

INFLUENCE OF ORGANIZATIONAL CULTURE ON ACADEMIC MOTIVATION IN A BRAZILIAN BUSINESS HIGHER EDUCATION INSTITUTION

<https://dx.doi.org/10.5902/2318133868943>

Priscila Cerutti¹
Jandir Pauli²
Luciana Cristina Laval³

Abstract

The aim of this study is to analyze the influence of the organizational culture of a business higher education institution on student motivation. From a theoretical point of view, motivation results from the relationship between subjective factors and external conditions, such as the organization to which the student is associated. Therefore, a quantitative, descriptive and cross-sectional study was carried out with 263 students from an IES located in southern Brazil. The results show that the most valued factors of organizational culture are cooperative professionalism and external integration. Also, organizational culture directly influences the autonomous motivation of students and acts as an external regulator, suggesting important pedagogical and managerial implications. Key-words: academic motivation, organizational culture, business higher education institutions.

INFLUÊNCIA DA CULTURA ORGANIZACIONAL NA MOTIVAÇÃO ACADÊMICA NUMA INSTITUIÇÃO DE ENSINO SUPERIOR EMPRESARIAL NO BRASIL

Resumo

O objetivo deste estudo é analisar a influência da cultura organizacional de uma instituição de ensino superior empresarial na motivação dos alunos. Do ponto de vista teórico, a motivação resulta da relação entre fatores subjetivos e condicionantes externos, como a organização a qual o aluno está associado. Para tanto, foi realizado um estudo quantitativo, descritivo e transversal com 263 alunos de uma IES localizada no Sul do Brasil. Os resultados mostram que os fatores da cultura organizacional mais valorizados são o profissionalismo cooperativo e a integração externa. Também, a cultura organizacional influencia diretamente a motivação autônoma dos alunos e atua como um regulador externo, sugerindo importantes implicações pedagógicas e gerenciais. Palavras-chave: motivação acadêmica, cultura organizacional, instituições de ensino superior empresariais.

¹ Faculdade Anhangura, Brasil. E-mail: priscilacerutti@yahoo.com.br.

² Faculdade Meridional, Brasil. E-mail: jandir.pauli@imed.edu.br.

³ Faculdade Meridional, Brasil. E-mail: lu.laval@hotmail.com.

Introduction

The change in the regulatory framework of Brazilian higher education, which started in the 2000s, brought about major changes in the organization of higher education supply in Brazil. One of these changes was the emergence of the so-called entrepreneurial higher education institutions - Ehei -, private for-profit higher education institutions - HEI - with no obligation to invest in research and extension. For not being public or philanthropic, Eheis are structured under a business management model, therefore establishing an education market, with institutions competing for students and aiming at the profit and/or growth of their market share (Sécca; Leal, 2008).

The latest Higher Education Census shows that Brazil has 2.391 HEIs, of which 87.4% are from the private sector (Inep, 2015), following the trend already shown in previous studies, which indicate a predominantly private expansion of the higher education supply (Inep, 2011). Generally speaking, Eheis stand out in comparison to other universities due to their flexibility in management, the customization of student service, the central geographic location and easy access, they are also more sensitive to market changes and show greater capacity to adapt themselves to competition with other HEIs (Sécca; Leal, 2008).

By adopting a business management model, centered on flexibility and the service customization, the teaching staff profile required by the Eheis is focused on interpersonal relationship skills and on the alignment of their personal and professional expectations with the corporate mission, vision and values - particularly in relation the market, customer profile and organizational culture (Mccowan, 2007). Therefore, students are considered customers and the professionalization of management intends to apply commercial practices and techniques aimed at customer satisfaction (Carvalho, 2013).

These management traits contribute to the creation of a specific organizational culture (Rizzatti; Rizzatti Júnior; Sartor, 2004), with major differences in relation to the other HEI (Coleta; Coleta, 2007), in which the transmission of values, beliefs and other aspects are passed on to the teaching staff (Just et al., 2018). Since the 1970s, studies on organizational culture have been added to the literature based on the concept that culture comprises a system of meanings that are collectively accepted by a group in a given period (Pettigrew, 1979; Hofstede, 2002).

In Brazil, some studies conducted a critical assessment of the recent government reforms, suggesting that the model adopted creates an educational market not committed to quality, thus mischaracterizing the social objectives of universities (Sampaio, 2011). International studies also stated the risks of so-called academic capitalism (Slaughter; Leslie, 1997) and the commodification of education (Mok, 2015), with negative consequences for the process of professional identity formation (Henry, 2016) and teacher satisfaction (Hong; Day; Greene, 2018). Nevertheless, few studies have conducted an in-depth analysis of the relationship between the culture of such organizations in the academic motivation of students.

In order to research the influence of this higher education management model on student motivation, an empirical research was conducted on 263 undergraduate students of a Brazilian Ehei. This is a quantitative study whose intent is to describe which factors of the organizational culture directly interfere in the academic motivation of students. Considering that the culture of each organization is unique, the study was carried out in an

Ehei that operates in the South region of Brazil. It started its activities in 2004, it currently has 295 teachers and approximately 3,000 students, divided into 10 undergraduate courses. To this end, the intent was to answer the following research question: what is the relationship of influence between the organizational culture of an EHEI in academic motivation?

To discuss this issue, the Self-Determination Theory (Deci et al., 1981) is a sturdy approach to analyze motivation in the academic context (Deci et al., 2017). In Brazil, studies on academic motivation relying on SDT are recent and focused on the influence of motivation on learning (Leal; Miranda; Carmo, 2013) and academic performance (Borges; Miranda; Freitas, 2017). Such studies related to the academic motivation investigate, in general, the relation between student-teacher, not presenting the organizational elements that can influence this relation.

Therefore, it is understood that the influence of the HEI culture on motivation, given the recently reformed context of Brazilian higher education, has not yet been sufficiently discussed in Brazil. Based on this approach, it is hoped to provide clues to understand how the continuum of motivation is influenced by the cultural characteristics of these educational institutions. This is an innovative and essential issue to understand the new context of Brazilian education, presenting cultural elements as predictors of academic motivation, reuniting a broader concept about the beliefs, practices, values and attitudes that are shared between professors and students in the teaching-learning process.

Academic motivation

In the educational field, different theories have been proposed to understand the academic motivation of students (Guay et al., 2015). For instance, Weiner's attribution theory (1985) places cognition at the center of the motivational process. This theory emphasizes the spontaneous ability of the human being to reflect on past events, in an attempt to draw conclusions to guide their future behavior. Therefore, a low- performance assessment can generate in the student a feeling of low intellectual ability, motivating them to study even more for the next exam (Fontaine, 2005).

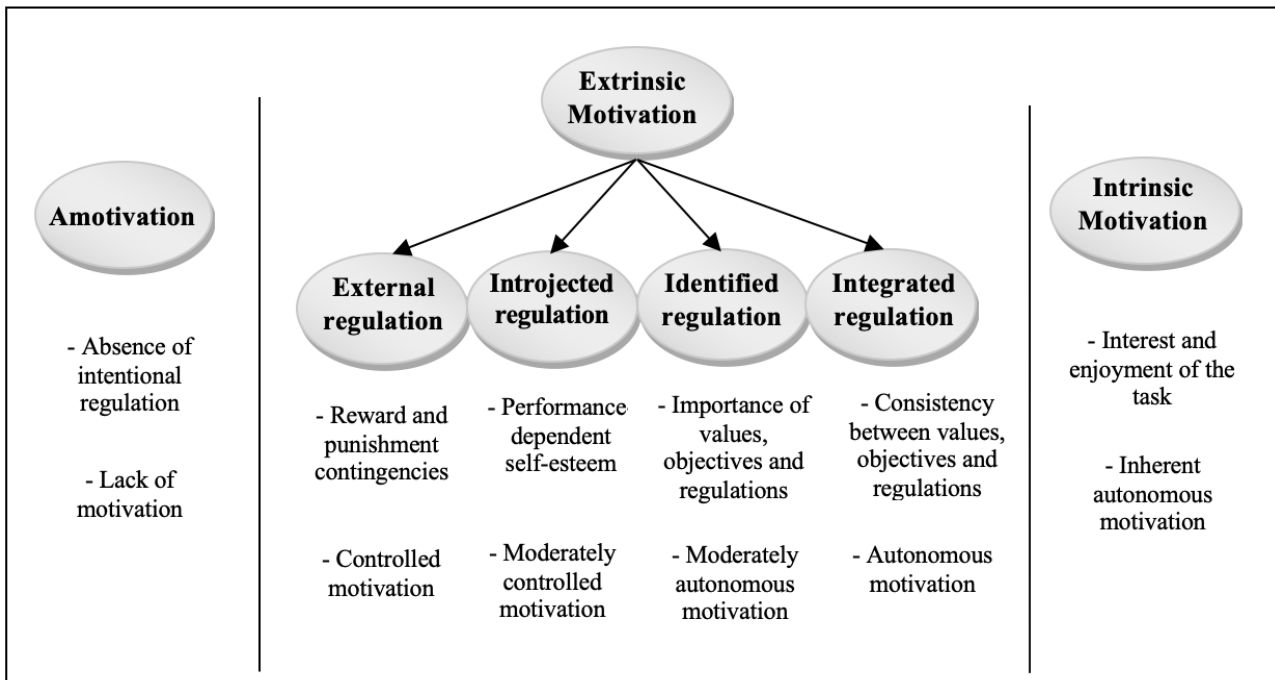
Another theory that delves into the motivation in the academic context is the Cognitive Social Theory (Bandura, 1989), based on the concept of self-efficacy, regarded as the student's perception of their own learning skills or to materialize academic behavior. Self-efficacy, along with other beliefs and stances on learning, has been considered a strong predictor of academic performance and persistence in activities (Schunk, 1991). This influence takes place due to the direct action in the motivational processes in relation to expectations, results, choices and interests (Zimmerman, 1995).

Nevertheless, the theoretical approach which attained greater visibility in the field was the Self-Determination Theory - SDT - (Reeve et al., 2004; Deci et al., 2017), promoting the revolution of the studies related to the academic motivation (Andersen; Chen; Carter, 2000). The motivation exerts influence in many behaviors of the individual, particularly in academic motivation (Leal et al., 2013; Davoglio et al., 2016), having direct relevance to the educational environments. (Ryan; Deci, 2020).

The cornerstone of this theory is that students develop their skills in different school subjects when their motivation to perform school work is fun, choice and personal satisfaction (Guay et al., 2015). Previous studies on motivation concluded that culture is

deeply associated with motivation (Ryan et al., 2005; Kumar; Zisho; Bondie, 2018). The reason for this is that some cultures tend to be more self-centered than others and, also, what constitutes a motivating factor for one person may not apply to someone else, thus it is something culturally changeable (Rothstein-Fisch; Trumbull, 2008). In order to develop the concept of motivation, Gagné and Deci (2005) developed a continuum of motivation, in which six different types of motivation vary according to the internalization of external regulations for self-determined behavior. The Figure 1 shows this continuum.

Figure 1 -
Self-determination *continuum*.



Source: Gagne and Deci (2005).

This study is focused on the intrinsic and extrinsic motivational aspects that are influenced by the organizational culture of an EHEI. Intrinsic motivation - IM - is the most self-determined configuration of motivation. It takes place when an individual engages in an activity for their own good, with levels of pleasure and satisfaction (Carbonneau et al., 2012; Ryan; Deci, 2020). Games, exploration and activities generated by curiosity exemplify intrinsically motivated behaviors, as they are not dependent on external incentives or pressure, but rather provide their own satisfactions and joys (Ryan; Deci, 2020).

Therefore, some measures were developed in the academic field that divide IM into different dimensions (Vallerand et al., 1992): IM to know: focused on the pleasure of learning, exploring and understanding something new; IM to accomplish something: where satisfaction and pleasure derive from an attempt to overcome oneself or to accomplish or create something new and to experience the stimulation of sensations, excitement or aesthetic pleasure associated with the activity itself (Carbonneau et al., 2012). IM occurs without any pressure or restriction involved, the psychological need for relationships, ability and self-determination emerges, in other words, the person acts for the sake of pleasure, interest and for their own good (Ryan; Deci, 2002; Prates, 2016).

On the other hand, Extrinsic Motivation - EM - is, above all, a decisive consequence in the behavior's motivation. In other words, the result is the mobile for action (Prates, 2016). Consequently, the theory corroborates the notion that human motivation can assume different shapes, changing from one person to another (Litalien et al., 2017). Generally, the EM is contrasted with the IM by fitting in a heterogeneous category of extrinsic motivation, concerning behaviors had by other reasons that are not the inherent satisfactions of the individual (Ryan; Deci, 2002).

According to the self-determination theory, EM is classified into four types, from the lowest to the highest self-determination level: EM by external regulation: it occurs when individuals adopt a behavior to obtain a reward or to avoid punishment; EM by introjected regulation: when individuals are forced to act by pressure and to avoid guilt or humiliation; EM by identified regulation: behaviors are accepted, valued and regarded as important; and EM by integrated regulation: there is coherence between the person's behavior, goals and values (Guimarães; Buzunneck, 2010).

In addition to IM and EM, there is another type of motivation, known as amotivation. This type is characterized by lack of intention or motivation - intrinsic or extrinsic -, causing lack of reasoning or willingness to conduct certain behaviors, under which individuals feel inept and unrestrained (Guay et al., 2015).

Organizational culture

The term culture has been widely used as a predictor of human behavior (Kumar; Zisho; Bondie, 2018) In other words, culture and its dimensions are constructs used to explain and predict behaviors (Hofstede, 2002). On the other hand, its definition is complex. The study conducted by Condon and Lebrack (2015) identified about 160 definitions of culture, gravitating around the following questions: is culture something internal, external or both? Is it rooted in time, place or is it mutable? Is it something someone can have? Is it something observable?

A literature exam reveals that some definitions of culture are more widely used than others, with culture being understood as a complex array that determines coexistence in a given social group, through which individuals think, act and feel similarly (Schein, 2004; Pires; Macedo, 2006). It also understood as collective mental programming, which distinguishes one group or a category of people from another (Hofstede, 2002). Therefore, culture is a structure formed by a collective of people who use all possible resources to attain a purpose; it represents external (observable behaviors) and internal (inferred traits) aspects of an individual; and it is an abstraction from the knowledge and beliefs of people about themselves, about others and about the world (Zusho; Clayton, 2011).

When seen in an organizational context, culture is also associated with the set of basic expectations, created by a group and, when applied, they work positively to the point of being shared with new members (Schein, 2004). Therefore, the organizational culture, when developed, encompasses all members of its team, providing stability to the organization so that it is shared by all, withstanding even the replacement of the people involved (Schein, 2004).

Therefore, the organizational culture has many different aspects, revealing itself at some levels, such as: the visible artifacts, values and basic assumptions (Schein, 2004), which are then expanded into five dimensions: artifacts, behavior patterns, behavioral

norms, values and essential assumptions (Rousseau, 1990). Therefore, the researchers who study organizational culture have several instruments with different characteristics, and it is necessary to assess that the choice depends on the objective of the research, as well as on the rationality of the results and the availability of resources (Scott; Davies; Marshall, 2003).

In this regard, organizational culture is a guide for the development of business activities and for the adaptation needs of different organizations (Zonatto et al., 2012). And, among the different organizational segments, emerge the Higher Education Institutions (HEIs) which, although their differences in relation to organizations, have formalities, rules and pre-established norms, structured on goals, mission, vision, products, social responsibility, hierarchical, functional and personal structures (Coleta; Coleta, 2007), which are similar organizations in general.

In the scope of higher education institutions, the organizational culture makes it possible to create conditions of acceptance, trust and respect between the parts, institutions and students (Antopolskaya, 2005). Thus, one of the deciding factors in the competition between the modern institutions is to turn the attention to the external client (Anderson; Kerr, 2001), being vital to strengthen the relationship between external and internal clients (Peppers; Rogers, 2011).

In this context, the student is initially considered an external client who evaluates the competitiveness of the HEI in the education market (Avilova; Gulei; Shavyrina, 2015). Then, that same student will become a member of the implementation of that HEI's institutional policy, which includes the spread of its organizational culture (Avilova; Gulei; Shavyrina, 2015). Also, the nature of the academic system is complex, due to the different authors involved in the process, complexifying the upholding of motivation and the understanding of the institutional purpose, vital for the maintenance of an adequate strategic direction (Ruppel, 2007).

Based on this understanding, it is possible to observe that educational institutions are organizations with their own culture as well, defining the practices adopted, with consequences on the results (Coleta; Coleta, 2007). Among their different purposes, EHEIs have complex elements in the operational process, regarding their pedagogical aspects of didactic nature, as well as their administrative aspect (Silva; Casalinho; Cassanego, 2009). These HEIs meet the academic demands of the market, geared towards profit, and are characterized as education companies (Sécca; Leal, 2008; Britto et al., 2008). The priority is not focused on investment in research and its circulation, given that the number of activities focused on research and formal studies in these institutions is scarce (Brito et al., 2008).

Methodological procedures

To attain the proposed objective, the quantitative approach method was used, since this type of research is objective, relying on instruments with measurable attributes extract data for interpretation, describing as well the relationship between variables (Hair et al., 2005; Vidich; Lyman, 2005). This study considered the quantitative approach as the most appropriate to describe the relationship between the variable's academic motivation and culture, through the adoption of statistical analysis, instrumentalizing and quantifying the research procedures (Creswell; Plan, 2013).

The descriptive character was also adopted, given that their procedures consist of describing characteristics of a given phenomenon or population or the establishment of relationships between variables (Vidich; Lyman, 2005). Furthermore, the cross-sectional study is justified by the fact that the study is conducted in a certain timespan, in a single moment of reality (Hair et al., 2005).

263 undergraduate students, enrolled in the courses of administration, law, civil engineering, medicine and psychology, from a private business HEI, located in the northern region of the state of Rio Grande do Sul, participated in this study. The sample was typified as a non-probability sample and the students were chosen without knowing their respective selection probabilities (Levine et al., 2008). Also, the probability of some or all elements of the population who are part of the sample is unknown. The convenience sampling method was applied, in which the students were included as part of the sample without any previously specified or known probability of being chosen. The selection process was based on the ease of access of the researchers, along with the willingness of academics to participate in the study when invited to answer the questionnaire of this research in their classrooms.

The choice of undergraduate courses occurred according to the availability of the researchers. The technique used for data collection was a five-point Likert scale, ranging from (1) not applicable in any way to (5) fully applicable. The instrument was composed of two scales:

I) the Academic Motivation Scale - AMS - (Guimarães; Bzunec, 2010) that intends to characterize the students' self-perception regarding their motivation to enter the university. It consists of 28 items subdivided into seven subscales, specifically: three correspond to the forms of Intrinsic Motivation (i) intrinsic motivation to know (to do something for the pleasure and satisfaction of learning, exploring or understanding); ii) intrinsic motivation to accomplish something (to do something for the pleasure and satisfaction derived from the accomplishment or creation of something); and, iii) intrinsic motivation to experience stimulation - to do something in order to experience stimulating sensations, of sensory or aesthetic nature. Three others refer to the extrinsic motivation regulation by identification - to do something because it was decided to be done -; regulation by introjection - to do something because of self-pressure to do it - and external regulation - to do something because of peer pressure. Lastly, the amotivation concept implicates the absence of perception of contingencies between the actions and their outcome - lack of intrinsic or extrinsic reasons.

II) The Brazilian Instrument for the Evaluation of Organizational Culture - Ibaco - ($\alpha = 0.93$) (Ferreira et al., 2002) contains 35 questions in its original version and identifies the predominant culture of the educational institution through the perception of the students. Ibaco is a quantitative instrument, whose objective is to assess the culture of organizations based on the analysis of data related to the values and practices often adopted by the organization, relying on seven factors, four being related to organizational values collaborative professionalism; competitive professionalism; satisfaction and well-being; and rigidity in the hierarchical power structure and three factors related to the organizational practice external integration practices; reward and training and promotion of interpersonal relationships (Ferreira et al., 2002).

It is important to mention that, for this study, the five assertions of the Ibaco scale that refer to the rigidity in the hierarchical power structure were not used, this factor being completely excluded of the original scale, since it refers to values present in organizations conducted by the centralized and authoritative system of authority that hampers the growth while employed by the organization. This way, the scale was adapted for the study sample, reduced to adequate to reality of higher education students, totalizing 30 items in its final version.

In addition to Ibaco and AMS, three sociodemographic questions were included to characterize the sample profile. Data collection took place in March and April 2017. The researchers requested the voluntary collaboration of the students to answer a brief printed questionnaire, making them aware of the conditions of participation in the research. They were informed that there was no right or wrong answer and asked to answer individually, protecting the anonymity of their answers, and assuring them that those would be considered for scientific purposes. A time range from 10 to 18 minutes was enough to complete the questionnaire.

The data collected was analyzed through the statistical software Statistical Package for the Social Sciences®, version 20 for Windows®. The first analysis was referent to the reliability of the used scales, by means of the coefficients of Cronbach's alpha (Hair et al., 2005). In the second stage, it were conducted the descriptive analysis, by means of frequency and averages calculations. Following that, it was done an Exploratory Factor Analysis to assess the quality of the sample and to investigate if the data was adequate to be submitted to the process of regression analysis (Pestana; Gageiro, 2005). To that end, it was used the Kaiser-Meyer-Olkin - KMO - criteria and Bartlett's Sphericity (>0.5) (Dziuban; Shirkey, 1974; Pestana; Gageiro, 2005). Lastly, it were done Anova regression tests to analyze if there is a difference among groups and a simple linear regression to test the study hypothesis (Hair et al., 2005) and to explain the capacity of the theoretical model, measured by the coefficient of determination (R^2).

Results

The Ehei analyzed in the study is an institution located in the South of Brazil, founded in 2004, whose objective is to promote human, economic and social development through higher education of excellence and sustainable entrepreneurship. Through management processes deemed innovative for the educational sector, this HEI intends to provide a creative environment open to innovation, contributing to the formation of new technical and behavioral skills in students. The Ehei's mission is to provide knowledge environments to develop and connect people who transform realities. Its vision is centered on being recognized for academic excellence and linked to the opportunities and needs of society and its values are oriented by ethics, innovation, entrepreneurship, meritocracy, sustainability and transparency.

As of the elaboration of this article, the Ehei has 10 undergraduate courses, with approximately 3.000 students enrolled, 295 professors and 200 employees. For this study, the convenience sample was chosen in five courses: Law, Administration, Psychology, Medicine and civil Engineering, which covered different age groups and fields of knowledge, such as applied social sciences, health and exact sciences. Regarding the profile of the assessed students, most are female (61.6%, $n= 162$). The predominance of

students is in law (34.2%; n=90), followed by administration (27%, n=71), psychology (20.2%; n=53), medicine (10.3%; n=27) and civil engineering (8.4%; n=22). Most students attend the night shift (64.6%; n=170).

Initially, the internal consistency of the two scales used was assessed through the reliability analysis test (Cronbach's Alpha). In the Ibaco the alpha coefficient value was 0.85 and in the Academic Motivation Scale - AMS - 0.81. Therefore, the reliability of the scales used in this study is high ($\alpha > 0.70$) (Hair et al., 2005).

It was also done an EFA of the scales used to prepare the test of the hypothesis. It were observed the critical points of each index, especially the eigenvalues, scree plot and the communalities (Figueiredo Filho; Silva Júnior, 2010). Table 1 presents some important scores to accredit the factorability of the sample, considering that the critical point of the Kaiser-Meyer-Olkin (KMO) test is 0.60 and the one from the Bartlett's Sphericity Test must be of significance ($p < 0.05$) (Dziuban; Shirkey, 1974; Pestana; Gageiro, 2005).

Table 1 -
EFA results of scales.

| Scale | N. Factors | KMO | Extracted variance | Sig. |
|-------|------------|-------|--------------------|-------|
| Ibaco | 6 | 0.820 | 58.218 | 0,000 |
| AMS | 3 | 0,845 | 61.996 | 0,000 |

Source: authors (2021).

Therefore, the students on this study perceive the HEI's culture as geared towards cooperation at work and the appreciation of the professionals who work in pursuit of the institution's objectives. They also identify the existence of a strategic planning as part of the culture and the external adaptation of the HEI, which intends to address market demands and client satisfaction. These findings are similar to the results of the research conducted by Just et al. (2018) when assessing culture in a private HEI, to the results of Andrade et al. (2013), who looked at organizational culture in banking institutions and to the study of Vegro et al. (2016), who analyzed culture in a private hospital.

Through the detailed descriptive analysis of the constructs that comprise Ibaco, the first construct, "cooperative professionalism" allows observing that the students have higher levels in the question "the student's professionalism is seen as a great virtue" ($x=4.11$; $S=0.84$). On the other hand, the variable that presents a lower average of this construct refers to "the concern to overcome the difficulties of daily life is seen as of great value" ($x=3.87$; $S=0.81$). The second Ibaco construct refers to "competitive and individualistic professionalism", in which the highest average was obtained in "professional growth is regarded as indispensable to the student's permanence in the course" ($x=3.39$; $S=1.13$), while the lowest average was seen in "only good students receive benefits that improve their well-being" ($x=3.09$; $S=1.06$). The results of the study conducted by Leal, Miranda and Carmo (2013), with Accounting students, showed that students, when they enter college, are predominantly linked to professional benefit, therefore the course is the bridge to achieve the goal.

The third Ibaco construct assesses the satisfaction and well-being of students, with "investment in the professional growth of students" registering the highest average, ($x=3.52$; $S=0.54$) and, on the other hand, the lowest average of this construct refers to "programs aimed at improving the well-being of students are implemented and tested".

($x=2.79$; $S=0.76$). Consequentially, the results refer to the understanding that the HEI students perceive with less intensity the institution's concern with the satisfaction and well-being of students. The following construct assessed the "external integration practices", perceived by the students as more valued, in which "innovations are generally introduced to meet the market needs" has the highest average ($x=3.74$; $S=0.83$). It refers to understanding that the HEI efforts are focused on strategic planning, decision making and external customer service and, therefore, on the organizational levels (Ferreira et al., 2002). The students regard the variable "meeting the student's needs is one of the most important goals" ($x=3.17$; $S=1.03$) with the lowest average.

The following item assessed "reward and training standards" and, in this regard, the variable "students who present innovative ideas usually receive awards" ($x=3.16$; $S=1.11$) has the highest average. The lower average of this construct was found in the question "social events such as the distribution of gifts are commonly held for students" ($x=2.53$; $S=1.07$).

The last Ibaco construct analyzes "practices to promote interpersonal relationships", with the variable 'students have wide-ranging freedom of access to principals' ($x=3.19$; $S=1.18$) having the highest average, while the lowest average is found in 'the institution often remembers the student's birthday' ($x=1.95$; $S=1.15$), showing that such is barely perceived by the students. Furthermore, the standard deviation of the means found below one reveals the absence of discrepancies between the responses.

Table 2 -

Maximum value, minimum value, mean and standard deviation of the Ibaco dimensions.

| Ibaco Dimension | Minimum | Maximum | Mean (\bar{x}) | Standard deviation (S) |
|-----------------------------|---------|---------|--------------------|------------------------|
| Cooperative professionalism | 2 | 5 | 3.99 | 0.64 |
| Competitive professionalism | 1 | 5 | 3.19 | 0.76 |
| Satisfaction and well-being | 1 | 5 | 3.10 | 0.78 |
| External integration | 1 | 5 | 3.49 | 0.66 |
| Reward and training | 1 | 5 | 2.95 | 0.78 |
| Interpersonal relationship | 1 | 5 | 2.62 | 0.82 |

Source: authors (2021).

When assessing the students of the HEI regarding their motivation using the AMS, the following factors of the scale were taken into consideration: IM, EM, lack of motivation/amotivation. Through a descriptive analysis, it was shown that IM presented higher averages ($x=4.04$; $S=0.56$) (Table 3). This result is also similar to the study conducted by Prates (2016), which investigated 814 students from private HEIs in Brazil in the courses of psychology, administration and pedagogy. The study found that students had higher averages in IM than in EM, showing that IM provides greater learning (Prates, 2016). It also corroborates the results of Boruchovitch (2008), who identified, in 225 students, higher IM averages, as well as its positive influence on learning.

From the sub-items assessed in the AMS, the intrinsic motivation to conduct an activity ($x=4.25$; $S=0.67$) and to learn ($x=4.08$; $S=0.68$) presented the highest averages. In this context, students are more motivated to complete their courses for the sake of

pleasure and satisfaction they experience in trying to achieve or create something. These students extend their work beyond the activities required by the Ehei, in order to experience pleasure and satisfaction while trying to overcome themselves, showing internal motivation in relation to the achievements (Falcão; Rosa, 2008). The results also converge with the conclusions of Leal, Miranda and Carmo (2013) and Borges, Miranda and Freitas (2017) on the influence of learning and performance on academic motivation.

The lack of motivation/amotivation factor was the one where the students disagreed the most ($x=1.70$; $S=1.02$), and the lowest average was found in the item 'Honestly, I don't know, I think I'm wasting my time in college' ($x=1.55$; $S=1.06$). This allows concluding that the students of the Ehei studied experience very low feelings of incompetence and lack of control regarding their expectations, not showing behaviors caused by forces that are beyond their control. It is also evident that students do not feel disappointed, feeling little desire to interrupt their studies or stop engaging in academic activities.

Table 3 -
Comparison of means of the AMS dimensions.

| AMS dimensions | Minimum | Maximum | Mean (\bar{x}) | Standard deviation (S) |
|--------------------------------|---------|---------|--------------------|------------------------|
| EM | 2 | 5 | 3.70 | 0.61 |
| By introjection | 1 | 5 | 3.78 | 0.80 |
| By external regulation | 1 | 5 | 3.49 | 0.78 |
| By identification | 1 | 5 | 3.94 | 0.74 |
| IM | 2 | 5 | 4.04 | 0.56 |
| To know | 1 | 5 | 4.08 | 0.68 |
| To experience | 1 | 5 | 3.66 | 0.77 |
| To perform | 2 | 5 | 4.25 | 0.67 |
| Lack of motivation/amotivation | 1 | 5 | 1.70 | 1.02 |

Source: authors (2021).

When relating the questions related to the HEI culture - Ibaco - with academic motivation - AMS -, statistically significant associations ($p \leq 0.05$) were found through Pearson's r correlation. The strongest and most positive relationship was found between the cooperative professionalism dimension and EM by identification ($r=0.51$; $n=263$; $p \leq 0.05$). Therefore, the variables present a moderate positive correlation (Dancey; Reidy, 2006). Other associations were also found, but the values were below 0.50, i.e., a weak association (Dancey; Reidy, 2006).

This result suggests that the HEI's priority for cooperation professionalism is directly proportional to the EM, as identified by the students. Students perceive that the HEI emphasizes the execution of tasks with effectiveness and skillfulness, a spirit of collaboration, ability, dedication, professionalism and initiative capacity. These characteristics contribute to the achievement of common goals.

Considering as factors the courses that were part of the sample, it was done an Anova with a post hoc Tukey's test to check the existence of significant differences between the groups in relation to organizational culture. The first step was to affirm the homogeneity of the variances from the Levene's test, being that all the values presented a significance higher than 0.05. The results showed that the course of Law presented averages with significant differences in relation to the courses of Civil Engineering

($S=0.11$; $p=0.000$), Psychology ($S=0.08$; $p=0.008$) and Medicine ($S=0.10$; $p=0.008$). The Civil Engineering presented significant differences with the course of Law ($S=0.11$; $p=0.000$). The courses of Administration and Psychology have not presented significant differences between them in relation to the other courses. It was not found significant differences between the factor gender of the participants with the perception of organizational culture.

It was also done an Anova to assess the difference between the averages of the courses and the Academic Motivation. The results showed significant differences only between the courses of Law and Administration ($S=0.06$; $p=0.012$). In relation to Gender, the results showed significant differences between men and women in the IM ($F=22.15$; $p=0.000$), in the EM ($F=6.38$; $p=0.012$) and in the amotivation ($F=9.46$; $p=0.002$).

Even considering that some courses presented differences between them in relation to the organizational culture and academic motivation, the choice of the variables for the composition of the model followed the criteria seeking to describe the influence of the culture of the HEI, that is, the intention of this study was to verify the influence of the organizational culture of the HEI in the motivation of the students and not the isolated way of each course developing their own organizational culture. In this sense, it is important to highlight that the differences between the courses were not disregarded because the research problem sought to describe the cultural elements associated with the business nature of the analyzed HEI. From an organizational point of view, it is important to stress that the college analyzed has the undergraduate courses operating in a single environment, with a centralized management and frequent sharing of professors between the different courses, not having the existence of a campus or institutes in separated environments.

For the preparation of the model of linear regression it was observed the four basic assumptions of the residual analysis: verification of discrepant of values (outliers), the non-existence of autocorrelation, that is, the difference between the predicted value and the observed value, the normal distribution of the sample and the homoscedasticity. For the diagnostics per case for the discrepant values, the test presented standardized values within the acceptable limits - values between -3 and +3 -, being the minimum of -2.75 and the maximum of +2.76.

For the verification of the absence of autocorrelation between the residuals it was done a Durbin-Watson's test that showed the value of 1.701, considering an acceptable value for being within the range of 1.5 and 2.5. To confirm the homoscedasticity, it was generated a graph to assess the difference between the adjusted predicted residuals (X) and the adjusted residuals (Y), besides a histogram of the standardized residuals to know if the residuals present a normal distribution. It was also done an Anova to assess the homogeneity and variance of the model (test F) and reject the null hypothesis (h_0) that the adjustment model without a predictor is equal to the adjustment model with a predictor. The rejection of h_0 allows to accept the alternative hypothesis (H_1), supporting the predictive capacity of the model.

After that, it were checked the value of the correlations (R), the value of the correlations squared (R^2) that measures the explicative capacity of the model, and the values of Beta, to compare the coefficients of variations of the models. The general result of the model - denominated model 1 - showed $R=0.48$, $R^2=0.22$, $F=13.00$ and $p=0.000$.

These results show a highly significant influence of the predictor factors competitive professionalism and interpersonal relation over the dependent variable of the general model.

Lastly, model 4 analyzed the influence of the factors of the organizational culture in the amotivation of the students. The result followed the trend of statistical significance ($R^2=0.14$; $F=7.442$; $p=0.000$), highlighting the factors cooperative professionalism, competitive professionalism and interpersonal relations. The Table 4 presents the variation coefficients (β), the values of t and the statistical significance of each of the factors that compose the model.

Table 4 -

Coefficient of variation, values of t, statistical significance of each of the factors that compose the model of this study.

| Model | | Standardized coefficients | T | Sig. |
|---|-----------------------------|---------------------------|-------|-------|
| | | (β) | | |
| 1. Organizational culture => Academic motivation | (Constant) | | 9.62 | 0.000 |
| | Cooperative professionalism | 0.31 | 5.20 | 0.000 |
| | Competitive professionalism | 0.21 | 3.74 | 0.000 |
| | Interpersonal Relationship | 0.13 | 1.91 | 0.056 |
| 2. Organizational culture => MI | (Constant) | | 8.10 | 0.000 |
| | Cooperative professionalism | 0.38 | 6.24 | 0.000 |
| | Competitive professionalism | 0.13 | 2.21 | 0.027 |
| 3. Organizational culture => ME | (Constant) | | 8.78 | 0.000 |
| | Cooperative professionalism | 0.32 | 5.17 | 0.000 |
| | Competitive professionalism | 0.13 | 2.27 | 0.024 |
| 4. Organizational culture => Amotivation | (Constant) | | 0.80 | 0.421 |
| | Cooperative professionalism | -0.12 | -1.97 | 0.049 |
| | Competitive professionalism | 0.17 | 2.90 | 0.004 |
| | Interpersonal relationship | 0.20 | 2.75 | 0.006 |

Source: authors (2021).

Based on the observation that the organizational culture positively influences the motivation of the students, a linear regression analysis was conducted taking into account the six factors of the organizational culture and the students' motivation. The general conclusion is that the organizational culture influences 17% ($R^2=0.17$) of the IM, 22% ($R^2=0.22$) of the EM and 14% ($R=0.14$) of the demotivation of the Ehei students.

The analysis revealed that the statistically significant factors of culture that most influence the EM are: cooperative professionalism ($\beta=0.41$; $p<0.05$), followed by competitive professionalism ($\beta=0.19$; $p<0.05$). Similarly, IM was also significantly influenced by cooperative professionalism ($\beta=0.31$; $p<0.05$) and competitive professionalism ($\beta=0.13$; $p<0.05$). Regarding the lack of motivation/amotivation, the culture factors that were statistically significant were interpersonal relationships ($\beta = 0.18$; $p < 0.05$) and competitive professionalism ($\beta=0.15$; $p<0.05$). These results allow us to infer that cooperative and competitive professionalism are the cultural factors that most influence students to feel motivated, both in the intrinsic and extrinsic dimension of academic motivation. Therefore, the more competent and effective the HEI is in performing its tasks, showing a spirit of collaboration and professionalism, the greater will be the IM and the EM of the students.

Regarding the lack of motivation/amotivation, the analysis showed that, when the HEI does not have standards geared towards to the promotion of interpersonal relationships, it contributes to higher amotivation levels among students, since the interpersonal relationship was the factor that showed greater importance to stimulate the lack of motivation. In this sense, Zhu and Engels (2014) state that, together with the wide-ranging growth of the HEI culture, the interpersonal relationship between those who are part of the HEI has an important role in understanding the dynamics of culture.

This study defends the idea that the organizational culture has a direct influence on the autonomous motivation of students linked to the EHEI analyzed, but also acts as an external regulator of motivation. This conclusion allows establishing that shared beliefs around dimensions such as cooperative professionalism, competitive professionalism and interpersonal relationships are important vectors of academic motivation. The idea that these three cultural aspects allow a productive dialogue to analyze, among other aspects, the training and qualification of professors, who are important actors for the motivation of students, is reinforced.

Lagioia et al. (2007) argue that one of the factors that influence the students to change their expectations during the course is the professor's qualification. Corroborating this vision, Guimarães and Boruchovitch (2004) emphasize that the professor's motivational style positively influences the motivational development of students. Therefore, the formation of behavioral competencies in professors, aligned with the organizational culture, becomes a fundamental requirement to spread the organizational culture. This issue has been analyzed by several studies, suggesting a critical reflection on the support structure that EHEIs offer to their professors on the need for support, assistance and guarantee of working conditions to nurture positive relationships, without disregarding the factors that influence the professor's motivation.

Considerações finais

In order to increase the reflections and possible contributions to the academic context, the objective of this study was to analyze the perception of the organizational culture and its influence on the academic motivation of university students of an EHEI. Data analysis showed that students share a set of meanings and beliefs, which proves that the HEI analyzed has a specific culture. Aspects such as cooperation at work, professional

valorization and strategic planning aimed at the adaptation of the HEI to the market environment were seen as decisive elements of the organizational culture.

The academic motivation encountered was also satisfactory and well-balanced, showing that although IM is the preponderant factor, the existence of external regulators influencing the motivation reinforces the importance of organizational factors in the introjection of motivation and in the avoidance of amotivation. Among the main findings of the research it is highlighted that the model that tested the academic motivation construct as a dependent variable, showed a highly significant influence - value of p - of the organizational culture, explaining the 22% of the motivation variation. This finding can be considered expressive, considering that academic motivation is a broad concept and that it can suffer influence of diverse variables that were not measured by this study.

Therefore, analyzing the relation between organizational culture and motivation, the study allows to comprehend not only the multifaceted character of motivation, but also emphasizes some external vectors of this motivation, related to the specific culture of the analyzed Ehei. In this sense, considering the different factors of the organizational culture, it is possible to assert that the intrinsic motivation as well as the extrinsic motivation are significantly related to the factors cooperative professionalism and competitive professionalism. Thus, the more the institutions have a culture based on competence and efficiency, demonstrating a spirit of collaboration and professionalism, the higher will be the IM and EM of the students.

It is also worth of note that the influence of the interpersonal relationship in the academic amotivation, evidencing that the contact with the professors, the sense of community, the comprehension, the professors help and support in the academic journey of the students are important aspects to be considered to motivate the students.

By attaining its objectives, the research allowed to clarify academic motivation in the new context of Brazilian education. The subject matter of organizational culture allows seeing not only quality indicators offered by the HEIs or by the regulatory agencies, but also the cornerstone of material and symbolic production that reflects the practices resulting from the relationship of the technical-functional staff with the teaching staff and students. Future studies could analyze other Eheis, which are considered a very heterogeneous field due to their different legal formats, nature, size and societal organization, besides their positioning in a highly segmented market, such as education. In this sense, future studies could search for differences and convergences between EHEI and others formats of HEI in the academic motivation, considering the influence of the differences between the courses, education levels, as well as their relation with the research and extension practices and comparing different levels of social integration and with the market.

It is also suggested to analyze the question of these HEIs' cultural influence from a critical perspective, evaluating its effects on the quality of learning. Studies of this nature could contribute to the complex discussion of the effects of the commodification of teaching and of the focus centered on client, on student learning and on the satisfaction of teaching work. With this, it is concluded that the study is part of an important research agenda, in an attempt to understand the academic motivation based on the characteristics of the organization of which they are part, regarding the culture of the organization as a fundamental dimension to generate meaning in the educational practices.

Referências

- ANDERSEN, Susan; CHEN, Serena; CARTER, Christina. Fundamental human needs: Making social cognition relevant. *Psychological Inquiry*, Filadélfia, v. 11, n. 4, 2000, p. 269-318.
- ANDERSON, Kristian; KERR, Carol. *Customer relationship management*. London: McGraw-Hill Educatin, 2001.
- ANDRADE, Tais; LIMA, Sabrina; ESTIVALETE, Vania; TANSCHHEIT, Fabrício. Cultura organizacional e satisfação no trabalho sob a percepção dos colaboradores de uma instituição bancária após o processo de fusão. *Revista Administração em Diálogo*, São Paulo, v. 15, n. 3, 2013, p. 52-78.
- ANTOPOLSKAYA, Tatyana. Organizational culture of the university in the theory of social representations of students and learning technologies. *Alma Mater: Bulletin of Higher Education*, Harvard, v. 7, 2005, p. 3-9.
- AVILOVA, Zhanna; GULEI, Inna; SHAVYRINA, Irina. Formation of the Customer-Centric Organizational Culture of the University as a Factor of Effective Social and Economic Development of the Region. *Mediterranean Journal of Social Sciences*, Roma, v. 6, n. 3, 2015, p. 20-34.
- BANDURA, Albert. Human agency in school cognitive theory. *American Psychologist*, Califórnia, v. 77, n. 4, 1989, p. 122-147.
- BORGES, Marina; MIRANDA, Gilberto; FREITAS, Sheizi. A teoria da autodeterminação aplicada na análise da motivação e do desempenho acadêmico discente do curso de ciências contábeis de uma instituição pública brasileira. *Revista Contemporânea de Contabilidade*, Florianópolis, v. 14, n. 2, 2017, p. 89-107.
- BORUCHOVITCH, Evelyn. Motivação para aprender de estudantes em curso de formação de professores. *Revista Educação*, Campinas, v. 31, n. 2, 2008, p. 30-38.
- BRITTO, Luiz; SILVA, Edineuza; CASTILHO, Katlin; ABREU, Tatiane. Conhecimento e formação nas IES periféricas: perfil do aluno novo da educação superior. *Avaliação da Educação Superior*, Campinas, v. 13, n. 2, 2008, p. 10-23.
- CARBONNEAU, Noémie; VALLERNAD, Robert; LAFRENIÈRE, Marc-André. Toward a tripartite model of intrinsic motivation. *Journal of Personality*, Montréal, v. 80, n. 1, 2012, p. 1147-1178.
- CARVALHO, Cristina. A mercantilização da educação superior brasileira e as estratégias de mercado das instituições lucrativas. *Revista Brasileira de Educação*, São Paulo, v. 18, n. 1, 2013, p. 1-21.
- COLETA, José; COLETA, Marília. Cultura organizacional e avaliação de instituições de educação superior: semelhanças e diferenças. *Psico-USF*, São Francisco, v. 12, 2007, p. 227-237.
- CONDON, John; LEBRACK, Kelly. Culture, definition of. In: BENNETT, Janet. *The Sage encyclopedia of intercultural competence*. Thousand Oaks, CA: Sage, 2015.
- CRESWELL, John; PLAN, Vicki. *Pesquisa de métodos mistos*. Porto Alegre: Penso, 2013.
- DANCEY, Christine; REIDY, John. *Estatística sem matemática para psicologia: usando SPSS para Windows*. Porto Alegre, Artmed, 2006.

- DAVOGLIO, Tárzia; SANTOS, Bettina; LETTNIN, Carla. Validação da escala de motivação acadêmica em universitários brasileiros. *Avaliação e Políticas Públicas em Educação*, Rio de Janeiro, v. 24, n. 92, 2016, p. 522-545.
- DECI, Edward; OLAFSEN, Anja; RYAN, Richard. Self-determination theory in work organizations: the state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, São Francisco, v. 4, n. 1, 2017, p. 19-43.
- DECI, Edward; SCHWARTZ, Allan; SHEINMAN, Louise; RYAN, Richard. An instrument assess adults' orientations to ward control versus autonomy with children: reflections on intrinsic motivation and perceived competence. *Journal of Educational Psychology*, Washington, v. 73, 1981, p. 642- 650.
- DZIUBAN, Charles; SHIRKEY, Edwin. When is a correlation matrix appropriate for factor analysis? Some decision rules. *Psychological Bulletin*, Washington, v. 81, n. 6, 1974, p. 358-361.
- FALCÃO, Daniel; ROSA, Vilmar. Um estudo sobre a motivação dos universitários do curso de administração: uma contribuição para gestão acadêmica no âmbito público e privado. ENCONTRO DA ASSOCIAÇÃO NACIONAL DE PÓS-GRADUAÇÃO E PESQUISA EM ADMINISTRAÇÃO, 32, 2008. Anais ... Rio de Janeiro: Anpad, 2008.
- FERREIRA, Maria Cristina; ASSMAR, Eveline; ESTOL, Kátia; HELENA, Maria Cristine; CISNE, Maria do Carmo. Desenvolvimento de um instrumento brasileiro para avaliação da cultura organizacional. *Estudos de Psicologia*, Campinas, v. 7, 2002, p. 1-23.
- FIGUEIREDO FILHO, Dalson; SILVA JÚNIOR, José. Visão além do alcance: uma introdução à análise fatorial. *Opinião Pública*, Campinas, v. 16, n. 1, 2010, p. 160-185.
- FONTAINE, Anne Marie. *Motivação em contexto escolar*. Lisboa: Universidade Aberta, 2005.
- GAGNÉ, Marylene; DECI, Edward. Self-determination the or y and work motivation. *Journal of Organizational Behavior*, Rochester, v. 26, 2005, p. 331-362.
- GUAY, Frederic; MORIN, Alexandre; LITALIEN, David; VALOIS, Pierre; VALLERAND, Robert. Application of exploratory structural equation modeling to evaluate the academic motivation scale. *The Journal of Experimental Education*, London, v. 83, 2015, p. 51-82.
- GUIMARÃES, Sueli; BORUCHOVITCH, Evely. O estilo motivacional do professor e a motivação intrínseca dos estudantes: uma perspectiva da teoria da autodeterminação. *Psicologia: Reflexão e Crítica*, Porto Alegre, v. 17, n. 2, 2004, p. 143-150.
- GUIMARÃES, Sueli; BZUNECK, José. Propriedades psicométricas de um instrumento para a avaliação da motivação de universitários. *Revista Ciências & Cognição*, Rio de Janeiro, v. 13, 2010, p. 101-113.
- HAIR, Joseph; ANDERSON, Rolph; TATHAM, Ronald; BLACK, William. *Análise multivariada de dados*. Porto Alegre: Bookman, 2005.
- HENRY, Meagan. *Hagwons, Future Careers in Tesl? A qualitative study about the career choices of the multiple year private school english teachers in South Korea*. Washington, Culminating Projects in English. Paper 52, 2016.
- HOFSTEDE, Geert. Dimensions do not exist: a reply to Brendan McSweeney. *Human Relations*, London, v. 55, n. 11, 2002, p. 1355-1361.
- HOFSTEDE, Geert; NEUIJEN, Bram; OHAYV, Denise; SANDERS, Geert. Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, Ithaca, n. 35, 1990, p. 286-316.

- HONG, Ji; DAY, Christopher; GREENE, Barbara. The construction of early career teachers' identities: coping or managing? *Teacher Development*, London, v. 22, 2018, p. 249-266.
- INEP. *Censo da educação superior*. Brasília: Inep, 2011.
- INEP. *Censo da educação superior*. Brasília: Inep, 2015.
- JUST, Magela; BATISTELLA, Claudete; TAUFER, Eliane; MACKE, Janaína. A cultura organizacional em uma instituição de ensino superior privado na perspectiva de diferentes públicos. *Contextus - Revista Contemporânea de Economia e Gestão*, Ceará, v. 16, n. 1, 2018, p. 1-24.
- KUMAR, Revathy; ZISHO, Akane; BONDIE, Rhonda. Weaving cultural relevance and achievement motivation into inclusive classroom cultures. *Educational Psychologist*, London, v. 53, n. 2, 2018, p. 1-19.
- LAGIOIA, Umbelina; SANTIAGO, Hugo; GOMES, Rafael; RIBEIRO, José. Uma investigação sobre as expectativas dos estudantes e o seu grau de satisfação em relação ao curso de Ciências Contábeis. *Revista Contemporânea de Contabilidade*, Florianópolis, v. 1, n. 8, 2007, p. 121-138.
- LEAL, Edvalda; MIRANDA, Gilberto; CARMO, Carlos. Teoria da autodeterminação: uma análise da motivação dos estudantes do curso de ciências contábeis. *Revista Contabilidade & Finanças*, São Paulo, v. 24, 2013, p. 162-173.
- LEVINE, David; STEPHAN, David; SZABAT, Kathrin. *Estatística: teoria e aplicações*. Rio de Janeiro: TLC, 2008.
- LITALIEN, David; MORIN, Alexandre; GAGNÉ, Marylene; VALLERAND, Robert; LOSIER, Gaetan; RYAN, Richard. Evidence of a continuum structure of academic self-determination: a two-study test using a bifactor-Esem representation of academic motivation. *Contemporary Educational Psychology*, Maryland, v. 51, n. 7, 2017, p. 67-82.
- MARTINELLI, Selma; BARTHOLOMEU, Daniel. Escala de motivação acadêmica: uma medida de motivação extrínseca e intrínseca. *Avaliação Psicológica*, Campinas, v. 6, n. 1, 2007, p. 21-31.
- MCCOWAN, Tristan. Expansion without equity: An analysis of current policy on access to higher education in Brazil. *Higher Education Policy*, Havana, v. 53, n. 9, 2007, p. 579-598.
- MOK, Ka. Higher education transformations for global competitiveness: Policy responses, social consequences and impact on the academic profession in Asia. *Higher Education Policy*, Havana, v. 28, n. 4, 2015, p. 1-15.
- NIEMIEC, Christopher; RYAN, Richard; DECI, Eduard. Self-determination theory and the relation of autonomy to self-regulatory processes and personality development. In: *Handbook of personality and self-regulation*. Rick Hoyle, Oxford, UK: Wiley-blackwell, 2010, p. 134-145.
- PEPPERS, Don; ROGERS, Martha. *Managing customer relationship: a strategic framework*. Hoboken: John Wiley & Sons: Inc, 2011.
- PESTANA, Maria Helena; GAGEIRO, João. *Descobrimos a regressão: com a complementaridade do SPSS*. Lisboa: Sílabo, 2005.
- PETTIGREW, Andrew. On studying organizational cultures. *Administrative science quarterly*, Ithaca, v. 24, n. 2, 1979, p. 570-581.

- PINTRICH, Paul. A motivational Science perspective on the role of student motivation in learning an teaching contexts. *Journal of Educational Psychology*, Washington, v. 95, n. 7, 2003, p. 667-686
- PIRES, José; MACÊDO, Kátia. Cultura organizacional em organizações públicas no Brasil. *Revista de Administração Pública*, Rio de Janeiro, v. 40, 2006, p. 81-106.
- PRATES, Eli. Ensino e aprendizagem para universitários sob a ótica da motivação. *Educare - Revista Científica de Educação*, João Pessoa, v. 2, n. 3, 2016, p. 11-29.
- REEVE, John; DECI, Eduard; RYAN, Richard. *Self-Determination theory: A dialectical framework for understand sociocultural influences on student motivation*. Connecticut: Information Age Publishing, 2004.
- RIZZATTI, Gerson; RIZZATTI JUNIOR, Gerson; SARTOR, Vicente. Categorias de análise de clima organizacional em Universidades Federais. *Colóquio Internacional Sobre Gestão Universitária Na América Do Sul*, 4, 2004. Anais ... Florianópolis, 2004.
- ROTHSTEIN-FISCH, Carrie; TRUMBULL, Elise. *Managing diverse classrooms: how to build on students? Cultural strengths*. Alexandria, VA: ASCD, 2008.
- ROUSSEAU, Denise. Normative beliefs in fund-raising organizations: linking culture to organizational performance and individual responses. *Group & Organization Studies*, Clemson, v. 15, 1990, p. 448-460.
- RUPPEL, Dirlene. *A influência da cultura organizacional no processo de administração estratégica de instituições de ensino superior sob a perspectiva de seus gestores estratégicos*. Curitiba: Cefet, 2007. 98f. Dissertação (Mestrado em Tecnologia). Programa de Pós-Graduação em Tecnologia, Centro Federal de Educação Tecnológica do Paraná.
- RYAN, Richard; DECI, Eduard. Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, Maryland, v. 61, 2020, p. 1-31.
- RYAN, Richard; DECI, Eduard. Overview of self-determination theory: An organism dialectical perspective. In: DECI, E.; RYAN, R. *Handbook of self-determination research*. Rochester: University of Rochester Press, 2002, p. 23-33.
- RYAN, Richard; GUARDIA, Jennifer; SOLKY-BUTZEL, Jéssica. On the interpersonal regulation of emotions: emotional reliance across gender, relationships, and cultures. *Personal Relationships*, London, v. 12, n. 4, 2005, p. 145-163.
- SAMPAIO, Helena. O setor privado de ensino superior no Brasil: continuidades e transformações. *Ensino Superior Unicamp*, São Paulo, v. 2, n. 4, 2011, p. 28-43.
- SCHEIN, Edgar. *Organizational culture and leadership*. San Francisco: Jossey Bass, 2004.
- SCHMIDT, Gabriele. There's more toit: A qualitative study into the motivation of Australian university students to learn German. *Gfl-journal*, Canberra, v. 1, 2014, p. 20-44.
- SCHUNK, Dale. Self-efficacy and academic motivation. *Educational Psychologist*, London, v. 26, 1991, p. 207-231.
- SCOTT, Tim; MANNION, Russell; DAVIES, Huw; MARSHALL, Martin. The quantitative measurement of organizational culture in health care: a review of the available instruments. *Health Services Research*, Chicago, v. 38, 2003, p. 1-23.
- SÉCCA, Rodrigo; LEAL, Rodrigo. *Análise do setor de ensino superior privado no Brasil*. Rio de Janeiro: BNDES, 2008.

SILVA, Ana Paula; CASALINHO, Gilmar; CASSANEGO, Paulo. Gestão estratégica em instituições de ensino: um estudo de caso no Colégio São José de Pelotas/RS. *Revista Gestão Industrial*, Curitiba, v. 5, n. 2, 2009, p. 12-43.

SLAUGHTER, Sheila; LESLIE, Larry. *Academic capitalism: Politics, policies, and the entrepreneurial university*. Baltimore: The Johns Hopkins University Press, 1997.

VALLERAND, Robert; PELLETIER, Luc; BLAIS, Mr; BRIERE, Nathalie; SENECA, Caroline; VALLIERES, Evelyne. The Academic Motivation Scale: A measure of intrinsic, extrinsic, and a motivation in education. *Educational and Psychological Measurement*, Montreal, v. 52, n. 6, 1992, 1992, p. 1003-1017.

VEGRO, Thamires; ROCHA, Fernanda; CAMELO, Silvia; GARCIA, Alessandra. Cultura organizacional de um hospital privado. *Revista Gaúcha de Enfermagem*, Porto Alegre, v. 37, n. 2, 206, p. 1-6.

VIDICH, Arthur; LYMAN, Stanford. Qualitative methods: their history in sociology and anthropology. In: DENZIN, Normank; LINCOLN, Yvonna (eds.). *Handbook of qualitative research*. London: Sage, 2005.

WEINER, Bernard. An attributional theory of achievement motivation and emotion. *Psychological Review*, California, v. 92, n. 4, 1985, p. 548- 573.

ZHU, Chang; ENGELS, Nadine. Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students. *Education Management Administration Leadership*, Nottingham, v. 42, n. 1, 2014, p. 136-158.

ZIMMERMAN, Barry. Self-efficacy and educational development. In: BANDURA, Albert. (Ed.), *Self-efficacy in changing societies*. New York: Cambridge University Press, 1995.

ZONATTO, Vinícius; MACHADO, Denise; LOURENSI, Adriano; BOGONI, Nadia. Cultura organizacional em uma instituição de ensino superior: um estudo de caso sob as perspectivas propostas por Hofstede (1991). *Revista Eletrônica de Administração e Turismo*, Porto Alegre, v. 1, n. 1, 2012, p. 1-24.

ZUSHO, Akane; CLAYTON, Karen. Cultural zing achievement goal theory and research. *Educational Psychologist*, London, v. 46, n. 3, 2011, p. 239-260.

Priscila Cerutti é professora na Faculdade Anhanguera.

Orcid: <https://orcid.org/0000-0003-1885-9668>.

Endereço: Rua General Prestes Guimarães, 304 - Passo Fundo - RS - Brasil.

E-mail: priscilacerutti@yahoo.com.br.

Jandir Pauli é professor na Faculdade Meridional.

Orcid: <https://orcid.org/0000-0003-4618-6958>.

Endereço: Rua General Prestes Guimarães, 304 - Passo Fundo - RS - Brasil.

E-mail: jandir.pauli@imed.edu.br.

Luciana Laval é estudante na Faculdade Meridional.

Orcid: <https://orcid.org/0000-0001-9000-9866>.

Endereço: Rua General Prestes Guimarães, 304 - Passo Fundo - RS - Brasil.

E-mail: lu.laval@hotmail.com.

Critérios de autoria: os autores conceberam a ideia. Luciana e Priscila coletaram os dados. Jandir analisou os dados e Priscila preparou a primeira versão. Todos os autores discutiram os resultados e contribuíram para a versão final do manuscrito. Os autores participaram da concepção, execução, análise, interpretação e redação.

Recebido em 31 de dezembro de 2021.

Aceito em 20 de março de 2022.

