ORIENTATIONS AND MOTIVATION FOR COLLEGE: A CASE OF BUSINESS STUDENTS

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ABSTRACT

We examined business students' cultural directions of pointing/ways of thinking/information meetings at the individual level and their influence on reasons for doing things for college. Our at the beginning findings point to/show that the sample shows collectivist, low power distance, high doubt avoidance, and low the qualities that make a man direction of pointing/ways of thinking/information meetings. Employing happening together moving backward analysis, we found that: (1) the collectivist direction of pointing/way of thinking/information meeting is strongly connected with built-in related to school and learning desire to do something/reason for doing something, (2) the low power distance direction of pointing/way of thinking/information meeting is strongly connected with built-in related to school and learning desire to do something/reason for doing something to experience stimulation and (3) the strong doubt avoidance orientation is related to both the built-in and not built-in/coming from outside of something related to school and learning reasons for doing things. The result has effects/results/suggestions for managing desire to do something/reason for doing something in the related to school and learning big picture.

Keywords: Business Students, Academic, Motivation, College.

INTRODUCTION

In today's fast world, desire to do something/reason for doing something is an extremely important element for success in any effort including education. When examining students, understanding their desire to do something/reason for doing something system is important to gaining understanding of deep things for increased working well and getting a lot done in school work. However, the increased many different kinds of people or things in classrooms also comes with many different kinds of people or things in related to school and learning reasons for doing things and learning behaviors of students, which sometimes presents/causes challenges for students, teachers/professors, and managers in college. Therefore, understanding how different cultural backgrounds influence the way students are having a reason to do something is important in identifying the appropriate success plans/ways of reaching goals to make sure that students are involved in related to school and learning activities and stay gave a reason to do something. This study, therefore, explores the link between students' cultural directions of pointing/ways of thinking/information meetings and related to school and learning desire to do something/reason for doing something.

With respect to the link between culture and desire to do something/reason for doing something, a handful of research has examined this relationship in the work setting. Emery & Oertel (2006) examined the relationship between Hofstede's cultural dimensions and Vroom's expectancy explanation of desire to do something/reason for doing something valence, expectancy, ability to serve a purpose or do something, and found that cultural-based values were only significantly related to valence. Other studies include the test of the evening-out/regulating influence of cultural values on desire to do something/reason for doing something and its results (Lam et al., 2002). For instance, Erez & Earley (1987) have examined the idea that the needs of all people are more important than the needs of a single person and power distance as moderators of the relationship between goal setting and performance. So,

following this stream of question/request for information, the goal of this study is to test the relationship between individual level cultural directions of pointing/ways of thinking/information meetings using the very important work by Hofstede and the multi-dimensions of related to school and learning desire to do something/reason for doing something based on deciding on your future and then making sure it happens explanation of why something works or happens the way it does. The solid basic structure on which bigger things can be built of national culture with respect to: desire to do things for yourself and not be like others/collectivism, power distance, doubt avoidance, and the qualities that make a man Hofstede (2001) have culminated in extensive research on culture including the prediction of employee attitudes and behaviors (Tsui et al., 2007). A complete and thorough review of research examining the influence of the different cultural directions of pointing/ways of thinking/information meetings on attitudes, behaviors and organizational results by Kirkman et al. (2006) points to/shows that cultural directions of pointing/ways of thinking/information meetings, whether at the individual, group, or national level are describe a possible future event of attitudes and organizational results such as organizational living in a country you were born in, or having the same rights in a country as someone who was born there, leadership behavior, and desire to do something/reason for doing something among others. Because of this, our focus on the individual level cultural directions of pointing/ways of thinking/information meetings follows prior research on this subject. In a study of culture and leadership Clugston et al. (2000) have operationalized Hofstede's cultural dimensions as values at the individual level of analysis, and of importance to this study are these cultural directions of pointing/ways of thinking/information meetings and their link to SDT in the related to school and learning big picture.

CONCLUSION

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