East African Journal of Education and Social Sciences
EAJESS May –June 2023, Vol. 4, No. 3, pp.146-157.
ISSN: 2714-2132 (Online), 2714-2183 (Print). Published by G-Card
DOI: https://doi.org/10.46606/eajess2023v04i03.0286.

Nexus between Academic Motivation and Self-actualization among Students of Public Universities in Western Kenya

***Joel J.P. Ogutu**
ORCID: https://orcid.org/0000-0002-8628-7377
Department of Educational Psychology, Masinde Muliro University of Science and Technology, Kenya
Email: Ogutujoel1@gmail.com

Edward Okaya Khasakhala
ORCID: https://orcid.org/0000-0001-6513-1552
Department of Educational Psychology, Masinde Muliro University of Science and Technology, Kenya
Email: Ekhasakhala@mmust.ac.ke

***Corresponding Mail:** Ogutujoel1@gmail.com

Abstract: The study investigated on the influence of academic motivation on self-actualization among university students in Western region of Kenya. The study employed a correlation research design with the sample size of 153 university students selected through stratified and simple random sampling. The study used a questionnaire to collect data from the field. Data was analyzed using mean, standard deviation and hierarchical multiple regression. The study established that academic motivation existed among university students under investigation. The university students showed proof of existing elements of self-actualization. Extrinsic and amotivation influenced self-actualization among the university students. The study recommended that universities in Western Kenya should regularly sensitize and promote academic motivation among students. While it is recommended that universities should assist students fulfill their ambitions for self-actualization, some ways to assist includes expanding higher education space by creating Open University learning platforms.

Keywords: Academic motivation; exploring; self-actualization*;* amotivation; extrinsic; intrinsic.

How to Cite: Ogutu, J. J. P., and Khasakhala, E. O. (2023). Nexus between Academic Motivation and Self-actualization among Students of Public Universities in Western Kenya. East African Journal of Education and Social Sciences 4(3)146-157. DOI: https://doi.org/10.46606/eajess2023v04i03.0286.

Introduction

Maslow (1954) in his Theory of Human Motivation defined self-actualization as the individual's potential to reach highest level of personal fulfillment in life. It is a condition at the top of the pyramid where a person attains after all previous needs such as physiology, safety, love and esteem have been met. Maslow further asserted that everybody is given an exceptional accompaniment of needs to be met in the environment to guide one in realizing progressive life. These needs are set in a hierarchal order showing individuals' necessities in diverse stages. This suggest that self-actualization is necessary for individuals to achieve success in life. Self-actualization encourages individuals to understand their potentials to accomplish desires (Akcay & Akyol, 2012; Jena & Dorji (2016).

Research by Whitehead (2017) posits that self-actualization assists students to accept themselves, perceive reality, become efficient and develop spontaneous thoughts necessary for achievement of set goals. According to Oktavia et al. (2019), self-actualization helps one to gain self-confidence and show potentials in academics. It triggers intrinsic motivation to achieve academic set goals (Melnic & Botez, 2014); Kim & Kim, 2015). In addition, self-

actualization influence the learner's emotional maturity (Koç, 2019; Rastegar & Fatemi, 2018).

Students require self-actualization to achieve during the learning process. This is so since their potential is directed towards the set goals to achieve in academic endeavors to fulfill the ambitions (Esmaeili & Naghsh, 2015). Academic motivation could influence students to explore their potential in order to flourish. Thus academic motivation becomes a fundamental component in self-actualization.

Motivation is a multifaceted psychological phenomenon where researchers have explored various theoretical approaches, such as behavioral (Skinner, 1978) and social (Bandura, 1997). Different levels and types of motivation (including intrinsic and extrinsic) have been explored and the absence of one predominant definition has been justified (Alan, 2019; Gokbel & Alqurashi, 2018; Isaksen et al. 2011; Kara, 2020; Keskin et al. 2020).

Past research has indicated that learning can be impractical without desired amount of motivation. For instant, Rehman and Haider (2013) opined that learning is contingent on the level of motivation, thus it influences a person's ability to learn. Furthermore, a study by Black and Deci (2000) found teachers' classroom control to lead students towards positive learning experiences. Furthermore, teachers' control to students produce positive emotions and reduced boredom among students.

Students' academic motivation refers to their main stimuli for initiating learning as well as the reason for enduring the protracted process of learning (Ushioda, 2008). According to Vecchione et al. (2014), academic motivation has been expressed as the willingness of learners to reach set academic goals. Alt (2015) asserts that students with high internal motivation are more concerned with academics and are less interested in useless pleasurable activities. Gokbel and Alqurashi (2018) found out that externally motivated students spend more time on pleasure activities such as social networking than on academic tasks. This happens because external motivation is focused on gaining satisfaction from outward recognition or approval unlike internal motivation which brings inward satisfaction and self-fulfillment.

According to Linnenbrink and Pintrich (2002), academic motivation is a basis for achievement in academics. It directs students' behavior to act in a particular way (Frank & Demmitt, 2014). Goldstein et al (2009) asserts that motivation is a behaviour with energy, goal and direction. From the educational standpoint, academic motivation is like multifaceted phenomena that leverage on students' beliefs about performing the desired activity, focuses on purpose to perform that activity and brings about emotional reactions associated with needs to perform an activity. Although several researchers have emphasized on academic motivation, the current study is concerning with university students whose interest in academic is focused on specific career paths unlike other students or other learners.

Theoretical Underpinnings

This study is anchored on the Self-Determination Theory (SDT) advanced by Deci and Ryans (1985). Self-determination theory is an empirically based, organismic theory of human behavior and personality development. Its analysis is focused primarily at the psychological level and it differentiates types of motivation along a continuum. The theory is particularly concerned with how social-contextual factors support or thwart people's thriving through the satisfaction of their basic psychological needs for competence, relatedness and autonomy. The theory examines how biological, social and cultural conditions either enhance or undermine the inherent human capacities for psychological growth, engagement and wellness.

SDT specifically assumes that individual human development is characterized by proactive engagement and behavioral regulations. These characteristics are associated with extrinsic and intrinsic motivation. SDT's assumptions of extrinsic and intrinsic motivation are anchored on observations where individuals take interest, seek challenges and strive for growth across their lifespan, even in the face of countervailing social forces. In this study, the nexus in SDT theory is to help determine the influence of motivation to either facilitate or thwart ones capacities for self-actualization. This is because SDT revolves under the assumption that is more or less likely to facilitate or undermine motivation to attain self-actualization in academics among students. It is against this background that the study is anchored on self-determination theory.

Academic Motivation

Motivation is an internal state that arouses, directs and maintains behaviour (Ryan & Deci, 2000). Psychological constructs of motivation are basically intrinsic and extrinsic. Intrinsic motivation enables one to achieve something for personal interest, satisfaction or enjoyment and is not linked to outside rewards or public recognition. Motivation as a psychological construct is responsible for the initiation, intensity, maintenance and persistence of behavior aimed at a goal (Hakan & Munire, 2014; Vosh & Schauble, 2014). Students who connect intrinsic goals with their choice of study are more likely to receive instant gratification (Petty, 2014). Lepper et al (2005) found a strong negative correlation between intrinsic motivation and work avoidance behaviour in students. Prior research found that Students' perceptions of educators' openness and availability have favourable impacts on students' intrinsic motivation (Koludrović & Ercegovac, 2015; Öztürk, 2015). Intrinsic motivation is the most reliable predictor of sustainable motivation, as individuals receive instant gratification when engaging in an activity for the purpose of the inherent entertainment or stimulation they encounter in doing it. Students who are intrinsically motivated gain satisfaction as they engage in everyday activities, seeking knowledge for its own sake (Chen et al 2012; Neto, 2015).

From gender perspective, intrinsic motivation is greatly found among females as compared to males (Anderman & Anderman, (1999). Boggiano et al. (1991) argued that females were more extrinsically motivated and were prejudiced by teacher feedback. Interestingly, some studies show that there is no gender difference in terms of motivational orientations towards academic achievement. For instance, Hagborg (1995) opined that both males and females do not show any unique differentiation in the intensity of their intrinsic or extrinsic motivation. The same study revealed that the academic achievement of both boys and girls has been positively influenced by intrinsic motivation. A study by Chaudhry and Shabbir (2019) showed that male adolescents have significantly low rates of intrinsic motivation as compared to female adolescents. Prior studies on gender differences in academic motivation and classroom behaviour revealed that females reported higher levels of academic motivation as compared to their male counterparts (Bugler et al., 2015; Chung & Chang, 2017).

In contrast, extrinsic motivation is primarily driven by outside factors such as rewards, recognition or the desire to avoid punishment (Ryan & Deci, 2000). Extrinsic motivation helps students become driven and competitive. Ultimately, fostering both types of motivation helps students enhance their academic performance (Mwaura et al., 2019). Extrinsic motivation provides a stimulus for individuals to esteem themselves and it is ineffective in controlling behaviours of others (Lepper et al., 2005; Linnenbrink & Pintrich, 2002; Petty, 2014).

Prior studies have indicated that extrinsic motivation on student academic outcomes is reward focused. Thus the more the rewards appear novel, the more the motivation to achieve (Law, 2008; Logan & Medford, 2011; Mucherah et al., 2014; Unrau & Schlackman, 2006). Previous studies have demonstrated that students are motivated to enroll in universities because of a promising future profession (Taveres & Ferreira, 2012; Pope & Fermin, 2013). Koyuncuoğlu (2021). This explains why majority of students have preference career paths that sound prestigious and well-paying such as medicine and engineering as compared to the rest. Intrinsic and extrinsic factors are effective when accompanied by a collective goal, as opposed to being individually focused (Petty, 2014).

Self-actualization

Self-actualization defines what a person can accomplish (Caraccio, 2017). For example, self-actualization in educational environment is reflected in terms of pedagogic technology, creativity and professional self-organization (Maturana, 2006). In this case pedagogical, technology is an important instrument compared with life situations changing students' minds and developing synergetic thinking and students' consciousness (Dmitrienko & Ershova, 2017). Perfilyeva (2008) emphasizes self-actualization to a students' intensity manifestation for achievement in educational environment. This parameter basically describes students' development as effective education activity.

Researchers have shown that self-actualization is influenced by various demographic factors like gender (Noll & Watkins, 1974), family environment (Gaspard et al., 2011) and educational qualification (Gopinath, 2020). The study on self-actualization between male and female students at higher education found no significant differences on

educational level and specialization (Esam & Lawati, 2019). Studies by Bulut (2018) and Gangwar et al .(2019) found obstacles to self-actualization among college students to consist of neurotic tendencies, lack of confidence, time management problems, lack of motivation, procrastination, lack of self-expression and stress. Nevertheless this could be due the curriculum that puts a lot of emphasis on examination, thus denying students the capacity for self-exploration and self-awareness.

A study by Lawati (2019) on self-actualization among high education students found that senior students have a higher level of self-actualization compared to junior students. The results further revealed that specialization affects the level of self-actualization. It also found no difference in self-actualization between male and female high school students. However as students progressed to university, the trait of self-actualization changed. A study by Chitra (2020) found no influence of gender on self-actualization of individuals. However, Gopinath (2020) found the gender, designation, years of experience and salary of respondents have some considerable influence of the level of self-actualization whereas the age and educational qualification of respondents did not have much influence on their level of self –actualization. A study by Bahram (2018) found that one's potential talents, Individual evolution, understanding facts and truths were essential factors affecting students' self-actualization at the university level. Cengiz and Bertan (2012) noted that students who state realistic aims for themselves, develop thinking and studying skills and have strong self-respect and confidence. They are more successful in attaining self-actualization as compared to others. As each student is unique and dynamic, it is important to explore self-actualization at university level to tap further into students' unique and diverse interest for self-actualization.

Methodology

Design

The study employed a correlation research design. Correlation design was essential in establishing the relationship between the independent variable (academic motivation) and dependent variable (self-actualization).

Population and Sampling

The study was conducted in one of the four public universities in Western Kenya. The universities in Western region are comparably less endowed with academic resources, thus limited in scope of academic programs to make them more visible in the global space. The university was purposively sampled because it is the oldest in the region with a large population offering a variety of programs; hence, it had adequate establishments and resources for the study as compared to the other universities in the region that had smaller populations with fewer programs. The selected university had 15,345 students admitted through the government-sponsored program. The sample size was made up of 153 students constituting 1% of the target population. A representative sample of one percent was deemed ideal depending on the data collected and analyzed. The study employed cluster-sampling technique in which pre-existing schools in the university were used as cluster units.

Instruments

The study used a questionnaire to collect data from the field. The questionnaire was modified by the researchers from the existing academic motivation and self-actualization scales in order to domicile to the sample population under study. The researchers administered the questionnaire through Open Data Kit using mobile phone and online platforms to reduce inconveniences of traveling to contact participants.

Statistical Treatment of Data

Data was analyzed using descriptive statistics and the Hierarchical multiple regression analysis. First, a test of means and standard deviation for self-actualization and academic motivation variables was conducted using the descriptive statistics. Students' academic motivation was measured using the academic motivation scale college version 28 on a 7-point Likert scale with 28 items. The rating continuum was as follows: 1 =does not correspond at all, 2-3= corresponds a little, 4= corresponds moderately, 5-6= corresponds a lot and 7= Corresponds exactly. The mean score for motivation was interpreted as follows: 4.50-7.00= high, 3.50-4.49= moderate and 1.00-3.49= low. The scale had 15 items on a 4 point Likert scale where, 1 =disagree, 2=somewhat disagree, 3= somewhat agree 4= agree. Thus mean of 1.00-1.49 was considered disagreed, the mean of 1.50-2.49 = somewhat disagreed, the mean of 2.50-3.49 = somewhat agreed and the mean of 3.50-4.00 = agreed. To test the hypothesis regarding the influence of academic motivation on self-actualization, hierarchical multiple regression model was used. The self-actualization content was

measured by items in the questionnaire with 5-point scale whereby the mean of 1.00-3.49 was considered low, 3.50-4.449 was moderate and the mean of 4.50-7.00 was rated high.

Validity and Reliability

The questionnaire was validated by experts in educational psychology prior to taking it to the field. They were asked to evaluate the content for relevance and clarity. The experts rated all the items in the questionnaire and those confirmed to be relevant were retained while the rest were omitted. A reliability test for each variable was tested using the Cronbach Alpha. Self-actualization yielded the internal reliability coefficient of 0.71 while academic motivation yielded the coefficient of 0.78.The reliability indexes were deemed adequate.

Ethical Considerations

Ethical issues were addressed in this study. Participants were briefed on the purpose of the study. Informed consent was sought as a guarantee of anonymity and willingness to participate before the participants were selected for study. No incentives were given to solicit participation. Data from the field was used for the intended purpose only and it was treated with high confidentiality.

Results and Discussion

This section presents the result of the study as guided by research questions.

Research Question1: What is the perception of respondents on academic motivation among university students in the Western Region of Kenya?

In order to come up with answers to this research question, respondents were asked to indicate the extent to which they agreed or disagreed with statements given in table1.

Table1: Students' Perception on Academic Motivation

No.	Academic Motivation Statement	Mean	Std. Dev	Interpretation
1	With only a high school, I would not find a high-paying job later on.	4.62	2.124	High
2	Because I experience pleasure and satisfaction while learning new things	5.07	1.856	High
3	College education will help me better prepare for career	6.14	1.400	High
4	In order to obtain a more prestigious job later on	4.99	1.864	High
5	For the pleasure I experience when I discover new things	5.26	1.724	High
6	It will eventually enable me to enter the job market in a field that I like	5.90	1.477	High
7	Personal accomplishments	4.52	1.832	High
8	Because I want to have "the good life" later on	5.69	1.604	High
9	For the pleasure that I experience in broadening my knowledge	5.49	1.740	High
10	It will help me make a better choice regarding my career orientation	5.95	1.320	High
11	For the pleasure when I feel absorbed by certain authors	4.57	1.724	High
12	In order to have a better salary later on	4.89	1.869	High
13	My studies allow me to continue to learn about things that interest me	5.05	1.861	High
14	A few additional years of education will improve my competence	5.25	1.783	High
15	For the "high" feeling that I experience while reading	4.64	1.764	High
16	To experience a personal satisfaction in my quest for excellence	5.27	1.714	High
17	Because I want to show myself that I can succeed in my studies	4.27	2.236	Moderate
18	For intense feelings when I communicate with others	4.27	1.825	Moderate
19	For the pleasure I experience while surpassing myself in my studies	4.20	1.821	Moderate
20	To prove to myself that I am capable of completing my college degree	3.88	2.297	Moderate
21	For the pleasure that I experience when I read interesting authors	3.95	2.050	Moderate
22	Because of the fact that when I succeed in college, I feel important	4.39	2.150	Moderate
23	For the satisfaction when accomplishing difficult academic activities	4.20	1.733	Moderate
24	I don't know; I really feel that I am wasting my time in school.	1.59	1.549	Low
25	I wonder whether I should continue	2.11	1.830	Low
26	I cannot see why I go to college	1.70	1.531	Low
27	To show myself that I am an intelligent person	3.58	2.184	Low
28	I don't know; I can't understand what I am doing in school	1.77	1.600	Low
29	Mean Overall	4.40	1.802	moderate

Findings in table 1 indicates that the first 16 items were rated high while the next seven were rated moderate. These first two pairs of responses were stated positively and therefore, the high and moderate responses indicate that students were motivated to undertake the higher education at the

university under investigation. The last five items in the table were stated negatively, and the response of students to those items was low, which still shows a sense of students' motivation to undertake higher education studies. The overall mean of 4.40 further suggests that respondents somewhat experienced academic motivation.

To cite a few examples, respondents generally concurred with the reason that going for university or college education would help them prepare for career of choice (Mean= 6.14). The results also revealed that university education would help them to make a better choice regarding ones career orientation (Mean=5.95). Respondents additionally affirmed that going for university education would enable them to enter the job market in the preferred career field (Mean=5.90). Besides, university education would be an assurance for good life later on (Mean=5.69). The students may be motivated for several reasons, such as their interest in certain career, their desire to impress their parents, teachers, or peers or the inherent desire to excel in academics. Therefore, the students' motivation was extrinsic in nature. The findings concur with the views of Ryan and Deci (2000) in their self-determination theory that extrinsic motivation is primarily driven by outside factors such as rewards, recognition or the desire to avoid punishment or shame. Therefore, it implies that most students sought university education for extrinsic motivation such as need for well-paying job, status recognition or for promotion at workplace. Past studies by Taveres and Ferreira (2012) Pope and Fermin (2013) revealed that students are motivated to enroll in universities because of promising future professions while Koyuncuoğlu (2021) asserted that majority of students have preference career paths that sound prestigious and well paying.

Research Question 2: What is the perception of students on their self-actualization?

In order to come up with answers to this research question, respondents were asked to indicate their level of agreement or disagreement with statements by ticking predetermined numbers as seen in table 1. The following is the used scale of mean score interpretation: 1.00-1.49 disagreed, mean of 1.50-2.49 somewhat disagreed, mean of 2.50-3.49 somewhat agreed and mean of 3.50-4.00 agreed.

Table 2: Students' Perception on Self-actualization

No.	Statements on self-actualization needs	Mean	Std. Dev	Interpretation
1	I feel responsible to help anybody in education	3.35	1.035	Somewhat agreed
2	I feel I must do what others expect me to do	2.92	1.144	Somewhat agreed
3	I believe that people are good and can be trusted	2.73	1.027	Somewhat agreed
4	It is always necessary that others approve what I do	2.75	1.131	Somewhat agreed
5	I feel free to be angry at those love my studies	2.86	1.126	Somewhat agreed
6	I accept my own weakness in education	3.16	1.115	Somewhat agreed
7	I have a mission to which I feel especially dedicated	3.24	1.141	Somewhat agreed
8	I don't feel ashamed of any of my emotions in my studies	2.05	1.216	Somewhat disagreed
9	I am bothered by fears of being inadequate in my studies	2.27	1.204	Somewhat disagreed
10	I fear failure in my education	1.92	1.262	Somewhat disagreed
11	It is better to be yourself than to be popular in education	1.47	.889	Disagreed
12	I avoid attempt to analyze and simplify complex domains	2.65	1.206	Somewhat agreed
13	I can express my feelings even when my result are undesirable	2.38	1.175	Somewhat disagreed
14	I love those who love my studies	2.02	1.103	Somewhat disagreed
15	I like people without having to approve of them in their studies	2.30	1.165	Somewhat disagreed
16	Mean Overall	2.54	1.129	Somewhat agreed

The first seven items were positively stated and were all somewhat agreed upon by respondents. The next four items were negatively stated and were all disagreed by respondents. This suggests respondents were somewhat experiencing self-actualization. On the contrary, the next four items were negatively stated but they were all disagreed, which suggests lack of self-actualization. The overall mean score, however, was 2.54 signifying somewhat general agreement. Therefore, respondents to some extent experienced some sort of self-actualization. According to Thakur and Batra (2014), failure to meet self-actualization needs results to restless and frustration. It also directs the individual to avoid engagements. Therefore, students with absence of self-actualization are less likely to seriously engage

in studies and as a result, their performance may be negatively affected.

Research Question 3: What is the influence of academic motivation on self-actualization among university students?

To respond to this question the following null hypothesis was tested: there is no significant influence of academic motivation on students' self-actualization. Academic motivation as an independent variable had three constructs namely intrinsic (one that comes from within) extrinsic (one that comes from without) and amotivation (lack or absence of volitional drives to engage in any activity) to be correlated against the dependent variable (self-actualization). Hierarchical Multiple Regression analysis was run to determine the influence of the independent variables on the dependent variable.

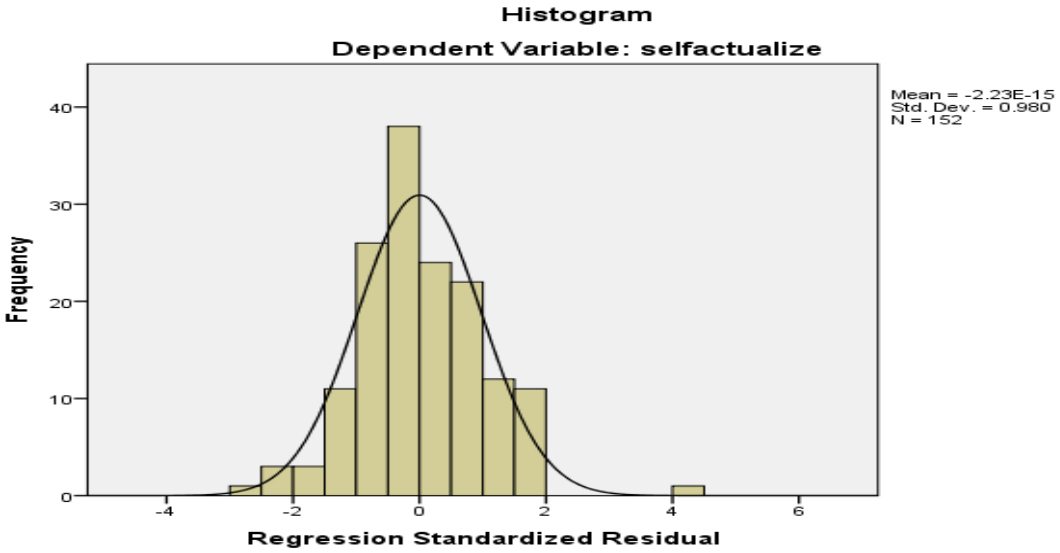

Figure1: Normality and Heteroscedasticity of variables in the study

Prior to conducting the analysis, preliminary test were conducted to check whether there were any violation of the assumptions of normality, linearity and homoscedasticity. The findings are presented in Figure 1 which indicates that the residuals approximate a normal distribution and secondly, normality indicates that the p-value associated to a heteroscedasticity test falls below 0.05. This suggests that data has met the assumption of homogeneity of variance and heteroscedasticity is statistically significant.

To test the null hypothesis, the test was conducted to examine the influence of a set of independent variables; amotivation, extrinsic and intrinsic motivation against the dependent variable self-actualization among university students. The test was conducted at two stages. The first stage included *academic program taken, gender and age* as control variables. At stage two, amotivation, extrinsic, intrinsic were systematically included as the predictor variables, with self-actualization as the outcome variable. The findings are in Table 3.

From Table 3 (that is, Model 1 with academic program taken, age and gender as predictors of self-actualization), the R^2 value was .015, F (3, 148) =.741, $p > 0.05$, thus the model accounted for 1.5% of variance. There was insignificant influence of academic program taken, age and gender on self-actualization. In model 2 when amotivation, extrinsic and Intrinsic motivation variables were added in the model, there was improvement over the earlier model with R^2 value =.177, thus 1.77% of the variance had been accounted for. As revealed in Table3, the analysis yielded a strong positive significant result, F (3,145) = 9.554, $p < 0.05$, which suggested that amotivation, extrinsic and intrinsic motivations positively influenced self-actualization among university students.

The ANOVA results in Table 3 revealed that the two predictor variables namely, extrinsic and amotivation had significant influence on self-actualization among students, F (5, 146) =3.405, p = 0.006, F (6, 145) =.5.212, p = 0.0001. Besides, intrinsic motivation F (4, 147) =2.393, p = 0.053, had no significant influence on self-actualization among university students.

Table 3. Hierarchical Multiple Regression Analysis

Model Summary

Model	R	R^2	Adjusted R^2	Std.Error	R^2 Change	F Change	df1	df2	Sig. F Change
1	.122[a]	.015	-.005	6.042	.015	.0741	3	148	.529
2	.421[b]	.177	.143	5.578	.163	9.554	3	145	.0001

a. Predictors: (Constant), Academic program taken, Gender , Age

b. Predictors: (Constant), Academic program taken, Gender , Age , Amotivation, Extrinsic, Intrinsic

c. Dependent Variable: self-actualization

ANOVA

Model		Sum of Square	df	Mean Square	F	Sig
1	Regression	81.207	3	27.069	.741	.529[b]
	Residual	5403.504	148	36.510		
	Total	5484.711	151			
2	Regression	335.294	4	83.824	2.393	.053c
	Residual	5149.417	147	35.030		
	Total	5484.711	151			
3	Regression	572.754	5	114.551	3.405	.006d
	Residual	4911.957	146	33.644		
	Total	5484.711	151			
4	Regression	973.053	6	162.175	5.212	.000e
	Residual	4511.658	145	31.115		
	Total	5484.711	151			

a. *Dependent Variable: self-actualize*

b. Predictors: (Constant), Academic prog taken, Gender type, Your age in years

c. Predictors: (Constant), Academic prog taken, Gender type, Your age in years, Intrinsic

d. Predictors: (Constant), Academic prog taken, Gender type, Your age in years, Intrinsic, Extrinsic

e. Predictors: (Constant), Academic prog taken, Gender type, Your age in years, Intrinsic, Extrinsic, Amotivation

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
2	(Constant)	47.130	3.524		13.373	.000
	Gender	-.523	.916	-.043	-.571	.569
	Age	.578	.402	.125	1.439	.152
	Academic Programm	.092	.273	.028	.335	.738
	Intrinsic	-.013	.043	-.030	-.298	.766
	Extrinsic	-.116	.051	-.228	-2.271	.025
	Amotivation	-.322	.090	-.281	-3.587	.000

a. Dependent Variable: self-actualization

From the *β* coefficients, the three predictors for self-actualization were as follows; amotivation β =-.322, t =-3.587, p=0.0001: significant; extrinsic motivation, *β* = -.116, t=-2.271, p=0.025: significant; intrinsic motivation, *β* =-.013, t=-.298, p=0.766 not significant. These results suggest that the best-fitting model for influencing self-actualization from the analysis are amotivation and extrinsic motivation. *The Model: Y* (*Self-actualization*) = β_1 (*amotivation*) + β_2 (*extrinsic motivation*), where, β1 and β2 are respectively .322 and -.116. Therefore, the null hypothesis for extrinsic and amotivation is rejected and it is maintained that there is a significant positive influence of amotivation and extrinsic variables on self-actualization. This suggests that the more amotivation and extrinsic motivations are applied to students in the university, the higher the chances for the students to work towards fulfilling their potentials in academics. Therefore, academic motivation in particular extrinsic and amotivation enhance self-actualization among students in the university. This study confirms the findings of Cengiz and Bertan (2012) who pointed out that students who state realistic aims for themselves, develop thinking and studying skills and have stronger self-respect and confidence are more successful in attaining self-actualization than the others.

Conclusions and Recommendations

Conclusions

The study concludes that academic motivation existed among university students in the Western Region of Kenya. Furthermore, the university students showed proof of existing elements of self-actualization in their education. Finally, academic motivation, extrinsic and amotivation in particular, influenced self-actualization among the university students. Therefore, the two independent variables, extrinsic and amotivation played an important role toward students' self-actualization.

Recommendations

The study recommends that universities in Western Kenya should regularly sensitize and promote academic motivation among students. The study also recommends that universities should assist students fulfill their ambitions for self-actualization. Some ways to assist includes expanding higher education space by creating Open University learning platforms. Finally, the study recommends that the universities should apply learning approaches that elicit academic motivation for maximized self-actualization to be realized.

References

Alan, S. (2019). Comparative investigation of entrepreneurship and innovation perceptions of preservice teachers. International Journal of Education in Mathematics. Science and Technology (IJEMST), 7(4), 311-318.

Akcay, C., & Akyol, B. (2012). Self-Actualization Needs and Education of Participants in Lifelong Education Centers. Procedia – Social and Behavioral Sciences, 46(2011), 3456–3459. https://doi.org/10.1016/j.sbspro.2012.06.084

Alt, D. (2015). College students' academic motivation, media engagement and fear of missing out. Computers in Human Behavior, 49, 111-119.

Anderman, L. H. (1999). Classroom goal orientation, school belonging and social goals as predictors of students' positive and negative affect following the transition to middle school. Journal of Research and Development in Education, 32, 89-103.

Boggiano, A. K., Main, D. S., & Katz, P. (1991). Mastery motivation in boys and girls: The role of intrinsic versus extrinsic motivation. Sex Roles, 25(9/10), 511-520.

Bahram, S, S, (2018).Investigating Factors Affecting Students' Self-Actualization At University Spaces.Revista Romaneasca pentru Educatie Multidimensionala 10(1), 1-7

Bandura, A. (1997). Self-efficacy: The exercise of control. W H Freeman/Times Books/ Henry Holt & Co.

Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. Science Education, 84(6), 740-756. doi.10 .1002/1098-237X(200011).

Bugler, M., McGeown, S. P., St Clair-Thompson, H. (2015). Gender differences in adolescents' academic motivation and classroom behaviour. Educational Psychology. 35(5), 541-556.

Bulut, S.S. (2018). Obstacles to Self-actualization of College Students-The Case of Gazi Faculty of Education. Universal Journal of Educational Research, 6(10), 2271-2279

Caraccio, M.H. (2017). An Investigation of the Relationship between Academic Achievement and High School Students' Perceived Level of Satisfaction of Needs in Selected Southeast Tennessee Schools. Published Doctoral Dissertation: University of Tennessee, 2017

Cengiz A &, Bertan A. (2012). Self-actualization needs and education of participants in lifelong education centers. Social and Behavioral Sciences 46 (2012) 3456 – 3459.

Chaudhry M, Shabbir F. (2019). Exploring Gender Differences in Academic Motivation among Adolescents. Integrative Journal of Conference Proceedings, 2(1). ICP.000527.2019.

Chen, C.-S., Chang, S.-F. & Liu, C.-H. (2012). Understanding knowledge-sharing motivation, incentive mechanisms, and satisfaction in virtual communities. Social Behaviour and Personality, 40 (4), 639–648

Chitra, A. (2020).Study on Relationship between Emotional Intelligence and Self Actualization among Academicians of Tamil Nadu Universities. International Journal of Psychosocial Rehabilitation, 24(2), 5327 - 5337.

Chung, L.Y& Chang, R.C. (2017).The Effect of Gender on Motivation and Student

Achievement in Digital Game-based Learning: A Case Study of a Contented-Based Classroom. Journal of Mathematics Science and Technology Education,13(6); 2309-2327.

Deci, E.L., Ryan, R.M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.

Dmitrienko, N.A. & Ershova, S.I. (2017). Forming the Students' Synergetic Thinking in the Synergetic Reality of Communicative Situations. Man in India, 97(5), 13-32.

Esam, A.M, & Lawati, A. (2019). A Study of Self-Actualization among High Education Students in Sultanate of Oman. International Research Journal, 5(1)

Esmaeili, Z & Naghsh, S. (2015).The Relationship between the Educational Fascinations of Students with Educational Self-Actualization (Case Study: Students of Secondary Education Course in Isfahan City. Mediterranean Journal of Social Sciences,6(6) Doi:10.5901/mjss.2015.v6n6s6p284f Skinner

Frank D. Cox & Demmitt, K. (2014).Human intimacy: marriage, the family, and its meaning. 11th ed.Wadsworth: Belmont, CA, USA,

Gangwar, S.,Bhar, S., Nagar, A., Padmaja & Bhopal, M.P (2019). Does age impact self-actualization needs?—an empirical study Journal of business research, 7(1), African journal online

Gaspard, Burnett, & Gaspard, (2011). The Influence of Self– Esteem and Selected Demographic Characteristics on First Semester Academic Achievement of Students Enrolled in a College of Agriculture. Journal of Agricultural Education, 52 (4),76–86.

Gokbel, E. N., & Alqurashi, E. (2018). Technology professional development and mathematics achievement: The change over the years. International Journal of Technology in Education (IJTE), 1(1), 19-28.

Goldstein, A.; Brandon, M. (2009).Reclaiming Desire: 4 Keys to Finding Your Lost Libido Paperback, 336 Pages, Published 2009.

Gopinath, R. (2020).Role of Demographic Characteristics Influence on Self-Actualization of Academic Leaders in Tamil Nadu University. Journal of Archaeology of Egypt, 17(6); 9344-9358.

Hagborg, W. J., (1995). "Gender and Motivational Orientation Among High School Students", Education Resources Information Center, ED415225, .316-330.

Hakan, K.,& Munire, E. 2014). Academic motivation: Gender, domain and grade differences. Social and Behavioral Sciences, 143(1),708-715.

Isaksen, S. G., Treffinger, D. J., & Dorval, K. B. (2011). Creative approaches to problem solving: A framework for innovation and change. Thousand Oaks, CA: Sage.

Jena, P. C., & Dorji, R. (2016). Self-actualization and value orientation among primary school teachers in Bhutan. World Scientific News, 54, 217–239.

Kara, S. (2020). Prospective visual arts teachers" innovation skills and attitudes towards computer assisted instruction. International Journal of Technology in Education and Science (IJTES), 4(2), 98-107. https://doi.org/10.46328/ijtes.v4i2.60.

Keskin, C., Akcay, H., & Kapici, H. O. (2020). The effects of environmental science e-projects on middle school students" behaviors and attitudes. International Journal of Technology in Education and Science (IJTES), 4(2), 160-167. https://doi.org/10.46328/ijtes.v4i2.84.

Kim, T. Y., & Kim, Y. K. (2015). Elderly Korean Learners' Participation in English Learning Through Lifelong Education: Focusing on Motivation and Demotivation. In Educational Gerontology (Vol. 41, Issue 2). https://doi.org/10.1080/03601277.2014.929345.

Koç, S. E. (2019). The Relationship between Emotional Intelligence, Self-Directed Learning Readiness, and Achievement. International Online Journal of Education and Teaching, 6(3), 672–688.

Koludrović, M. & Ercegovac, I. R. (2015). Academic motivation in the context of self-determination theory in initial teacher education. Croatian Journal of Education, 17(1), 25–36.

Koyuncuoğlu, Ö. (2021). An investigation of academic motivation and career decidedness among university students. International Journal of Research in Education and Science, 7(1), 125-143.

Lawati, E. A .M. (2019). A Study of Self-Actualization among High Education Students in Sultanate of Oman. International Research Journal,5,(1);1-11.

Law, Y. (2008). The relationship between extrinsic motivation, home literacy, classroom instructional practices, and reading proficiency in second-grade Chinese children. Research in Education, 80(1), 37-51.

Lepper, M.R., Corpus, J.H. & Iyengar, S.S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. Journal of Educational Psychology, 97(2), 184–196.

Linnenbrink, E.A. & Pintrich, P.R. (2002). Motivation as an enabler for academic success. School Psychology Review, 31(3), 313-327.

Logan, S. & Medford, E. (2011). Gender differences in the strength of association between motivation, competency beliefs and reading skill. Emotional Research, 53(1), 85-94.

Maslow, A. (1954). Motivation and Personality. New York, NY: Harper & Row.

Maturana, H.R. (2006). Self-consciousness: How? When? Where? Constructivist Foundations,1(3), 34-36.

Melnic, A.-S., & Botez, N. (2014). Academic learning motivation. Economy Transdisciplinarity Cognition, 17(2), 56–62.

Mucherah, W., Finch, H., Smith, V. & Stahl, D.A. (2014). Exploring the Relationship between Classroom Climate, Reading Motivation, and Achievement: A Look into 7th Grade Classrooms International Journal of Learning, Teaching and Educational Research, 8(1), 93-110.

Mwaura, N.M.,Mwaura, K. & Manyasi, B. (2019). Relationship between Academic Motivation and Academic Performance in Public Secondary School Students in Nairobi County, Kenya. Global Journal of Advanced Research, 6(5), 219 -223.

Neto, M. (2015).Educational motivation meets Maslow: Self-actualization as Contextual driver. Journal of Student Engagement: Education matters, 5(1), 18–27.

Noll, G. A., & Watkins, J. T. (1974). Differences between persons seeking encounter group experiences and others on the Personal Orientation Inventory. Journal of Counseling Psychology, pp. 206-209.

Oktavia, W., Mustadi, A., & Sartono, K. E. (2019). Self-actualization in the 21st century through lift-the-flap storybook based on child friendly. In 3rd International Conference on Current Issues in Education (ICCIE 2018), 326, 528–533. https://doi.org/10.2991/iccie-18.2019.92.

Öztürk, E. (2015). Facebook as a new community of inquiry environment: An investigation in terms of academic achievement and motivation. Journal of Baltic Science Education, 14(1), 20–33.

Petty, T. (2014). Motivating first-generation students to academic success and college completion. College Student Journal, 48(2), 257–264.

Perfilyeva, M.B. (2008). Managing staff loyalty. Prague: ChTU Publishing House, 23.

Rehman, A., & Haider, K. (2013). The Impact of Motivation on Learning of Secondary School Students in Karachi: An Analytical Study. Educational Research International, 2(2), 139-14.

Rastegar, M., & Fatemi, M Al-Sadat (2018). The Interplay of Self-Actualization, Creativity, Emotional Intelligence, Language, and Academic Achievement in Gifted High School Students. IPA International Journal of Psychology, 11(1), 98–122.

Ryan, R. M., & Deci, E.L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54-67.

Pope, M.L & Fermin, B. (2013). The perceptions of college students regarding the factors most influential in their decision to attend postsecondary education. Coll. Univ. **2013**, 78, 19–25.

Skinner, B. F. (1978). Reflections on behaviorism and society. Englewood Cliffs, NJ: Prentice-Hall.

Taveres, O. & Ferreira, J.B. (2012). Choices and motivations: The why and how of Portuguese students' enrolment choices. European. Journal of Education, 47, 310–326.

Thakur, S. & Batra, J.(2014).Self-Actualization among Teacher Educators in Relation to Motivational Climate. International Journal of Education and Research, 2(7), 140-150.

Unrau, N., & Schlackman, J. (2006). Motivation and its relationship with reading achievement in an urban middle school. The Journal of Educational Research, 100(2), 81-101.

Ushioda, E. (2008). "Motivation and good language learners," in Lessons from Good Language Learners.

ed. C. Griffiths (Cambridge: Cambridge University Press), 19–34.

Vecchione, M., Alessandri, G., & Marsicano, G. (2014). Academic motivation predicts educational attainment: Does gender make a difference? Learning and Individual Differences, 32, 124-131.

Vosh, J. F. & Schauble, L. (2014). Is interest educationally interesting? An interest related model of Learning. New York:Psychology Press.

Whitehead,P.M. (2017).Goldstein's self-actualization: A biosemiotic view.The humanistic psychology; 45(1);71-83.