate whether differences in organizational culture would account for significant differences in work motivation of degree college teachers.

Method

Hypotheses

1. There is no significant relationship between work motivation and its factors of degree college teachers and organizational culture.
2. There is no significant difference in work motivation and its factors of degree college teachers working in colleges having high and low organizational culture.
3. Levels of organizational culture do not account for significant difference in work motivation of degree college teachers.

Tools

For the purpose of the present study, we have used two tools, as shown in Table 1, namely Work Motivation Questionnaire by K G Agarwal, adapted and standardized by Tara Sabhapathy and Organizational Culture Scale by Priya Nair and C.N. Daftuar, adapted and standardized by Tara Sabhapathy

Table 1. Showing Variables, Tools and Authors

Sl.No	Variables	Tools of the study
1	Work Motivation	Work Motivation Questionnaire by K.G.Agarwal, adapted and standardized by Dr.Tara Sabapathy.
2	Organizational Culture	Organizational Culture Scale by Priya Nair and C.N.Daftuar adapted and standardized by Dr.Tara Sabapathy.

Sample

The population for the study consists of all the degree college teachers in various colleges of Bangalore city, namely 1) Government, 2) Private aided and 3) Private unaided respectively.

A sample of 450 teachers, 150 from each of the three categories of colleges were selected by stratified random sampling technique. The sample gave representation to male and female teachers as indicated in Table 2.

Table 2 Showing the distribution of sample according to type of Management and Gender

Gender	Type of Management			Total
	Government	Aided	Unaided	
Male	71	85	75	231
Female	79	65	75	219
Total	150	150	150	450

Data analysis

From table 3 it can be seen that the obtained r values 0.330, 0.237, 0.299, 0.252, 0.209, 0.261 and 0.309 and are higher than the table value 0.115 at 0.01 level of significance. Therefore the null hypotheses are rejected and alternative hypotheses are formulated that there is a significant relationship between all the factors and total work motivation of degree college teachers and organizational culture .

Table 3 Table showing the variables, size (N), df, and coefficient of correlation 'r' and its significance at 0.05 and 0.01 levels between Work Motivation scores and its factors of degree college teachers and Organizational Culture

Variables Work Motivation and Organizational Culture	N	df	r-value	Level of Significance
Work Motivation	450	448	0.330	**
Dependence	450	448	0.237	**
Organizational Orientation	450	448	0.299	**
Work Group Relations	450	448	0.252	**
Psychological Incentives	450	448	0.209	**
Material Incentives	450	448	0.261	**
Job Situation	450	448	0.309	**

**Significant at 0.01 level

From table 4 it is observed that the obtained 't' values 16.100, 9.931, 15.827, 12.347, 10.406, 9.695 and 11.263 for the total work motivation and all its factors are above the table value 2.59 at 0.01 level of significance. So the null hypotheses are rejected and alternative hypotheses are formulated. The table further revealed that teachers working in colleges with high organizational culture (M=105.636, M=20.657, M=21.649, M=15.578, M=17.745, M=17.127 and M=12.877) had higher levels of work motivation than teachers working in colleges with low organizational culture (M=87.909, M=16.824, M=17.261, M=12.630, M=15.725, M=14.581 and M=10.887).

Table 4 Table showing the 'N', Mean, SD and t values of the Work Motivation scores and its factors of degree college teachers as per differences in Organizational Culture

Sl. No	Variables	N	Mean	SD	't' value	Level of significance
1	Work Motivation High organizational culture	228	105.636	11.096	16.100	**
	Low organizational culture	222	87.909	12.243		
2	Dependence High organizational culture	228	20.657	4.124	9.931	**
	Low organizational culture	222	16.824	4.061		

3	Organizational Orientation High organizational culture	228	21.649	2.726	15.827	**
	Low organizational culture	222	17.261	3.144		
4	Work Group Relations High organizational culture	228	15.578	2.520	12.347	**
	Low organizational culture	222	12.630	2.545		
5	Psychological Incentives High organizational culture	228	17.745	1.871	10.406	**
	Low organizational culture	222	15.527	2.235		
6	Material Incentives High organizational culture	228	17.127	2.273	9.695	**
	Low organizational culture	222	14.581	3.227		
7	Job Situation High organizational culture	228	12.877	1.508	11.263	**
	Low organizational culture	222	10.887	2.186		

**Significant at 0.01 level

Results

From the study we arrived at the following findings.

1. There was a significant positive relationship between work motivation and all its factors of degree college teachers and organizational culture. ($r=0.33$)

2. There was a significant difference in the work motivation and all its factors of degree college teachers working in colleges having high and low organizational culture. Teachers working in colleges having high organizational culture ($M=105.64$) are more motivated than the teachers working in colleges having low organizational culture ($M=87.91$).

Discussion

Work motivation of degree college teachers was significantly and positively related to the organizational culture. It is clear from the findings of the study that a strong organizational culture is an asset since it enhances the motivation of teachers. In this context a large number of functions have been attributed to organizational culture. Hampden-Turner (1990) have suggested that the culture of an organization defines appropriate behavior, bonds and

motivation of individuals and asserts solutions where there is ambiguity. It governs the way an organization processes information, its internal relations and its values. In more specific terms the most significant functions have been said to include, conflict reduction, coordination and control, the reduction of uncertainty, enhancement of motivation and competitive advantage. Thus college principals should strengthen the culture of their organizations to keep the teachers motivated.

Limitations

The study was limited to a sample of 450 degree college teachers. The total population of male and female degree college teachers at the time of data collection was 7459 working in 267 colleges of Bangalore city. As the city of Bangalore is growing fast the demand for more degree colleges and recruitment of teachers is also on the rise. Therefore the selection of a limited sample of teachers is a limitation in the present study. The sample was limited due to practical constraints such as time, effort and cost. The independent variables selected for the study have been limited to one in order to study that in depth and examine the effect of this on Work motivation of degree college teachers. Degree college teachers in rural colleges were not considered in this study.

Conclusion

The study revealed that there was a significant and positive relationship between work motivation of degree college teachers and organizational culture. Organizational culture can be an important source of motivation for employees, and thus a significant influence on the efficiency and effectiveness of organizations. Most organizations make strenuous attempts to motivate their employees by making use of rewards such as bonuses and promotions and the threat of punishments in the form of unwanted transfers, demotions and salary decrements. These extrinsic factors are effective up to a point, but are far more likely to have their desired effect when employees are also motivated by intrinsic factors. Intrinsic theories of motivation counsel that employees are motivated when they find their work meaningful and enjoyable, they identify their aims and objectives with those of the organization, and they feel valued and secure. Organizational culture is obviously of great potential significance here. An appropriate, strong and cohesive culture can offer employees a focus of identification and loyalty, foster beliefs and values which encourage employees to think of themselves as high performers doing worthwhile jobs, and promulgate stories, rites and ceremonies which create feelings of belongingness.

The importance of organizational culture is now well established in organizational literature (Deal and Kennedy, 1992; Peters and Waterman,

1982; Sathe 1985; Schien, 1983, 1984, 1985). Since organizational culture involves shared expectations, values, attitudes and assumptions, it exerts influence on individual groups and organizational processes. A strong organizational culture enhances the work motivation of teachers. A strong culture begins in a feeling of one-ness among the teachers. When all of them share the same core values, they help each other and work in a very cordial environment. This implies that there is an underlying necessity for educational institutions to build an organizational culture that motivates teachers to deliver their best. In order for teachers to share the same cultural values they must know what these values are through institutional socialization. Many institutions begin this process with an orientation program. New teachers need to be told about the institution's philosophy, method of operating and provide teachers with sufficient tools to develop the required job mastery. This orientation may continue on the job where their superiors and fellow teachers share these values through word of mouth and day to day work habits. When institutions give promotions, recognition and other forms of rewards to those who adhere to its core values, it helps others better understand the organizational culture. Some organizations have been labeled the best to work for, because the rewards that they give to their employees are exemplary and help reinforce commitment to core values.

College principals should attempt to adopt decentralization policies where freedom is given to each department to work independently and in coordination with each other. Collegial conflicts should be amicably resolved by principals to hold the group together. Group cohesiveness and understanding should be encouraged in institutions. A strong organizational culture therefore enhances work motivation of teachers. They will work to their fullest capacity and volunteer to assume greater responsibilities.

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