Full Length Research Paper

Connection between organizational culture and development of achievement motive of students of the faculty of management

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The authors of this paper are engaged in studying the organizational culture and achievement motive, by carrying out their studies among the students of the Faculty of Management in Novi Sad, AP Vojvodina, Serbia. The problem of this paper's research was set by the question: is there a connection of a dominantly present organizational culture and development of achievement motive of the students of the Faculty of Management? The subject of the research conducted is the connection of the context of organizational culture and the development (level, expression) of the achievement motive of the students of the Faculty of Management during the studies, from the first to the fourth year of studies – longitudinal. The research goal is to examine the connection of the context of organizational culture of the tasks and development of achievement motive of the students at the mentioned faculty, from the first to the fourth year of studies. The findings that the authors have reached can be used for further, more detailed studies, as well as for planning the changes of organizational culture of educational institutions, and the curricula as well.

Key words: Organizational culture, achievement motive, development of the achievement motive, connection between organizational culture on development of achievement motive.

INTRODUCTION

Within the reality of global economy, whose fate is uncertain and permeated by constant changes, the needs of enterprise to adapt to the changes by new ways of working also become stronger, where the new ways of working, which are not deeply rooted in "the soul of enterprise" (Nancy et al., 1992), which is frequently used as an expression for emphasizing the complex nature of organizational culture, that is its visible and invisible dimension (Kotter and Heskett, 1992) very frequently lead up to the failure of changes (Kotter, 1996*)*. Back in 1992, Kotter and Heskett drew the attention to the growth of the role of corporative culture as a factor in determining the success or failure of enterprise, in the decade that was coming (Kotter and Heskett, 1992).

Almost two decades later, organizational culture is still a major focus of management theorists, with no indications that there will be a significant decline of interest regarding this issue, where the practice is interested in organizational culture with no less attention than the theory. The researchers that are involved in the research of organizational culture face with the problem of its definition, where there are many definitions that are used, which is explained by Petković, Janićijević and Bogićević Milikić: "... for all new concepts, a great number of different definitions is specific and the organizational culture is not an exception..." (Mirjana et al., 2009). Unique definition of organizational culture does not exist. In 1952, the authors Alfred Kroeber and Clyde Kluckhohn made a compilation of 164 definitions of the "culture" (Kroeber and Kluckhohn, 1952). In 2001, the authors: Maul, Brown and Cliff have identified four main themes (perspectives) of organizational culture: firstly, culture is

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an entity that is learned; secondly, the culture is a system of beliefs; thirdly, culture is a strategy; fourthly, culture is mental programming (Shili, 2008). The selection of one of these approaches determines the direction of studying the organizational culture.

Nebojša Janićijević, by studying the other authors and their definitions of organizational culture, provides a synthetic definition of organizational culture that is defined as: "system of assumptions, beliefs, values and norms of behaviour that the members of an organization have developed and adopted through common experience, which was manifested through the symbols and which direct their thinking and behaving" (Janićijević, 1997). Many management theorists identify and define a great number of the types of organizational culture, where each organizational culture of specific enterprise is unique, which is also implied in the definition of Deal and Kennedy, who explain the organizational culture as a "way in which we do things here" (Deal and Kennedy, 1982). The most frequently used typology of Charles Handy classifies the organizational cultures into four types: 1) Power culture; 2) Role culture; 3) Task culture and; 4) Person culture (Hendi, 1996). According to Charles Handy, for the task culture it is specific that it puts success and achievement at the highest place in organizations in which it is present; possession of abilities to realize a project, that is to perform a task, is the main source of power in an organization, and it is contributed by knowledge, skills and personal charisma; the commitment to enterprise and possession of abilities that can lead to tasks accomplishment is also appreciated and hierarchical position within an organization is in the background; task culture is based on the assumption that the organization exists so that it could solve tasks and everything is subordinated and oriented on work that is to be done (Hendi, 1996). Previous studies have shown that culture influences the development of an individual, motives and models of behaviour related to the achievement (Markus and Kitayama, 1991).

David McClelland explains the achievement motive as a tendency to put an effort into achieving and accomplishing something that is considered to be valuable and by which one will stand out (Rot, 2003). Furthermore, he explains the achievement motive as "a tendency to increase, or maintain at the highest level, the abilities of an individual that meet a particular standard or they are considered to be excellent, and where the performance of such activities can therefore be either successful or unsuccessful" (Mishra, 2008). McClelland believes that achievement motive can be influenced and it can be, to a greater or lesser extent, developed during the entire life (McClelland, 1965). Development of the achievement motive, according to McClelland, depends on: 1) A certain way and content of education, 2) values that are set and respected in a particular culture, where these two moments seem related (Rot, 1973). Its values largely influence the work of each individual, and often they

they are crucial for the selection, that is engagement on a particular business task (Mark and Thomas, 2006). The entrepreneurial or managerial context that will be preferred by the people also depends on the development level of achievement motive (Montana and Charnov 2008). The work of Leithwood and Montgomery is especially helpful in understanding the relationship of motivation to effective leadership and school goals because it addresses the principal's motivation to become a more effective leader as well as the student's motivation to learn (Leithwood and Montgomery, 1984). They describe four stages that principals go through in the process of becoming more and more effective as school leaders. The first and least effective, stage, "administrator", is characterized by the principal's desire simply to run "a smooth ship." At the second stage, "humanitarian", principals focus primarily on goals that cultivate good interpersonal relations, especially among school staff. Principals at the third stage, "program manager", perceive interpersonal relations as an avenue for achieving school-level goals that stress educational achievement. At the fourth and highest stage, "systematic problem solver", principals become devoted to "a legitimate, comprehensive set of goals for students, and seek out the most effective means for their achievement" (p. 51).

One of the chief characteristics of highly effective principals at the systematic problem-solver stage is the ability to transfer their own desire and motivation to achieve valued goals to the other participants in the educational process. As Leithwood and Montgomery comment:

> Highly effective principals . . . seek out opportunities to clarify goals with staff, students, parents and other relevant members of the school community. They strive toward consensus about these goals and actively encourage the use of such goals in departmental and divisional planning. Such behaviour can be explained by the principal's knowledge of human functioning and the actions consistent with such knowledge. Highly effective principals appear to understand that school improvement goals will only direct the actions of staff, students and others to the extent that these people also adopt them as their own. Increases in principal effectiveness can be explained as increases in opportunities, provided by the principal, for all relevant others to agree upon and internalize approximately the same set of school improvement goals (p. 31).

According to Leithwood and Montgomery, as principals become more and more effective, they come to understand that people will not be motivated unless they believe in the value of acting to achieve a particular goal: People are normally motivated to engage in behaviours which they believe will contribute to goal achievement.

The strength of one's motivation to act depends on the importance attached to the goal in question and one's judgement about its achievability; motivational strength also depends on one's judgement about how successful a particular behaviour will be in moving toward goal achievement (p. 31). Motivation on the part of the principal translates into motivation among students and staff through the functioning of goals, according to Leithwood and Montgomery. "Personally valued goals," they say, "are a central element in the principal's motivational structure—a stimulus for action" (p. 24). In a related study, Klug describes a measurement-based approach for analyzing the effectiveness of instructional leaders and provides a convenient model for understanding the principal's influence on student achievement and motivation (Klug, 1989). Klug notes that school leaders can have both direct and indirect impact on the level of motivation and achievement within two of the three areas shown in Figure 1. Although the personal factors—differences in ability levels and personalities of individual students—usually fall outside a school leader's domain of influence, the other two categories, situational and motivational factors, are to some degree within a school leader's power to control. Klug's summary of the model describes how these two areas can be a source of influence: School leaders enter the achievement equation both directly and indirectly. By exercising certain behaviours that facilitate learning, they directly control situational (S) factors in which learning occurs. By shaping the school's instructional climate, thereby influencing the attitudes of teachers, students, parents, and the community at large toward education, they increase both student and teacher motivation and indirectly impact learning gains (p. 253). There are many strategies school leaders can use to reward motivation and promote academic achievement.

For example, Huddle, in a review of literature on effective leadership, cites a study in which principals in effective schools used a variety of methods to publicize the school goals and achievements in the area of academics (Huddle, 1984). In their paper "factors that discriminate best between students identified as motivated or not-motivated to achieve academically" Ahmad et al. (2008) were studying the impact of socio-cultural context and literature, as well as the culture in general, on the level of achievement motive with students of secondary schools in Doha. Regardless of the fact that this research is not entirely congruent with ours, it is important to point out that through the discussion and concluding remarks in the paper, it is pointed out that: "the results were discussed in terms of their relevance to future research and ramifications for educators in affluent societies". In the mentioned paper, there is another significant fact, which is often neglected by educational policies: "Educational reform without corresponding social-cultural-economic reform may not bring about the desired (motivation to achieve) change" (Baker, 2008).

Iguisi in his study calls for caution in importation and imposition of training and education practices that draw uncritically on Western motivation management theories and models without due sensitivity to the cultural differences and specificities of how motivation are conceived of and practiced in different cultures (Iguisi, 2009). It also calls for an indigenous approach that builds naturally on prevailing cultural norms and values, and for a closer examination and more detailed reporting and support for an appropriate, viable and feasible motivation management theory orthodoxy that is congruent with local environment. Based on his studies, the author has concluded the following:

> Finally, it is argued, based on the empirical evidence of this research results, that the generally accepted Western (most especially US) motivation theories like Maslow, Herzberg and Vroom may not be very appropriate for motivating employees in Africa-Nigeria and for universal formulating and theorizing on motivation management, and we entirely agree with the statement and we believe that it refers to Serbia and all the countries in its environment.

In the studies that have dealt with examining the achievement motive in Serbia, Franceško, Mihić and Bala have identified four components: 1) Competition with other people; 2) Persistence in goal accomplishment; 3) Goal accomplishment as a source of pleasure and 4) Orientation to planning (Franceško et al., 2002). They confirm the view of McClelland about the existence of two main components of achievement motive – putting in the effort in order to achieve what is considered to be valuable and by which one will stand out. The other two identified components are instrumental characteristics of behaviour forms that a person develops in order to be successful in competing with other people and/or in goals accomplishment. The author of this paper in studying the students' achievement motive uses the scale MOP2002 of the authors Franceško, Mihić and Bala. Franceško, Kodzopeljić and Mihić point out to an exceptional importance of observing the achievement motive in accordance with its structure, where the differences in the structure of achievement motive largely indicate whether the person has only a developed desire towards achievement or the person also has the ability to be successful, where it is very likely that the persons that have a tendency towards competition and are highly oriented on goal achievement, but they do not have developed characteristics of persistency and orientation towards planning, will not be successful (Franceško et al., 2002). In the study that is carried out in Serbia, during 2001 and 2002, on the sample of 382 respondents of both genders, with an average age of 21 years and diverse educational structure (secondary and high school), these authors have not observed any gender differences in overall expression of achievement motive, but in examination

of difference by particular components, it was established that female respondents appear to be more persistent in goals accomplishment and that they perceive the goals accomplishment as a source of pleasure more than it is the case with male respondents. In addition, the educational level has not proved to be a significant factor of the prominence of achievement motive. They have only observed the differences in the component of competition with the other people, which are more frequently found with respondents of a lower educational level, which are younger at the same time, so the authors partially attribute these differences to age characteristics.

In the research that they have conducted among managers in Serbia, Nikić and Nikić have pointed to the fact that achievement motive can be recognized as an important predictor of organizational behaviour, and that a higher level of the achievement motive is confirmed as a desirable characteristic in the process of selecting a manager among candidates (Nikić and Nikić, 2010). The findings of previous research have inspired this research that deals with examining the relations between organizational culture and development of the achievement motive of the students that are educated to be managers, due to which the students of the Faculty of Management were selected for this research.

METHODOLOGY

Hypotheses

General research goal is studying the connection of dominantly present organizational culture and development of achievement motive of the students of the Faculty of Management. Specific research goals are: 1) Examination of risk existence in the expression of achievement motives of students in the first and fourth year of study at the Faculty of Management; 2) Examination of the existence of dominantly present organizational culture among the students in the fourth year at the Faculty of Management; 3) Examination of differences between genders in the expression of achievement motives of the examined students of the Faculty of Management. General research hypothesis (H_0) is: "There is a statistically significant correlation between dominantly present organizational culture and achievement motive of students of the Faculty of Management". Specific hypotheses of the research are:

H_{01}: There is a statistically significant difference in the expression of achievement motives of examined students in the first and fourth year at the Faculty of Management;

H_{02}: Achievement motive is generally more expressed with the examined students in the fourth year of study at the Faculty of Management;

H_{03}: Among the examined students in the fourth year of studies at the Faculty of Management, the organizational task culture is dominantly present;

H_{04}: There is a statistically significant difference between genders in the expression of achievement motive of the students tested.

Research instruments and sample

Research was carried out in two phases. The first part of research was carried out in the first half of 2007, at the Faculty of Management. At this research stage, the scale MOP2002 of the authors Franceško, Mihić and Bala was used for testing the achievement motive (Franceško et al., 2002). The questionnaire consisted of 55 questions of closed type with a gradient classification of ratings from one to five (Likert scale 1 to 5; five levels of agreement); Five statements offered for each answer were: 1) I completely disagree; 2) I mostly disagree; 3) I am not sure; 4) I mostly agree; 5) I completely agree. The respondent expressed his agreement with a statement by circling it. The questionnaire consisted of two independent variables: 1) Respondent's gender; 2) Respondent's first and last name. Dependent variables in this research are 55 items in the questionnaire for measuring the achievement motive. Cronbach alpha was 0.897, due to which it can be concluded that reliability is at satisfactory level. The time predicted for filling in the questionnaire was limited to 30 min. Respondents were offered an insight into final research results. The second part of research was carried out during September and October 2009, at the Faculty of Management. In this research phase, the scale MOP2002 was also used for testing the achievement motive. The questionnaire consisted of 55 questions of closed type with a gradient classification of ratings from one to five (Likert scale 1 to 5; five levels of agreement); Five statements offered for each answer were: 1) I completely disagree; 2) I mostly disagree; 3) I am not sure; 4) I mostly agree; 5) I completely agree. The respondent expressed his agreement with a statement by circling it. The questionnaire consisted of two independent variables: 1) Respondent's gender; 2) Respondent's first and last name. Dependent variables in this research are 55 items in the questionnaire for measuring the achievement motive. Cronbach alpha was 0.904, due to which it can be concluded that reliability is at satisfactory level. The time predicted for filling the questionnaire in was limited to 30 min. Respondents were offered an insight into final research results. For the examination of organizational culture, a specific questionnaire of this paper's author was used, and it consisted of the evaluation of the aspects of organizational culture, specific for organizational task culture, according to Hendy's typology (Hendi, 1996).

The questionnaire consisted of 15 questions of closed type with a gradient classification of ratings from one to five (Likert scale 1 to 5; five levels of agreement). The questionnaire included two independent variables: 1) Respondent's gender; 2) Respondent's first and last name. Initial variables in this research are 15 items in the questionnaire for measuring the organizational culture. Based on them, according to the key, a score that was used in further analyses was formed. The time predicted for filling the questionnaire in was limited to 30 min. Based on respondents' answers and according to the existing key to MOP2002, the respondents' scores were calculated and they were used in the analyses of the respondents from I and IV year. Using the factor analysis, principal components method with promax rotation, the factor scores for the following dimensions were calculated: Competition with others, propensity to planning, low-expressed achievement motive, persistence in goal achievement and success in achieving goals as a source of satisfaction for the respondents from the IV year that are further used in analyses of relations with organizational culture and in analysis of gender differences. The sample consisted of 200 respondents of both genders (102 male and 98 female respondents). All tested students attend the Faculty of Management in Novi Sad, all three present study programmes. During the first part of the research, the generation in the first year of study was examined; in the second phase, it was the same generation in the fourth year of study. Size and composition of the sample have provided the possibility to draw highly reliable conclusions about the development of achievement motive with the students at this faculty, as well as the correlation between organizational culture and development of students' achievement motive. In the research process, we have combined qualitative

Table 1. Characteristic roots and percentage of the explained variance (IV year).

Factors	Prior to rotation			After the rotation
	Characteristic root	Variance percentage	Cumulative percentage	Characteristic root
Competition with others.	11,817	21.486	21.486	9,852
Propensity to planning.	5,637	10.249	31.734	6,399
Low-expressed achievement motive.	3,543	6.441	38.176	4,931
Persistence in goal achievement.	3,077	5.595	43.771	6,211
Success in achieving goals as a source of satisfaction.	2,466	4.483	48.253	5,094

and quantitative approach, so-called triangulation method. This method was chosen precisely because it is complex and links various paradigmatic systems into a single corps.

Techniques and instruments were selected within a descriptive research method that is appropriate to the subject and purpose of the research.

RESULTS AND DISCUSSIONS

For observing latent dimensionality of measurement space of the scale MOP2002, factor analysis was done, principal components method on the answers of respondents from the IV year. Factors are rotated by Promax rotation. Based on Screentest (Table 1), 5 factors were identified, with characteristic root higher than 1, which together explain 48.253% of the total variance, which is shown in Table 1. The following promax factors were identified: 1) Competition with others; 2) Propensity to planning; 3) Low-expressed achievement motive (this one was not planned by the author); 4) Persistence in goal achievement; 5) Success in achieving goals as a source of satisfaction. Respondents' average answers to the questions from the questionnaire for measuring the organizational culture were expressed by arithmetic mean and standard deviations of sum scores, which is shown in Table 2. The

results achieved indicate that among tested students in the fourth year at the Faculty of Management, the task culture is dominantly present, which confirms the third hypothesis ($H0_3$) of the research. Respondents achieve the highest agreement with the statement: "Great incentive for me to work is the knowledge that I will accomplish the task". The respondents show the lowest agreement with the statement: "In teamwork, it is always clear "where my place is", regardless of the fact that I might be more capable than the others to solve the task". Correlation between total score for MOP and factor scores determined for sub-dimensions of achievement motive and task culture (TC) is tested by Pearson coefficient of linear correlation, which is shown in Table 3. Based on the results obtained, the existence of statistically significant correlation between dominantly present organizational culture and achievement motive of the students of the Faculty of Management was determined.

There is a statistically significant correlation between dominantly present task culture and dimension persistence in goal achievement (Pearson r = 0.562, p<0.01). There is a slight correlation with dimension success in achieving goals as a source of satisfaction (Pearson r = 0.30 p<0.05). By this, the null hypothesis (H0) of the research is partially determined.

Discriminant analysis – Year of study

In this discriminant analysis, the grouping variable is the year of study, so that the respondents are divided into two groups (first and fourth year of study). Characteristic root, percentage of variance and canonical correlation are shown in Table 4. Evaluation of the significance of discriminant function is shown in Table 5. Extracted discriminant function was statistically significant, at the significance level of p = 0.01 and with the coefficient of canonical correlation Rc = 0.268 it means that the existence of difference between groups of respondents was confirmed and that difference is of a low intensity, by which the first hypothesis ($H0_1$) of the research was confirmed. The matrix of the structure of discriminant function was shown in Table 6. Positive pole of discriminant function was defined by factors persistence in goal achievement and competition with the others. Group centroid values are shown in Table 7. Descriptive indicators for scores on subscales of MOP, determined by the key are shown in Table 8. Students of I and IV year are largely the same respondents tested after III year, due to which the data are highly correlated and there is an open possibility that the differences determined by discriminant analysis are in reality higher than the obtained ones.

Table 2. Mean, standard deviation, maximum and minimum result on sum score of task culture questionnaire.

	Minimum	Maximum	Mean	Std. deviation
Task culture	46.00	69.00	59.18	5.98

Table 3. Pearson's coefficients of linear correlation.

		TC
Total score for MOP	Pearson correlation	0.306(*)
	p (2-tailed)	0.031
	N	50
Competition with the others	Pearson correlation	0.077
	p (2-tailed)	0.597
	N	50
Propensity to planning	Pearson correlation	0.201
	p (2-tailed)	0.161
	N	50
Low-expressed achievement motive	Pearson correlation	0.216
	p (2-tailed)	0.132
	N	50
Persistence in goal achievement	Pearson correlation	0.562(**)
	p (2-tailed)	0.000
	N	50
Success in achieving goals as a source of satisfaction	Pearson correlation	0.300(*)
	p (2-tailed)	0.034
	N	50

Table 4. Characteristic root, percentage of variance and canonical correlation/grouping variable year of study.

Function	Characteristic root	Percentage of variance	Cumulative percentage	Canonical correlation
1	0.078	100.0	100.0	0.268

The results obtained indicate that: 1) the students in the first year of study show low-expressed persistence in goal achievement in relation to the fourth year of study; 2) Students in the first year of study show low-expressed competition with others in relation to the fourth year; 3) Students in the fourth year have generally more expressed achievement motive, which confirms the second hypothesis (H0$_2$) of the research.

Gender differences among respondents

In this discriminant analysis, carried out on respondents in the fourth year, grouping variable is respondent's gender and independent variables were factor scores for competition, planning, low achievement level, persistence and goal as a source of satisfaction. Characteristic root, percentage of variance and canonical correlation are shown in Table 9. Evaluation of significance of discriminant function was shown in Table 10. Extracted discriminant function is not statistically significant, level of significance is higher than p>0.05 and with the coefficient of canonical correlation Rc = 0.065, which means that the existence of difference among groups of respondents is not confirmed. T test for independent samples has shown that there is no difference between genders in total MOP

Table 5. Evaluation of significance of discriminant function/grouping variable year of study.

Function	Wilks' Lambda	χ²	Number of degrees of freedom	p
1	0.928	14.648	4	0.005

Table 6. Matrix of the structure of discriminant function/grouping variable year of studies.

	Function
Persistence in goal achievement	0.679
Competition with the others	0.305
Success in achieving goals as a source of satisfaction	-0.119
Propensity to planning	-0.087

Table 7. Group centroid/grouping variable year of study.

I year	-0.277
IV year	0.277

Table 8. Descriptive indicators for scores on subscales of MOP, determined by the key.

	Year of study	N	Mean	Std. deviation	Std. error mean
Competition with the others	I year	100	62.9100	12.47794	1.24779
	II year	100	65.0700	13.03938	1.30394
Success in achieving goals as a source of satisfaction	I year	100	55.3200	7.38533	0.73853
	II year	100	54.8900	5.47888	0.54789
Persistence in goal achievement	I year	100	55.3200	5.19883	0.51988
	II year	100	57.5500	6.56956	0.65696
Propensity to planning	I year	100	26.5600	3.85159	0.38516
	II year	100	26.3200	5.85667	0.58567

Table 9. Characteristic root, percentage of variance and canonical correlation/grouping variable gender.

Function	Characteristic root	Percentage of variance	Cumulative percentage	Canonical correlation
1	0.004	100.0	100.0	0.065

score (t = 1.116, p>0.05); T test for independent samples has shown that there is no difference between genders in TC score (t = 0.079, p>0.05), which is shown in Table 11. By the results obtained, the fourth hypothesis (H_{04}) of the research was disproved.

Conclusion

Achievement motive is, to a greater or smaller extent, developed throughout the entire life, which is also influenced by cultural paradigm in which the person is encountered. Analysis of the collected empirical data has shown that there is a statistically significant difference in the intensity of achievement motive of the tested students in the first and fourth year of study at the Faculty of Management, where the students in the fourth year of study generally have more expressed achievement motive than it was the case in the first year. Research analysis cannot be compared with studies that were carried out by authors who have designed the scale MOP2002 because of significant differences in the context in which this instrument was used. Among the fourth year students, the organizational task culture is

Table 10. Evaluation of the significance of discriminant function/grouping variable gender.

Function	Wilks' Lambda	χ²	Number of degrees of freedom	p
1	0.996	0.192	6	1.000

Table 11. T test for independent samples - MOP/TC.

	Independent samples test				
	Levene's test for equality of variances		t-test for equality of means		
	F	Sig.	t	df	Sig. (2-tailed)
MOP	0.787	0.377	1.116	98	0.267
TC	3.487	0.068	0.079	48	0.938

dominantly present, where it was determined that statistically significant correlation exists only between dominantly present task culture and "dimension persistence" in goal achievement, as well as there is a slight correlation with the "dimension success" in achieving goals as a source of satisfaction, which only partially confirms the basic starting point. The existence of statistically significant difference in the intensity of achievement motive of the tested students between genders is not confirmed.

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