

Work Motivation, Organizational Commitment and Locus of Control vis-a-vis Work Experience amongst University Teachers

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Abstract

This study evaluates the experience-wise differences amongst the teachers working in universities of Punjab with regard to commitment, motivation and locus of control. Data collection was done from the sample size of 460 teachers (250 state university respondents & 210 private university respondents). Data was analyzed by using WAS (weighted average scores) and ANOVA. The findings reveal that with the rise in work experience, the level of intrinsic motivation also increases. Teachers with lesser work experience are found to be more extrinsically motivated. With regard to organizational commitment, it is found that teacher with greater work experience is more committed than teachers with less work experience. High continuance commitment is found amongst teachers who are more experienced. As far as normative commitment is concerned, there is a decline trend with the years of experience adding up. With regard to locus of control, as the teacher become more experienced the inclination towards external locus of control rises and towards internal locus of control decreases.

Keywords: Commitment, Experience, Extrinsic Motivation, Intrinsic Motivation, Locus of Control, Teachers, Universities

1. Introduction

A teacher plays umpteen roles in a student's life while imparting education. A teacher is a role model, educator, facilitator, counselor, mentor, preacher, guide and the list is unending. A good teacher not only inspires students to learn from books but also teaches many life skills. Teachers have ability to change the lives of the students. A teacher is a creator of all other professions.

The focus of management has increased to keep their employees motivated (Mitchell, 1973). Mustafa and Othman (2010) believed that there was a need of high motivation along with knowledge and expertise. Northcraft and Neale (1996) described that the commitment is an ongoing process which reflects the loyalty of employees toward their organization. The research conducted

by Meyer et al. (1993) states a positive correlation of commitment with level of satisfaction. With regard to the locus of control, Shannak and A-Taher (2012) revealed that individuals with internal locus of control often show less absenteeism and high involvement as compare to people with external locus of control. Hence, a motivated, committed and a teacher with self belief lead to not only a higher quality of education but also prepare future generations to lay the foundation of the brighter future of the nation.

2. Need of Study

The higher education sector comprises of many senior teachers along with young teachers. The huge difference in the level of work experience lead to different perspec-

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tives in terms of beliefs, maturity level, desires and motives etc. As individual gets experienced in their work life, it influences their behaviour too. Hence, it becomes important to research the impact of work experience of teachers on job related variables such as motivation, commitment and locus of control. Many previous researches have conducted similar studies by selecting the demographic factors such as age, gender, income, education etc. (Amabile et al. 1994; Peace, 1998; Strauser et al., 2002; McMahan, B., 2007; Luxmi, 2011; Azeem & Akhtar, 2014; Al-Salameh, 2014; Naik, 2015; Khan, 2015 & Kamdron, 2015). There are few studies regarding work experience. Out of those few studies, many show conflicting results. Reyes (1992) reported that organizational commitment of school teachers declines with experience. On the other hand, Cheng (1990) states that the teachers with more teaching experience tend to be more committed to school. Mostly the studies are done at the school level or in the industrial sectors. There is a definite gap in the previous literature with respect to work experience and concerned variables such as work motivation, organizational commitment and locus of control at higher education level. In addition, not much work on this aspect has been done from the Indian perspective. Thus, an effort has been made to understand the role and influence of high or low work experience at the university level.

3. Motivation

Motivation helps to stimulate an individual to perform actions for achieving desired results. Thus, an effective motivational drive can stimulate people and help towards satisfaction and commitment towards their jobs. According to Atkinson (1964) “motivation is a drive which immediately influences direction, vigor (energetic activity) and persistence of action”. It is categorized into two types: intrinsic motivation and extrinsic motivation.

According to Vallerand and Bissonnette (1992) “Intrinsic motivation is the activity which is carried out for enjoyment or for the satisfaction driven from that activity, while Extrinsic Motivation is an activity which is carried out from the sense of obligation”. Individuals who are intrinsically motivated become less focused on material gains and more on satisfaction and sense of achievement as compared to individuals who are extrinsically motivated.

4. Organizational Commitment

“Organizational commitment is the most important work related attitudes studied in management and organizational behavior” (Allen & Meyer, 2000). According to Mowday *et al.* (1979). Organizational commitment is a multidimensional concept. Mowday et al. (1979), stated organizational commitment as a multidimensional concept. It is further categorized into three type i.e. affective commitment, continuance commitment and normative commitment. Affective commitment is a feeling of emotional attachment of employees to their organization. Continuance commitment is an awareness of various cost associated with leaving the organization. Normative commitment is a feeling of obligation to continue employment.

5. Locus of Control

“Locus of control refers to one’s beliefs in his or her abilities to control life events” (Rotter, 1966). Spector (1988) categorized it into two types: internal locus of control and external locus of control. People with internal orientation generally believe that they are the masters of their fate and possess control over their life. They are often found confident, alert and are more motivated in controlling their external environments. According to Jones and George (2003) internally oriented people show direct involvement in changing situations and also show readiness to solve any problem. On the other hand, Norton (2005) stated that internally oriented people generally have good coping skills, experience less stress and also respond positively to difficult situations.

On the other hand, Individuals with external orientations believe that they do not have direct control over their destiny (Rotter, 1966; Spector, (1988). They believe that many other factors play a role in influencing their life like their destiny and contacts. Edwards (2005) states that externally oriented individuals are often less self-directed and generally drift along in life. These people face high level of frustration and often blame others. According to Norton (2005) individuals with external locus of control feel more stressed than people with internal locus of control.

6. Review of Literature

Amabile et al. (1994) developed the work preference inventory instrument to assess individual differences in

intrinsic and extrinsic motivation. It was scored on two primary scales i.e., intrinsic and extrinsic. Each scale was further subdivided into two secondary scales. Intrinsic motivation was categorized into 'challenge' and 'enjoyment'. Extrinsic motivation scale was categorized into 'outwards' (oriented toward the recognition and dictates of others) and 'compensation'. Results revealed weak negative correlation between intrinsic motivation (especially 'enjoyment') and years of work experience. A modest negative correlation was found between extrinsic motivation and work experience. Further, women scored significantly higher than men on overall 'intrinsic' scale.

Peace (1998) analyzed the factors influencing 'organizational commitment' of lecturers in higher educational institutions. No gender-wise effect was found on Organizational commitment with regard to variables such as 'religion', 'tenure and terms of service', 'previous job', 'Protestant work ethic', 'salary and professionalism'. On the other hand, gender-wise positive influence on 'organizational commitment' was found with regard to age, educational level, academic rank, job satisfaction, total package, institution and work load. Also, 'marital status', 'incentives and faculty' influence the level of 'organizational commitment' of female lecturers, whereas, 'economic dependents' and 'absenteeism' showed significant affect on 'organizational commitment' of male lecturers.

Mcmahon, B. (2007) researched on organizational commitment, relationship commitment and their association with attachment style and locus of control. Sample size comprised of 171 adults employed at various organizations across North America. Results revealed that age and locus of control were related to Affective commitment and age remained a significant predictor of 'affective commitment'. Also, locus of control was found related to normative commitment and continuance commitment, such that younger individuals with internal locus of control tend to feel obligated to their organizations than individuals with external locus of control.

Mastekaasa (2009) studied the level of organizational commitment among 1111 employees (private sector employees such as, journalists, business administration graduates and public sector employees such as, social workers and teachers). Results revealed no clear differences between the public and the private sector. Differences were found only between different professional groups instead of sectors. Teachers, journalists and preschool teachers were found highly committed towards their organization

and on the other hand nurses, engineers/business graduates, administration graduates/librarians, and social workers were found less committed towards their organization.

Luxmi (2011) investigated the comparison of 'organizational commitment' among public and private sector employees of food processing industry in Punjab and Haryana. Also, three dimensions of 'organizational commitment' were compared with different psycho-demographic factors of the employees. Also, the relationships between 'organizational commitment' and 'organizational effectiveness' were analyzed. Results showed significant correlation between 'Normative' and 'Affective Commitment'. No significant differences were found among Public and Private sector employees. Variables such as hierarchical positions (managers, supervisors and workers), gender, marital status, qualification, age and total experience showed no impact on dependent variables.

Azeem & Akhtar (2014) conducted a research to find out the level of job satisfaction and organizational commitment of 210 employees working in public sector organizations in Saudi Arabia. A moderate level of organizational commitment was found towards their current organization. Findings revealed positive relation of tenure or work experience with organizational commitment.

Al-Salameh (2014) investigated the level of work motivation of the primary teachers in relation to age, type of school, educational qualifications, and gender. Findings revealed that primary teachers in Jordan showed good level of work motivation. Findings revealed that female teachers were more motivated towards their work than male teachers. The results showed significant differences in work motivation of teachers who have bachelor degree and high diploma qualifications. It means teachers having bachelor degrees were more motivated towards their work than the teachers having diploma according to this study. No impact of age was revealed on work motivation.

Lolitha and Johnson (2015) determined the level of organizational commitment with regard to demographic variables (age, work experience and gender). He found that with the increase in work experience, continuance commitment, whereas the level of normative commitment falls.

7. Objectives of Study

To compare the experience-wise differences in the opinion of teachers' regarding Work Motivation, Locus of Control and Organizational Commitment.

8. Research Methodology

Questionnaires were distributed to 580 university teachers, out of which the effective sample turned out to be 460 (250 state and 210 private university teachers). Some of the questionnaires were not returned and questionnaires filled by contractual teachers were discarded. To reduce inconsistencies, only permanent teachers from both the state universities and the private universities were considered. Work preference inventory scale (Amabile, et al. 1994); organizational commitment questionnaire (Meyer et al. 1993) and work locus of control scale (Spector, 1988) is used with prior permission of authors. Five point likert scale is used i.e. 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly disagree'. The hypotheses were framed on the basis of previous literature and discussions with experts. Data was analyzed using WAS and ANOVA. The experience-wise mean scores were compared.

8.1 Measurement and Techniques Used

Work preference inventory scale²; organizational commitment questionnaire¹⁵ and Work locus of control scale²² is used. Five point likert scale is used i.e., 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly

disagree'. Weighted Average Scores (WAS) is used to find out the levels and ANOVA is used to compare the experience-wise mean scores.

9. Analysis

9.1 Experience-Wise Responses for Work Motivation Organizational Commitment and Locus of Control

In order to compare the experience-wise opinions, WAS and F-ratios are calculated for each variable.

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H1: There is no significant difference in the responses of teachers belonging to different experience-wise groups towards work motivation (intrinsic motivation & extrinsic motivation)

To find out the level of agreement/disagreement with different variables on the basis of experience of the respondents, weighted average scores have been calculated. In order to compare experience-wise weighted average scores, F-ratios have been calculated; for the responses of each variable.

Perusal of the Table 1 revealed no significant difference as far as overall work motivation is concerned re-

Table 1. Experience -Wise Responses for Work motivation (Dimension-Wise)

Work Motivation	Experience (in years)	N	Mean	Std. Dev	F-value
Intrinsic Motivation	1-5 yrs	113	2.63	1.135	34.410***
	6-10 yrs	123	3.21	1.246	
	11-15 yrs	81	3.75	1.222	
	16-20 yrs	55	4.09	1.013	
	21-25 yrs	88	4.29	.920	
Extrinsic Motivation	1-5 yrs	113	3.76	.811	23.130***
	6-10 yrs	123	3.48	.971	
	11-15 yrs	81	3.01	1.040	
	16-20 yrs	55	3.05	.882	
	21-25 yrs	88	2.61	.893	
Overall Work Motivation	1-5 yrs	113	3.35	.427	2.387
	6-10 yrs	123	3.38	.405	
	11-15 yrs	81	3.28	.566	
	16-20 yrs	55	3.43	.434	
	21-25 yrs	88	3.22	.511	

*** Significant at 1 per cent level; ** Significant at 5 per cent level; * Significant at 10 per cent level

garding the years of working experience. A significant rise in intrinsic motivation is observed as the years of experience add. The F-value (34.41) at 1 per cent level of significance indicates that experience contributes positively towards intrinsic motivation. The teachers with less work experience are found more inclined towards extrinsic motivation. These differences are statistically significant at 1 per cent level of significance as shown by F-ratio (23.130).

H2: There is no significant difference in the responses of teachers belonging to different experience-wise groups towards organizational commitment (affective commitment, continuance commitment & normative commitment)

The study of Table 2 revealed that the overall organizational commitment is more in teachers as their years of teaching experience increases. The f-ratio (4.814) turned out to be significant at level of 1 per cent. No significant difference with regard to affective commitment was found on the basis of experience. Both the continuance commitment and the normative commit-

ment vary significantly with the change in the work experience.

With regard to the continuance commitment, the F-ratio (23.670) is statistically significant at 1 per cent level of significance. The continuance commitment shows steady rise as the work experience rises.

As far as the normative commitment is concerned, no clear trend is indicated by the university teachers. The teachers with experience of 1-5 years show high level of normative commitment, it declines amongst teachers with 6-10 years of experience and 11-15 years; to rise again for teachers with experience of 16-20 years. Further, it declines for teachers with 21 years and above experience. In addition, if only extreme two categories are considered (i.e. 1-5 years and 21 years and above); then there is a significant decline in the normative commitment with the years of experience adding up.

H3: There is no significant difference in the responses of teachers belonging to different experience-wise groups towards internal locus of control and external locus of control.

Table 2. Experience-Wise Responses for Organizational Commitment (Dimension-Wise)

Organizational Commitment	Experience (in years)	N	Mean	Std. Dev	F-value
Affective Commitment	1-5 yrs	113	3.73	.881	1.897
	6-10 yrs	123	3.65	.899	
	11-15 yrs	81	3.50	1.013	
	16-20 yrs	55	3.58	1.009	
	21-25 yrs	88	3.38	1.099	
Continuance Commitment	1-5 yrs	113	2.57	.849	23.670***
	6-10 yrs	123	3.04	1.085	
	11-15 yrs	81	3.13	1.069	
	16-20 yrs	55	3.81	.968	
	21-25 yrs	88	3.73	.974	
Normative Commitment	1-5 yrs	113	4.05	.726	2.538**
	6-10 yrs	123	3.98	.674	
	11-15 yrs	81	3.88	.831	
	16-20 yrs	55	4.06	.692	
	21-25 yrs	88	3.74	.952	
Overall Organizational Commitment	1-5 yrs	113	3.45	.485	4.814***
	6-10 yrs	123	3.56	.545	
	11-15 yrs	81	3.51	.615	
	16-20 yrs	55	3.82	.523	
	21-25 yrs	88	3.62	.529	

*** Significant at 1 per cent level; ** Significant at 5 per cent level; * Significant at 10 per cent level

Table 3. Experience-Wise Responses towards Locus of Control (Dimension-Wise)

Work Motivation	Experience (in years)	N	Mean	Std. Dev	F-value
Internal Locus of Control	1-5 yrs	113	4.04	.769	27.077***
	6-10 yrs	123	3.76	1.005	
	11-15 yrs	81	3.42	1.144	
	16-20 yrs	55	2.90	1.183	
	21-25 yrs	88	2.69	1.211	
External Locus of Control	1-5 yrs	113	1.95	.547	4.444**
	6-10 yrs	123	1.98	.510	
	11-15 yrs	81	2.18	.613	
	16-20 yrs	55	2.18	.413	
	21-25 yrs	88	2.15	.471	

*** Significant at 1 per cent level; ** Significant at 5 per cent level; * Significant at 10 per cent level

Table 3 reveals that the teachers’ inclination towards internal locus of control comes down as their years of experience add up. The F-ratio (27.077) is significant at 1 per cent level of significance.

As far as beliefs of external locus of control are concerned, as the years of experience increase, the teachers’ beliefs become inclined towards external locus of control. These differences are statistically significant at 5 per cent level of significance as shown by F-ratio (4.444). Hence, it is clear from the discussion that with the passage of time university teachers’ become externals rather than internals.

10. Conclusion

The results of the current study conclude that as the work experience increases, the level of intrinsic motivation rises; whereas, extrinsic motivation is found to be high amongst teachers with teachers with less experience.

Overall organizational commitment is high amongst experienced teachers than teachers with less experience. High continuance commitment is found as the years of experience multiply. Further, the result of normative commitment is found to be high in teachers having experience of 1-5 years and its level decreases as the work experience increase. Hence, it is surprising that as a university teacher gets highly experienced at work, their level of obligation declines.

With regard to locus of control, it is found that individuals with less work experience are internally oriented and those with more work experience becomes externally oriented.

11. Implications

The findings of work motivation are endorsed by the Maslow’s Theory of Need Hierarchy, which states that as the people grow in experience and age, their focus shifts to higher order needs in comparison to lower order needs (Maslow, 1954). In this study experienced teachers are intrinsically motivated, whereas inexperienced teachers are extrinsically motivated.

Overall organizational commitment shows consistent rise as the experience adds up; indicating longer time spent with the organization leads to loyalty with the organization. The continuance commitment, also rises as the experience of the teachers grow. This implies that as the teachers grow in experience and age they become more cautious. They feel that the opportunity costs of leaving their present job and trying for other alternatives would be high and unbearable. As far as the normative commitment is concerned, there is a significant decline reported amongst teachers if the two extreme categories of experience are observed i.e. the highest and the lowest experience group. As the experience rises, the sense of obligation towards one’s organization declines. These results of commitment

are substantiated by the findings of Lolitha & Johnson (2015). The opinion of experienced and inexperienced teachers is contradicted by the findings of Luxmi (2011), who found no impact of experience on organizational commitment.

The locus of control indicates significant variation with the experience. The longer the experience, the greater is the inclining towards external orientation. This suggests that the experienced teachers feel that they exercise less control over the affairs of their life and career. As the maturity of the teachers rise, they become more risk averse and want to travel the already treaded paths. On the contrary, the young and inexperienced teachers believe in the internal locus of control. This means that they do not blame the destiny and the lack of relevant contacts if they are not able to achieve their career goals. .

12. Recommendations

The universities should take initiative eg. programs, seminars etc. for motivating the young faculties intrinsically. Time to time various challenging programs and enjoyment filled work related tasks should be arranged by the administration so that the teachers remain intrinsically motivated. The extrinsic needs of the newly appointed faculty should be given due consideration by authorities. As suggested by Maslow (1954), ones the extrinsic needs are met, the focus shifts upon the intrinsic needs.

Although, the overall commitment rises as the teachers become more experienced, but efforts should be made in the direction to increase the level of commitment amongst the teachers with less experience. Job security, loyalty inducing program etc. should be directed towards the newly appointed teachers. Normative commitment turned out to be low amongst the experienced teachers. Due recognition should be given to the teachers with more experience to increase the normative commitment. Sometimes the organization ignore the years contributed by the senior faculty and don't honour their experience. Hence, essence of obligation must be induced amongst the senior faculty.

It is very discouraging to note that senior faculty has shown inclination towards external locus of control. There should be fair work environment in the universities where career growth is dependent only upon the efforts and the potential of the individual, and not on the maintenance of

relevant links or contacts. The career advancement should be based upon an objective performance appraisal, where there is no scope for chance. This would be an effort in the direction of making teachers self believers rather than believers of fate or destiny.

13. Limitations & Scope for Future Research

The present study is only confined to the state of Punjab.

There are many other important demographic factors such as age, gender, public/private sectors, income etc. that could have been analyzed with regard to the variables: motivation, commitment and locus of control in future research.

As far as the normative commitment is concerned, there is a significant decline reported amongst teachers with the highest experience category than with the lowest experience group. Although the pattern of decline is not steady. Hence, there is scope of further research.

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