A STUDY ON ACADEMIC MOTIVATION OF UNIVERSITY STUDENTS

BY

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DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: _____   **Date:** _____

      Siwenkolo Nanzala Gonda

This thesis has been presented for examination with my approval as the appointed supervisor.

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Dedication

I dedicate this work to my family who has instilled in me the importance and value of being a

student of life.

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I would like to express my gratitude to my supervisor, Dr. Michael Kihara, whose expertise, understanding, and patience, added considerably to the completion of this paper and my overall graduate experience. I appreciate his vast knowledge and skill in many areas, especially in areas of statistics and SPSS analyses!

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Last and definitely not least, I would like to thank my family for their wise counsel, sympathetic ear, and persistent encouragement!

Thanks so much everyone!

Abstract

Integrative approaches toward the study of academic motivation suggest that motivation encompasses both adaptive and maladaptive cognitive and behavioral dimensions, therefore drawing upon key influential theoretical perspectives; including self-efficacy theory, achievement goal theory and self-determination theory, in its research.

This research used the Academic Motivation scale as well as Rosenberg's self-esteem scale as a primary source of data collection. Quantitative data analyses of this study, presented through descriptive statistical methods found that male and female students do not differ in their levels self-esteem, but vary greatly in their intrinsic academic motivation levels.

Pearson and Chi-square analysis revealed a strong negative correlation between self-esteem and academic motivation, and further show that academic degree levels rather than gender have a greater influence on self-esteem and intrinsic motivation. Results of the present study as well as prior studies have shown that, research surrounding gender and self-esteem or self-efficacy or academic motivation levels between genders is still not precise or consistent.

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CHAPTER 1

Introduction and Background

1.1 Introduction

The first chapter will provide an introduction to the study at hand; by providing a brief background and continue to give the problem statement, purpose of the study, study objectives, justification, limitations, conceptual framework and operational definition of terms and key variables.

1.2 Background of the Study

Academic intrinsic motivation is an essential factor for student success, especially at the university level (Orsini et al., 2015). Underlying motivation for pursuing and persisting through higher education, vary across various extrinsic and intrinsic factors (Wentzel & Miele, 2016). Many university students find that their initial levels of motivation begin to wane once course loads become more strenuous and pile up.

Hallmark studies by Dev (1977) describe the concept of intrinsic motivation as participation in given activity purely out of curiosity, the desire to engage in an activity for the sole purpose of participation and completion, and the desire to contribute to knowledge. Intrinsic motivation requires continued effort and persistence, where students with intrinsic motivation often develop achievement and learning goals (Shia, 2016). The desire to gain understanding in a given topic (mastery) has also been found to positively correlate with effective learning strategies, choice of difficult tasks, positive attitudes towards schooling, self-regulation, perceived ability, effort, and concern for future consequences (Archer, 1994).

Studies by Elliot (2005) on extrinsic and intrinsic motivation have been able to categorize students into three main groups, namely those with a task/mastery orientation, work avoidant, or ego orientated students. The author continues by stating that mastery orientation refers to students who engage in activity purely to gain knowledge or contribute to a field of knowledge.

Extrinsic motivation pertains to a dynamic range of activities engaged in as a means-to-an-end, rather than for their own sake (Vallerand et al., 1992) that is referring to motives separate from caused behaviors. Extrinsic motives for behavior are not inherent in themselves giving an example; a student may study to do well to achieve a good grade because the resultant grade may result in a lavish gift. The act of studying in this case is acted upon for its intended purpose (learning/ gaining knowledge), but for the sake of an external reward (Shia, 2016).

Studying information can generally be described as a precursor to learning. But this association is often altered and manipulated to lead towards other things such as power, acceptance, gifts or even money. The addition of an extrinsic incentive to complete a task such as studying has often been found to decrease ones intrinsic motivation (Shia, 2016). Such findings prove detrimental to the field of education. In order to assist students in developing their intrinsic motivation it is crucial that one identifies factors that generally affect (academic) motivation (Dev, 1997). Researchers have highlighted and studied factors such as teacher and family expectations, peer acceptance, money; all of which involve proving one's self to another. Schraw, Horn, Thorndike, Christ and Bruning (1995) famously stated that intrinsically motivated students improve their competence, while extrinsic students prove their competence.

These factors however do not fully explain why some students continuously persist on given tasks despite preferring not to.

Traditional studies on motivation largely focused on motivation as a precondition that is, research has identified a reciprocal relationship between learning and performance.

Penna (2001), describes motivation as a study object of psychology, maintaining that the various theories surrounding his phenomena are largely derived from humanistic, behavioral, psychoanalytic and cognitive schools of thought. The self-determination theory builds on the principle of evaluating these varying approaches towards motivation which may or may not be encompassed in the learning process (Leal, Miranda, & Carmo, 2012).

1.3 Problem Statement

Motivation is an important factor contributing to satisfaction, progress and achievement in a student's academic career. The dynamics of a student's academic motivation along with their individual feelings of competence and self-efficiency are areas to be explored. Reports of girls continuously outperforming boys in terms of education continue to surface (Houtte, 2004). This poses the question as to whether there are differences in motivation between the two genders.

This study endeavors to bridge this identified gap of intrinsic motivation among students in higher education, focusing largely on the African context. It aims to discover the forms of motivation driving students of higher education in Kenya.

1.4 Research Objectives

1. To determine the extent to which students are intrinsically motivated to achieve their academic goals

2. To determine the extent to which the university encourages intrinsic motivation amongst its students according to the self-determination theory.

3. Determine the levels in which male and females differ in their academic motivation.

1.5 Research Questions

1. To what extent are students more intrinsically motivated to achieve their academic goals?

2. To what extent does the differentiation of motivation proposed by the self-determination theory provide useful/ accurate insight into university student behavior?

3. To what extent do male and female students differ in their forms/levels of academic motivation?

1.6 Significance of the study

The importance of this research lies in its empirical scientific contribution, as this study seeks to identify and understand the factors that may promote or jeopardize student academic motivation. This study may allow academic advisors and teachers to better guide their students towards academic success based on their academic levels, self-esteem and gender.

1.7 Purpose of the Study

The purpose of this study is to evaluate the academic intrinsic motivation levels of university students as well as put forward an inventory designed for academic counselors; to be administered to students seeking guidance for the purpose of understanding student motivation in a classroom setting.

1.8 Justification of the Study

Little research has been conducted regarding academic motivation in higher education, especially within an African context. This presents a gap in literature and therefore a gap in understanding regarding regulating behavior styles amongst African university students. This study endeavors to bridge this gap, and results of this research could in turn be used by institutions of higher learning to plan their courses, and instruction methodologies.

1.9 Limitations and Delimitations of the Study

There are a few factors that limit this study. To begin with the cost implications for this study and the limited financial resources of the researcher must be considered (for example transportation costs, questionnaire printing costs etc.). For this reason research will primarily be collected from one university – United States International University Africa.

Lastly the primary mode of data collection for this study will be questionnaires. Some students are likely to censor their responses out of fear of being judged or wanting to appear superior. This will therefore likely interfere with the outcomes of this study.

1.10   Definition of Terms

Intrinsic Motivation. The undertaking of any task because the individual finds it interesting and enjoyable rather than for external reward

Motivation. A student's drive to learn, work effectively and achieve their potential

Self-determination. The ability to be intrinsically motivated to complete a task.

Self-efficacy. Individuals' convictions that they can successfully perform given academic tasks at designated levels

Self-esteem. A confidence and satisfaction in oneself

Autonomy. Sense of being self-directing.

 Relatedness. Sense of being connected to and supported by instructors, mentors and colleagues

 Competence. The ability and perception of having the ability to do something well

Mastery Goals. Striving to improve one's own performance

Performance Goals. . Striving to outperform others and seem more knowledgeable and intelligent.

Goals. Incentive outcomes, in this case superior academic performance

1.11   Summary

The goal of this study is to examine the contribution of self-efficacy and self-determined motivation to academic achievement, based on the hypothesis that students

achieving higher education are largely intrinsically, rather that extrinsically motivated towards academic achievement.

CHAPTER 2

Review of Literature and Theoretical Framework

2.1 Introduction

The second chapter will present a discussion of literature in relation to the study of motivation amongst students in higher education. Perspectives of the self-determination theory, achievement goal research as well as self-efficacy theory will be discussed herein. This chapter will also provide a theoretical framework, depicting how these theories are related and influence each other in relation to academic motivation.

2.2 Motivation

In order to achieve specific needs, and goals in life, human beings acquire sufficient motivation to see them through. Motivation as an innate phenomenon exists as a result of influence from external/ internal stimuli, environmental factors, goals, and internal conditions (Amrai, Elahi, Azizi & Parhon, 2011). Motivation for academic achievement plays a crucial role with respect to students. Through motivation, individuals are stimulated to effectively complete assignments in an effort to achieve a goal, degree, or further their professional career (Mohamadi, 2006). Consequently, motivation defines underlying reasons for human behavior, governing why people behave the way they do. Motivated behaviors are permanent, oriented and energetic (Amrai et al., 2011).

Various interpretations regarding the concept of motivation exist. In the field of education, motivation is often described as being a tridimensional phenomenon comprising of an individual's reasons and goals, emotional responses, and beliefs in ability and competence to successfully complete a specific task (Amrai et al., 2011).

While external motivation drives an individual towards pursuing a specific independent goal activity, internal motivation provides further deeper incentives for completing a given task (Mohamadi, 2006).

Previous research has noted the importance of motivation in the context of education due to its relationship with behaviors, learning strategies as well as learning abilities. Motivation for academic achievement therefore attributes to behaviors which lead to learning. Masaali (2007) suggests that academic motivation is such a pervasive inclination towards successfully pursuing a task, and spontaneously assessing performance. Accordingly, internal motivation for academic achievement is considered a psycho-cognitive condition, acquired once an individual perceives themselves as having autonomy. This is further supported by the bulk of academically driven behavior involving insistence on hard work, choosing difficult tasks which may involve effort, as well as learning to achieve mastery (Amrai et al., 2011).

Research on the role of academic motivation on students has further indicated that factors such as social variables (culture, socio-economic status etc.), personality, and family have a significant effect on one's external and internal motivation (Masaali, 2007), with factors of personality such as self-esteem proving crucial (Abouserie, 2009).

2.3.1   Achievement Goal Research

Seminal studies carried out by Dweck and Leggett (1988) characterized achievement goals as underlying reasons for achievement behavior, operating as a cognitive framework with which to interpret, understand and react to competence-relevant information.

Achievement goal research suggests two competing achievement goals, assuming one takes dominance over the other in any given individual (Lee & Bong, 2016). Research by Lee and Bong, (2016) proposes that individuals are identified to either have mastery of performance achievement goals or mastery achievement goals. Those pursuing mastery (learning) are described by their primary aim to increase and develop their competence in a given field, while those with performance goals primarily seek to be judged favorably for their portrayed competence levels. This study goes on to say that mastery goals are deemed more adaptive and performance goals maladaptive.

While seminal research primarily focuses on the two goal categories, subsequent research has since divided performance goals into performance-avoidance, and performance-approach goals, the latter indicating the focus on attaining normative competence and the former on avoiding normative incompetence (Elliot, 2005). Similarly, mastery goals have also since been sub-categorized into mastery-avoidance; which seek to circumvent intra-individual incompetence, and mastery-approach goals; which seek to improve intra-individual competence (Elliot, 2005). Research conducted by Brophy (2005) emphasized low occurrences of performance goals when looking at natural classroom conditions. Further qualitative studies conducted by Horowitz (2010) produced similar findings; reporting rare appearance of performance goals in students' descriptions of their own achievement goals.

2.3.2 Achievement Goals and Gender

Research on gender differences in achievement has recently displayed a shift, largely focusing on the underperformance of boys in comparison to girls (Houtte, 2004). Research conducted by Houtte (2004) continues to say that global examination results

have repeatedly demonstrated that girls continue to outperform boys in academics, and a commonly accepted explanation for these differing achievement levels points at the difference in school attitudes. In addition, supporting studies have been released depicting that boys in comparison to girls have less positive attitudes towards school and academics in general. It has also been recorded that girls are typically less likely to display disruptive and disturbing behavior in the classroom, and are more likely to spend more time completing their homework (Jones & Myhill, 2004). Studies have also come out to show that girls maintain higher expectations for themselves, and are generally more enthusiastic about continuing their education (Houtte, 2004).

Thus far, explanations for gender differences in academic achievement have veered toward bio-psychological explanations, presuming that these differences are an innate personal given. Houtte (2004) continues to mention that by nature girls are presumed to be more persevering, while boys traditionally require more encouragement. Alternative and more sociologically inspired explanations emphasize on the social nature of human beings seeking to be accepted amongst peers (Houtte, 2004). This school of thought argues that boys are more likely to than girls to refer to education as 'not cool'. According to this theory a boy may personally be convinced on the importance of academics, but may not act accordingly out of the fear of being rejected amongst peers and becoming a pariah (Warrington, Younger, & Williams, 2000).

2.3.3 Self-Determination Theory

Individuals spend a large percentage of their waking hours in school and in the formal education system. Schools therefore represent a significant socializing influence, impacting their lives and the larger society. seminal studies on self-determination theory

conducted by Dec et al. (1991) proposed that the ideal school systems are those which succeeded in promoting genuine enthusiasm for learning within their students, as well as a sense of accomplishment and desire for active involvement in their education. It was purported that this general desire and interest would lead to more efficient learning, a stronger sense of personal worth and social responsibility amongst students.

Core features of optimal learning include conceptual understanding and a flexible use of knowledge (Affuso, Bacchini & Miranda, 2016). While acquisition and retention of facts are important, these by no means encompass an adequate or excellent education. Deci et al. (1991) emphasized central feelings of feeling good about one's self and acting volitionally to satisfy one's own needs while being related to; to be central features in ensuring optimal adjustment. According to the self-determination theory, these broad adjustment and learning outcomes are what education systems should strive to promote Affuso et al., 2016). Self-determination theory according to this study understands that learning occurs under the same motivational conditions that promote personal growth.

Liu et al., (2014) emphasize that most theories of motivation hold the concept of intention in their core, meaning that they are more concerned with factors that stimulate people's understanding of behavior outcome means, and how engaging in certain behaviors results in attaining specific outcomes. Self-determination theory however differs from most other theories by making a distinction between intentional and motivated behavior as well as controlled and self-determined types of intentional regulation. In support of this Affuso (2016) states that motivated actions are self-determined only to the extent that they are engaged in entirely volitionally by one's sense of self. Controlled actions are therefore those that are acted upon as a result of

interpersonal interaction. When a behavior is self-determined, the factor in the regulatory process is choice. Controlled behavior is hence also regulated by compliance.

Self-determination theory supports three basic innate needs required to support and promote ones well-being and more importantly ones intrinsic drive. These include Autonomy, Competence and Relatedness.

Autonomy describes the purported universal need to be the agent of one's own life, but does not necessarily imply being independent from others (Deci & Ryan, 2002). Deci and Ryan (2002) found that offering external rewards for intrinsically motivated behavior decreased ones interest. Subsequent research has also fund that eternal factors such as deadlines have similar effects of decreasing intrinsic motivation due to their restrictive nature (Niemiec & Ryan, 2009).

Competence describes the need for individuals to want to control outcomes and eventually experience mastery in any given field (White, 1959). Research by Deci and Ryan (2002) found that receiving unexpected positive feedback on a given task often had the effect of increasing ones intrinsic motivation, as the feedback fulfills innate human need for competence. Negative feedback therefore was found to have the opposite effect, by taking away the need for competence (Niemiec & Ryan, 2009).

Relatedness, is described by Niemiec and Ryan (2009) as the universal need to interact and experience caring from others. Self-determination theory strongly proposes that the degree to which any of these three psychological needs is unsupported within a social and academic context will have a significant detrimental impact on motivation and overall wellness (Deci & Ryan, 2002).

Promoting self-determination, a greater sense of personal responsibility and choice, has long been deemed as an important developmental goal. Hallmark research conducted by Deci and Ryan on the self-determination theory has also made it increasingly clear that encouraging a level of self-determination is a positive avenue to attaining outcomes such as cognitive flexibility, creativity and more importantly, self-esteem. With regards to education, results of conducted research on the theory self-determination, regarding intrinsic motivation, leads to outcomes that show that they are not only beneficial to one's individual goals, but are equally beneficial to society (Wentzel & Miele, 2016).

Scholars championing the theory of self-determination have long believed that promoting self-determined motivation in students should be the highest priority in education endeavors. Under the theory, when significant individuals (in this case, teachers) are involved with their students in a supportive way, students are more likely to retain their natural sense of curiosity (that is their intrinsic motivation for learning), develop positive avenues of self-regulation

2.3.4 Self-Efficacy Theory

The importance of internal factors such as motivation and self-efficacy with regards to academic success is supported by the self-determination theory described in previous sections. Deci and Ryan (2000) proposed that human behavior is primarily motivated by three critical needs – relatedness, autonomy and competence, all of which contribute greatly towards one's intrinsic motivation and overall psychological well-being.

Alfred Bandura's (1977) social learning theory, later renamed social cognitive theory in 1986, coined the self-efficacy theory. According to this theory, peoples

thoughts, actions, feelings and the way they motivate themselves are largely affected by self-efficacy (Zulkosky, 2009). Ormrod (2006) defines self-efficacy as the extent of one's belief in one's individual ability to complete and reach set tasks and goals. The author goes on to further state that self-efficacy is largely concerned with confidence in one's self to fulfill a given task. With this said, as each individual has varying capabilities, there are also varying levels of self-efficacy.

Research by Margolis and McCabe (2006) on self-efficacy suggests that individuals lacking self-efficacy exhibit higher levels of inability to motivate them to carry out and complete tasks. They further suggest that students with the impression that they will not be able to complete a given task, are more likely to put little to no initial effort and will thus easily give up.

According to this theory, the extent to which individuals cope with hurdles and failure is also determined by their level of self-efficacy (Bandura, 1977). Bandura states that student levels of self-efficacy are increased when one insists on carrying out what may seem as threatening activities. Students can therefore maintain that they will have a positive outcome or have a negative outcome for a given task (Schunk, 2012).

Hussain (2014) proposes that self-efficacy beliefs underpin the basis of the social cognitive theory as these are created from interpreting information from various sources. He goes on to say that the strongest sources of one's self-efficacy beliefs lie in the interpretation individual past experiences. This information then becomes the foundation for developing further beliefs and engaging in in future tasks. A further source is through vicarious experiences. These experiences are especially crucial when one has

no proper experience of a task and are therefore called upon to use their vicarious experiences as a model to compare their own capabilities and attributes to (Husain, 2014).

Maintaining a strong sense of competence generally facilitates efficient cognitive processes and performance. These are: academic achievement, goal setting and decision making (Kumar & Lal, 2006). The authors continue in the same vein positing that self-efficiency beliefs further influence individual emotional responses, and thought patterns. For example, research has found that people with high self-efficiency beliefs are more likely to approach tasks in a calm, relaxed manner as opposed to being frantic and anxious. Studies further indicate that self-efficiency beliefs regulate the amount of effort and perseverance students are willing to exert while accomplishing given tasks (Husain, 2014). In addition to this research supports that students with high self-efficiency goals have been identified to engage in activities in which they feel most competent in, and participate in these activities with deeper interest; while equally recovering more quickly from setbacks. Self-efficiency beliefs therefore motivate students to learn through their self-regulatory processes to achieve more highly and efficiently (Husain, 2014).

Studies indicate that that gender difference may contribute an important variable in the study of academic motivation (Husain, 2014). In a study on gender differences in intelligence testing, Kumar, (2006) found that girls scored significantly higher in level of self-efficacy overall in comparison to their male counterparts. Boys did however generally score higher in subjects relating to mathematics and technology, while the girls displayed higher self-efficiency in language and art related subjects (Kumar & Lal, 2006).

2.3 Conceptual Framework
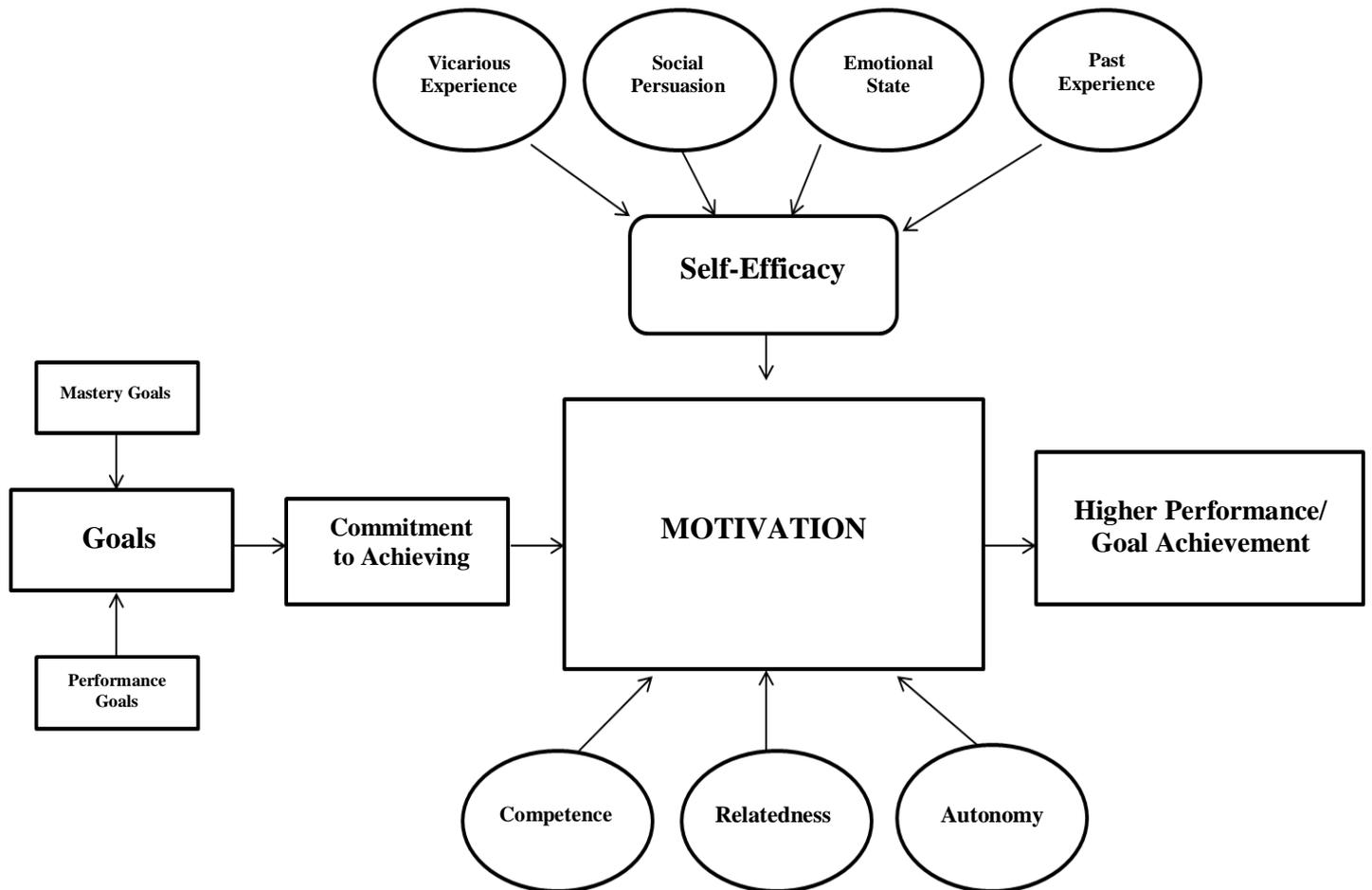
Figure 1: Influences on Motivation, Author (2017)

Research suggests that intrinsically motivated students are more likely to engage in deep level study strategies, exhibiting more enhanced conceptual learning and self-esteem, creativity, cognitive flexibility and better over-all psychological well-being (Orsini et al., 2015). Lack of motivation on the other hand has been associated with poor well-being, low competence and insufficient psychological adjustment to university life. Many theories have been proposed to better understand academic motivation (Orsini, et al., 2015). This paper will largely focus on the self-determination theory, Achievement Goal Theory and the theory of Self-Efficacy.

One of the more popular theories in the field of education is the self-determination theory. As explained by Deci and Ryan (2002), this theory examines the roles of controlled and self-determined behaviors as well as the quality of motivation in academic environments; suggesting a multidimensional construct of extrinsic, amotivated and intrinsic motivation. Research suggests that advancement from amotivation to intrinsic motivation has is linked with positive psychological and academic values (Deci & Ryan, 2002).

Intrinsic motivation is described as the drive to pursue an activity simply for the pleasure of doing so, or the satisfaction derived from it; is categorized as the most self-determined form of behavior (Orsini, et al., 2015). This form of motivation however only flourishes in environments that positively satisfy human need for autonomy, relatedness and competence (Deci & Ryan, 2002).

A study conducted by O'keefe (2013) suggests that working and studying environments have a great impact on one's motivation to achieve important tasks. According to this study, being in an environment that encourages learning for learning's sake reduces anxieties of outperforming others, and thereby increases intrinsic motivation. The study goes on to describe two general goal orientations that people adopt; these are mastery and performance.

Goal achievement theory describes mastery goals as the determination to improve one's own achievement, while performance goals ae described as determination to outperform others (Orsini, et al., 2015). Psychologists are in agreement that mastery goals carry the most positive qualities (perseverance, desire to learn) and are more adaptive. While performance goals can yield positive results, they may result in maladaptive social

behaviors. People who are fixated on outperforming others and maintaining a superior face tend to be more anxious (Orsini, et al., 2015).

Social cognitive theory posits that people's perception of their personal efficacy to exercise control over events affecting their lives constitutes the most influential aspect of self-knowledge (Köseoğlu, 2015). Self-efficacy was first defined by Bandura (1977) as an individual's belief in their ability to succeed in specific situations. Since the introduction of this concept, researchers have found that while an individual may feel self-efficacious in one field, they may feel completely incompetent in another, hence the emergence of specific categories of efficacy including academic self-efficacy, science self-efficacy, writing self-efficacy, and so on (Köseoğlu, 2015).

Bandura (1977) identified four key factors which contribute to ones levels of self-efficacy; past experiences, vicarious experiences (observation of others performing a task), verbal persuasion (encouragement from other people), and physiological states (moods, emotions, physical reactions, and stress levels).

Self-regulation, defined as the process of activating and sustaining thoughts, emotions and behaviors in aims of reaching specific goals (Köseoğlu, 2015), is a characteristic of self-efficacy. Self-regulated learners are described to have a combination of self-control as well as academic learning skills which propel their learning, ensuring that they stay motivated in pursuing their academic (Orsini et al., 2015). Cognitive abilities and academic self- efficacy have been recognized in literature as well-established predictors of academic performance. It can therefore be hypothesized that university students with high levels of academic self-efficacy are more likely to use cognitive strategies which will make them more prone to higher levels of intrinsic academic

motivation and success. Such as student would be more capable of effectively handling their resources, believe intelligence is malleable, pursue mastery goals rather than performance and therefore display better academic performance (Orsini, et al., 2015).

Academic intrinsic motivation can therefore be understood through a framework of the self-determination theory, goal achievement theory as well as the self-efficacy theory.

2.4 Summary

Research conducted with the self-determination theory suggests that intrinsic motivation flourishes in environments that satisfy human need for autonomy, relatedness and competence. According to this theory, students experience competence when challenged and given adequate prompt feedback. Autonomy is equally experienced when students feel encouraged to take initiative, develop, and explore solutions to their own problems. Lastly, feelings of relatedness are experienced when students perceive that others are listening and adequately responding to them. According to the self-determination theory, confirming that these three factors are met ensures that students are more intrinsically motivated and therefore more actively engaged in their learning.

Countless studies have shown that students, who are more engaged in setting their educational goals, are more likely to attain them (American Psychological Association, 2004). When students perceive the primary focus of learning to be passing an exam to achieve a grade, or related external rewards, they are more likely to perform poorly and perceive themselves to be less competent. Debatably, studies have found the use of external rewards to decrease motivation for tasks which students may have initially been motivated to accomplish (American Psychological Association, 2004). Emotions and

feelings of self-worth and competence also play a crucial role in one's academic achievement.

CHAPTER 3

Research Design and Methodology

3.1 Introduction

Chapter three of the paper will outline the methodology used to carry out this study. This involves the research design, and rational used in its selection, the location of the study, and population and the study sample and selection procedures. This chapter will also present the methods and strategies, data analysis strategies as well as the ethical considerations.

3.2 Research Design

This research employed a quantitative design, more specifically correlation research design. This design method was chosen because this study sought to determine and define the correlation between self-esteem and intrinsic academic motivation, and find ways in which these two variables are connected.

3.3 Study Location

The United States International University-Africa (USIU-A) is a private university in Kenya, located in the Mirema neighborhood, in the Kasarani suburb of Nairobi. Over 77 nationalities are represented among the diverse student population undertaking 24 undergraduate, graduate and doctoral programs. The has four (4) schools namely, the Chandaria School of Business, School of Science and Technology, School of Humanities & Social Sciences, and School of Pharmacy & Health Sciences (United States International University-Africa, 2017). The University is dually accredited by the Commission for Higher Education (CHE) in Kenya as well as the Western Association of Schools and Colleges (WASC) in the United States (USIU-A Catalogue, 2017).

3.4 Population

The target population includes students attending the United States International University, Africa. No restrictions were made regarding degree level (undergraduate, graduate or post graduate) or course of study. This population was chosen due to the diverse backgrounds represented by students attending the university, as well as the diverse degree choices offered by the university, which may play a role in student motivation.

3.5 Sample Size and Selection Procedure

This research employed cluster sampling technique. One-hundred (100) students from the University were approached to participate in the study. Data was collected from clusters (classrooms) by approaching lecturers in advance to allow researchers to administer the tests in to their students. This number was chosen because in order to achieve relatively accurate representative survey results, it is important that we have a large number of participants.

This study primarily focused on examining the average behavior of the chosen population, and was less focused on their specific differences, thereby further supporting the decision to have a larger sample size.

3.6 Data Collection Method

This research primarily used questionnaires as a form of data collection, these are the Academic Motivation Scale and Rosenberg's Self-Esteem Scale. A self-administered exam was thought to be suitable for this study as it enabled respondents to give opinions regarding their feelings, behaviors, without the fear of being judged.

The Academic Motivation Scale is one of the most frequently used instruments used in assessing academic motivation based on the self-determination theory of human motivation (Orsini et al., 2015). This scale was developed in 1989 by Robert J. Vallerand for French-Canadian higher education settings and has since been validated in Turkish, English and Spanish and it is aimed at adolescents and adults in academic post-secondary environments (Orsini et al., 2015).

The Rosenberg Self-Esteem scale developed by Morris Rosenberg is a ten item Likert-type scale with items answered on a four point scale; from strongly agree to strongly disagree. The scale widely used in social-science research, used to measure ones state self-esteem by asking respondents to reflect on their current feelings.

3.7 Data Collection Process

After selecting the study location and population, as well as seeking the necessary permissions to carry out the study, respondent data was collected by seeking permission from university professors to allow researchers to collect data from students in their classes, as well as randomly selecting students from within the university campus (library, cafeteria etc.) to participate in the study. Respondents were issued with consent forms where a brief description of the study and its objectives were outlined. Voluntary participation in the study was emphasized, where students were reassured that there will be no adverse effects towards them should they chose not to participate in the study. Respondents were asked to fill in the questionnaires as honest as possible.

Respondents were also asked to report any psychological effects resulting from participating in the study immediately for debriefing purposes. The researcher was required to remain within the vicinity in case of any clarifications.

3.7.1 Reliability and Validity

Reliability refers to the consistency of a measure or instrument in measuring test (Netemeyer, Bearden, & Sharma, 2003). Psychometric literature identifies two broad types of reliability: test–retest reliability and internal consistency. Items forming a scale or subscale should show high levels of internal consistency (Netemeyer et al., 2003). Reliability can therefore, represent an instrument's consistence and relative lack of error. Concurrently, Cronbach's alpha (α) and composite reliability (ρc) represent reliability coefficients that assess the internal consistency of items used in a study (Utvær & Haugan, 2016).

In a study examining the reliability and construct validity of the Academic Motivation Scale (AMS) in a vocational student population, the scales reliability was supported by items in each factor with highly significant standardized factor loadings, preferably greater than 0.7 (Utvær & Haugan, 2016). The square of a standardized factor loading represented how much variation in an item was explained by the latent variable (the factor); termed extracted variance. Although reliability was not fully supported, all loadings showed fair to good values ranging between .57–.91. However, Cronbach's alpha and composite reliability revealed good values, which indicated good internal consistency, since values greater than .70 are good (Utvær & Haugan, 2016).

Construct validity refers to how well a measure actually measures the construct it intends to measure and is the crucial goal when developing an assessment instrument. Construct validity is based, among others, on the construct's relationships to other variables that is, the convergent and discriminant validity, and content validity (Netemeyer et al., 2003). According to the self-determination theory, the more self-regulated a behavior, the greater its correlations with selected constructs.

In the same study described above, construct validity was supported by significant positive correlations with the satisfaction of vocational students' basic needs, their experiences with meaning in vocational education, and their confidence, whereas a lack of motivation was negatively correlated with all scales involved in the study. The three dimensions of intrinsic motivation (knowledge, accomplishment, and stimulation) were significantly and highly inter-correlated (Utvær & Haugan, 2016).

In a study assessing the Rosenberg Self-Esteem scale (RSES) among Dutch populations, the mean level and standard deviation of global self-esteem reported by participants was described to be in line with findings of previous studies conducted on other global populations with a mean value of 20.85 (SD = 4.82) across 53 nations (Franck, Raedt, Barbez, & Rosseel, 2008). This study further found positive associations between age and self-esteem. Contemporary research during this study found a correlation between self-esteem and lifespan development. Several longitudinal studies, starting in adolescence, have since demonstrated that self-esteem increases with age (Franck et al., 2008).

In support of previously reported studies Franck et al. (2008) also identified gender differences in self-reported global self-esteem scores favoring males. A number of factors have been proposed to account for this difference, including among others, gender roles, peer interactions, schools and cultural emphasis on girls' and women's physical appearance (Franck et al., 2008).Cronbach alpha coefficient of this study further indicated good internal consistency, similar to the findings of other studies.

Construct validity of the RSES was examined by correlating the global self-esteem scores with the Neuroticism-Extraversion-Openness-Five Factor Inventory (NEO-FFI) sub-scales. This analysis found a strong negative with Neuroticism, in line with previous research findings (Franck et al., 2008). Studies have demonstrated that self-esteem is strongly related with Neuroticism and Extraversion, moderately to Conscientiousness, and weakly to Openness (Chan & Joseph, 2000). These studies therefore concurred with previous findings, and assure overall construct validity of the scale.

In sum, the results of the present study lend support to the conclusion that the psychometric properties of the Academic motivation scale and Rosenberg's Self-Esteem scale when administered correctly produce reliable and valid results, and can therefore be used in assessing academic motivation and self-esteem respectively.

3.8 Data Analysis

Quantitative data was collected in this study. Due to the nature of data, the Statistical Package of Social Sciences (SPSS) version 23.0 program was used in analyzing respondent data. Descriptive statistical methods such as the mean, standard

deviation, frequencies and percentages were used; all of which are presented in the form of tables, charts or graphs as appropriate in the analysis (Chapter four). Respondent answers were evaluated according to the scales provided by the Rosenberg Self-Esteem Scale and the Academic Motivation Scale (AMS).

Further analysis testing for gender differences applied the chi-square ($\chi2$) test. This test is applied when testing for independence, helping to determine whether independent samples have significantly different distributions across categories (Corder & Foreman, 2014).

3.9 Ethical Issues

As with any research study, ethical clearance for this research was sought prior to carrying out any research or collecting any data so as to minimize any risks for both the researcher and participants. First and foremost clearance was sought from the relevant institution and governing bodies: these included the relevant authorities and the university's Institutional Review Board (IRB). Participants were also issued with consent forms which outlined the purpose, aims, methods and procedures of the study. Upon understanding and agreeing to the terms of the Consent Forms, participants were asked to sign them and provide further assent to participating in the study. The voluntary nature of this research was emphasized to students; participants also had the freedom to drop out of the study as they pleased

All information obtained from respondents was used for the purposes outlined in this research, and confined to the fulfillment of the requirements for the degree of Master of Arts in Clinical Psychology. Respondent anonymity was maintained through the use of

code numbers and no obvious identifiable names or characteristics. Primary data from the respondents was kept securely and confidentially by the researcher.

3.10   Timetable for data collection, analysis and final write-up

Data collection was scheduled to take no longer than four weeks, but only took two weeks.   During this period participants were asked to fill out a series of questionnaires. A further two weeks were be taken for data analysis, and an additional two weeks were used for summary and compilation of the final report.

3.11   Summary

This research employed a correlation research design as the study seeks to determine the connection between self-esteem and academic motivation. Data for this research was primarily collected from students attending the United States International University- Africa. One-hundred (100) participants were randomly selected and required to fill in a series of questions from the Academic Motivation scale (AMS) and the Rosenberg Self-Esteem Scale questionnaires.

Psychometric property analysis of these two questionnaires supported that the scales produce valid and reliable results; and could therefore be used in assessing academic motivation and self-esteem, respectively. Raw data from the participants were analyzed using SPSS version 20.0.

Ethical permission from the relevant authorities was sought, prior to beginning the study, which in its entirety took an estimated two months.

CHAPTER 4

Results and Findings

4.1 Introduction

The fourth chapter will present the findings collected from study participants. Findings will be presented using graphs and tables as well as descriptive statistics (standard deviation, variance and mean). Results will then be analyzed in relation to the study objectives.

4.2 Results

Data for this study was collected in the form of questionnaires. Participants were asked to fill in the Academic Motivation scale as well as Rosenberg's Self-Esteem scale as honestly as possible. One-Hundred and ten (110) questionnaires were handed out and 105 were returned. Five of those handed back were either incorrectly filled out or incomplete, and hence did not contribute to the final results of this study. Therefore 100 of the 110 questionnaires were analyzed for this study. This represents a response rate of 91%.

4.3 Descriptive Statistics

Out of the 100 participants, 35% were male. About two-thirds of the sample were undergraduate students, 19% were graduate students and the rest were doctorate students (Table 1).

Table 1. Participant sample by gender and education level	
Biographical Information	N
Gender	
Female	65
Male	35
Level	
Undergraduate	69
Masters	19
Doctoral	12

4.4 Rosenberg's Self-esteem scale and The Academic Motivation scale

Cronbach's Alpha Reliability Analysis was undertaken to test internal reliability for the Academic Motivation scale and Rosenberg's Self-esteem scale which provided the primary data for this study. The results ranged from alpha=0.160 to alpha= 0.660

Table 2: Cronbach's Alpha Reliability Analysis	
Intrinsic Motivation to Know	.554
Intrinsic Motivation Towards Accomplishment	.450
Intrinsic Motivation to Experience Stimulation	.381
Extrinsic Motivation – Identified	.282
Extrinsic motivation – Introjected	.333
Extrinsic Motivation – External Regulation	.502
Amotivation	.660
Positive Self Esteem	.160

Negative Self Esteem	.234

4.5 Gender Differences

The first research question was to determine whether self-esteem and intrinsic academic motivation were associated with gender.

To determine whether self-esteem was associated with gender, a chi-square test was undertaken and the results revealed that χ^2 (9) = 7.774, p= 0.557 indicating an insignificant difference in self-esteem between female and male university students. Further, analysis of variance (ANOVA) was used to determine whether mean academic motivation levels for males were equal to those of females. The results showed that F (1, 99)= 8.141, p= 0.005 indicating a highly significant difference in academic motivation levels by gender.

The highest total score recorded by female students in the Rosenberg scale is 23, and the highest reported by male students is 22. As per the Rosenberg Self-Esteem scale, higher scores indicate higher self-esteem.

The total intrinsic academic motivation scores for male students were M= 52.91, SD= 6.56 while those for females were M= 5.91, SD=3.979. The maximum reported male score was 65 and the minimum was 41. Female students scored 64 and 49 respectively (Table 3). An ANOVA for total intrinsic motivation showed F (1, 99)= 8.522, p= 0.004 again indicating a significant difference between males and females.

4.6 Level Differences

Chi-Square tests were undertaken to determine the impact of academic degree levels on self-esteem and intrinsic motivation. Results on self-esteem and degree level revealed χ^2 (18)= 46.174, p< 0.001. This showed a significant difference by academic degree level on self-esteem with higher esteem levels in those at higher academic levels. An ANOVA was carried out to determine whether academic levels affect the intrinsic academic motivation of the students. The results showed F (2, 97)= 48.94, p< 0.001. This means that intrinsic academic motivation was dependent on academic level. A post-hoc test was done and it showed higher intrinsic motivation in doctorate and Master's students than undergraduate students. However, there was no difference between doctorate and Master's students in their intrinsic motivation.

Table 3. Degree level and Self Esteem

Descriptives	Statistic
Undergraduates	
Mean	
Standard Deviation	
Masters	
Mean	19.83
Standard Deviation	1.465
Doctoral	
Mean	17.05
Standard Deviation	1.433
	19.00
	1.414

Table 2. Degree level and Intrinsic Motivation

Descriptives	Statistic
Undergraduates	
Mean	52.49
Standard Deviation	3.954
Masters	
Mean	59.32
Standard Deviation	2.770
Doctoral	
Mean	61.42
Standard Deviation	2.466

Analysis of the results from the Rosenberg Self-Esteem Scale revealed that self-esteem is influenced by gender as well as academic level. Gender analysis of the scale revealed that male and female students reported an equal average self-esteem of $M=19.2$ with $SD=1.881$ reported by female students and $SD=1.659$ by male students.

Analysis of the Academic Motivation scale shows that doctoral students reported the highest Intrinsic motivation levels with a mean of $M=61.42, SD=2.466$. Undergraduate students reported the lowest intrinsic motivation levels at $M=52.49, SD=3.954$, and masters students reported a total mean score of $M=59.32, SD=2.770$. Female students reported a mean intrinsic academic level of $M= 55.91, SD=3.979$), and male students reported an average of $M=52.91, SD=6.256$. A statistically significant difference between degree levels in terms of intrinsic motivation was determined by a one-way ANOVA F (2), 48.940, p<0.000.

Chi-Square tests revealed that self-esteem and academic intrinsic motivation were more significantly impacted by academic levels as compared to gender. The greatest

impact and difference was found between intrinsic motivation and academic levels (χ^2 (42)= 88.578, p< 0.001) and the least between gender and self-esteem (χ^2 (9)= 7.774, p=0.557.

Pearson Correlation tests revealed a significant negative relationship between self-esteem and intrinsic motivation (r= -0.459, p< 0.001).

4.7 Summary

More significant differences in terms of gender were found in levels of intrinsic motivation and less so in self-esteem levels. Self-esteem levels were found to increase with academic levels, with masters and doctoral students reporting higher self-esteem levels compared to undergraduate students. Higher academic intrinsic motivation levels were also reported by Masters and doctoral students compared to undergraduate students, with post hoc tests revealing no differences in terms of intrinsic motivation between the two degree levels. Results also showed that degree levels rather than gender had more impact on self-esteem and intrinsic motivation.

Overall, results of this study revealed a significantly negative relationship between self-esteem and intrinsic academic motivation.

Chapter 5

Discussion, Conclusion, and Recommendations for further Research

5.1 Introduction

Chapter five will discuss the findings made in the previous chapter, as well as compare them to previous studies. This chapter will also conclude the present study by providing recommendations for further research in the area of intrinsic academic motivation.

5.2 Summary of the study results

The results of this study contribute to the understanding of the relationship between self-esteem and academic intrinsic motivation and gender patterns. Through the analysis of results from the Academic Motivation scale as well as Rosenberg's Self-Esteem Scale in the previous chapter, we have been able to identify patterns between variables surrounding academic motivation these are: gender, degree level etc. and self-esteem.

5.3 Discussion

The aim of the present study was to investigate the extent to which students attending university are intrinsically motivated towards academic achievement. This study was conducted by looking at it through the theoretical lenses of the self-determination theory, which among other factors places high emphasis on individual self-perception as a determinant of achievement. Patterns and differences between male and female students were analyzed in an effort to identify differences between male and female motivation patterns towards academic success.

5.3.1 Self-Esteem and Academic Achievement

Much research has supported the assumption that high self-esteem is associated with academic achievement patterns and therefore with academic motivation, and that a positive self-concept levels are desirable for personal development. Evidence for the reciprocal nature of self-esteem and academic achievement has been found by researchers, but findings have not always been consistent. For example a study conducted by (Alves-Martins et al., 2002) found a significant relationship between self-esteem and academic achievement among adolescent students in the seventh-grade, but less so for ninth-grade students. The present study found a significant negative relationship between self-esteem and intrinsic motivation. Self-esteem and intrinsic academic motivation were also found to be more affected by degree level rather than student gender. A longitudinal study on academic achievement, self-esteem, and self-concept conducted by (Trautwein et al., 2006) found that prior self-concept significantly predicted later achievement however; a reciprocal relationship between self-esteem and academic achievement was not found, much like this study which found a negative correlation as previously mentioned.

While it is often assumed that a relationship between self-esteem and academic achievements exist, studies have repeatedly failed to find it within particular populations. Early studies by Tashakkori (1993) conducted on 643 African-American and white adolescents in the rural southern states found that academic self-beliefs were not a strong indicator or predictor of self-esteem. According to Tashakkori, self-beliefs about social standing and relationships proved more influential. Ross and Broh (2002) found that a sense of personal control, rather than self-esteem was more influential on subsequent

academic achievement. Personal control has also been linked to self-efficacy, which has been shown to require levels of positive-evaluation to maintain (Booth & Gerard, 2011). While self-esteem and self-efficacy are often found to be related, increasing evidence has revealed that the positive effect from student self-efficacy for academic success does not likewise demonstrate a direct positive influence from self-esteem on school achievement (Ross and Broh 2000). Nonetheless, positive self-esteem has been classified as a desirable attribute for students, which has led to studies investigating self-esteem measures often noting the important influence of teacher dispositions, school climate in the positive development of self (Booth & Gerard, 2011). In the same vein, studies have revealed the significance of teacher support in student academic engagement, and the subsequent influence this support has on academic self-concept (Garcia-Reid, Reid & Peterson 2005). Nonetheless, the direct influence that self-esteem has on academic performance or motivation remains unclear, with further research needed to assist with understanding the relationship

5.3.2 Gender and Self-Esteem

Gender patterns have often been found within self-esteem studies. Hallmark studies conducted in the 1970's and 1980's in the United States found girls' self-concepts more vulnerable during early adolescence, especially in urban areas, and these statistics still hold true today (Booth & Gerard, 2011). Meta-analysis investigating self-esteem research in Western industrialized countries found that adolescent girls' self-esteem is generally moderately lower than that of boys' and that this difference is greatest around 16 years of age (Booth & Gerard, 2011). The present study however, which was conducted amongst university students revealed no gender differences in terms of self-

esteem. However, this study did find that self-esteem levels increased with degree levels. Doctoral and Masters students reported higher self-esteem levels than undergraduate students.

Quatman and Watson (2001) conversely found that unrelated to grade level during adolescents, boys demonstrate a slightly higher level of self-esteem compared to girls. Baldwin and Hoffmann (2002) found gender effects to be strongest for younger rather than older adolescents. Research conducted in England by Ireson, Hallam, and Plewis (2001) suggested that males demonstrate a closer relationship between self-esteem and academic performance. Further research conducted in urban Belgium found that boys' self-esteem was highly dependent on mastery, while girls was more dependent on relationships, specifically parental support (Booth & Gerard, 2011).

5.3.3 Self-Determination and self-efficacy

Deci and Ryans's (1985) self-determination theory proposes key aspects of motivated human behavior. According to the theory, motivation should be viewed from a multidimensional perspective, comprising of three dimensions; intrinsic, extrinsic, and amotivation. Of particular interest for this study was the intrinsic motivation guiding university students toward academic achievement. Intrinsic motivation describes the engagement in an activity for the satisfaction of performing it (Gagné and Deci, 2005). Intrinsically motivated individuals largely voluntarily participate in an activity without external pressures to do so. In contrast, extrinsic motivation requires verbal or tangible rewards as 'persuasion' to engage in an activity. Satisfaction therefore does not come from the activity, but rather from the external consequences produced by the activity (Gagné & Deci 2005).

School learning has also been studied through the concepts of intrinsic and extrinsic motivation. Researchers state that an intrinsically motivated student "is one whose involvement and maintenance in the activity happens as a result of the task itself because it is interesting and creates satisfaction; students with this type of motivation work on activities because they consider them pleasant" (Siqueira & Wechsler, 2006, p. 22). In turn the extrinsically motivated student "is one who performs a task or activity because they are interested in social or external rewards. A student with this type of motivation is more interested in the opinion of the other person, external recognition, praise or just avoiding punishment" (Siqueira & Wechsler, 2006, p. 22).

The present study showed significant differences in intrinsic motivation levels amongst male and female students. Female students reported higher levels compared to their male counterparts. However, a more significant relationship was found between degree and motivation levels compared to gender and motivation levels.

Research also posits that intrinsic motivation is further influenced by individual perceptions of self-efficacy. Bandura's self-efficacy theory describes self-efficacy as people's beliefs about their individual capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1991). Simply put, self-efficacy is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome. These beliefs determine the way people think, behave and motivate themselves (Bandura, 1991). Individuals with a high sense of efficacy and high assurance levels typically approach difficult tasks as challenges to be mastered rather than threats to be avoided (Bandura,

1991). Such an outlook then fosters intrinsic interests and deep engrossment in activities. (Bandura, 1991).

Numerous studies have been conducted to examine gender differences in student ability beliefs and have reported that young boys have higher ability beliefs in areas of mathematics and sports, while young girls have higher beliefs for reading and music (Eccles & Wigfield, 2002). Research focusing on the population of high school adolescents or university students is however not completely consistent, and the present study did not focus on individual student academic disciplines. An International study conducted by Vallerand, Fortier, and Guay (1997) showed a significant gender difference on student school competence. Their study conducted on French-Canadian nine and tenth graders showed that females showed more competence and exhibited more self-efficacy beliefs that male students (Vallerand, Fortier, and Guay, 1997). Similar findings were confirmed in Italy amongst 12-18 year old students. Caprara et al. (2008) found that female students had higher levels of self-regulatory efficacy over time. Jacobs (2002) conducted a longitudinal study on students from Grades 1-12 which provided a comprehensive description of students' academic self-efficacy development. Caprara's (2008) research reports that while boys have greater ability beliefs in areas of math and languages and arts in first grade, their beliefs decrease at a much faster rate than that of girls. Hampton and Mason (2003)   studied high school adolescents from 9th to 12th grade and found that gender had no influence on overall self-efficacy.

Results obtained from the present study have partially confirmed prior findings. This study has disproved findings suggesting a positive link between positive self-regard (self-esteem) and academic motivation. Outcomes of the present study have also

confirmed prior results positing no differences in terms of self-perception between genders. But slight differences in terms of academic motivation, which become blurred as one advances in their academic career.

Although student achievement goals have been extensively studied in educational psychology to explain student achievement and learning success; how students' long and short-term goals and expectations relate to their expectation of success and influence their cognitive and behavioral outcomes is not yet clear.

5.4 Conclusion

Knowing the motivations of students means that teachers and institutions can act to stimulate students and maintain motivation levels throughout the program. Results of the present study as well as prior studies have shown that, research surrounding gender and self-esteem or self-efficacy or academic motivation levels between gender is still not precise.

5.5 Recommendations

An aspect not discussed in this study that may be influencing the relationship between motivational orientation and student gender is the type of academic discipline. Future research should take into account differences in performance in relation tosubjects and degree courses. It would also be interesting to determine how variables such as differing perceptions of class environments, teachers, teaching methodologies as well as differential treatment that students might be receiving, might be influential to student motivational orientation. Cultural differences, regarding perceptions toward formal education may also be a further point of interest for future study.

5.6 Summary

Collectively, the aforementioned studies have contributed to the understanding of gender differences in academic motivation and student behavior. It however remains poorly understood whether gender differences exist among student ability beliefs, motivation, and educational expectations. The present study is in agreement with a portion of previous research suggesting a negative link between self-esteem and academic motivation, and simultaneously positing no difference between genders in terms of self-esteem. This study should however be replicated to determine whether cultural differences or individual academic disciplines would produce similar results.

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Appendix I: IRB Research Approval Letter

USIU
AFRICA

United States
International
University-Africa

USIU-A Institutional Review Board (IRB)

6th June 2017,

Siwenkolo Nanzala Gonda,
A Graduate student at USIU-Africa

Dear Nanzala,

IRB-RESEARCH APPROVAL.

The USIU-Africa IRB has reviewed and granted ethical approval for the research proposal titled
"A Study on Academic Motivation of University Students". The approval is for **six months**
from the date of IRB. Please submit a completed copy of the study to the IRB office, soft copy is
acceptable.

You are advised to follow the approved methodology and report to the IRB any serious,
unexpected and related adverse events and potential unanticipated problems involving risks to
subjects or others.

Should you or study participants have any queries regarding IRB's consideration of this project,
please contact irb@usiu.ac.ke.

Sincerely,

Prof. Damary Sikalieh,
Chair | IRB | USIU-Africa,
dsikalieh@usiu.ac.ke
Office 0730116112.

CC: Research Office

Appendix II: ACADEMIC MOTIVATION SCALE COLLEGE VERSION

Instructions:
Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1	2	3	4	5	6	7

Why are you in College?

1	Because with only a high-school degree I would not find a high paying job later on.	1 2 3 4 5 6 **7**
2	Because I experience pleasure and satisfaction while learning new things.	1 2 3 4 5 6 7
3	Because I think that a college education will help me better prepare for the career I have chosen.	1 2 3 4 5 6 7
4	For the intense feelings I experience when I am communicating my own ideas to others.	1 2 3 4 5 6 7
5	Honestly, I don't know; I really feel that I am wasting my time in school.	1 2 3 4 5 6 7
6	For the pleasure I experience while surpassing myself in my studies.	1 2 3 4 5 6 7
7	To prove to myself that I am capable of completing my college degree.	1 2 3 4 5 6 7
8	In order to obtain a more prestigious job later on.	1 2 3 4 5 6 7
9	For the pleasure I experience when I discover new things never seen before.	1 2 3 4 5 6 7
10	Because eventually it will enable me to enter the job market in a field that I like.	1 2 3 4 5 6 7
11	For the pleasure that I experience when I read interesting authors.	1 2 3 4 5 6 7

12	I once had good reasons for going to college; however, now I wonder whether I should continue.	1 2 3 4 5 6 7
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1 2 3 4 5 6 7
14	Because of the fact that when I succeed in college I feel important.	1 2 3 4 5 6 7
15	Because I want to have "the good life" later on.	1 2 3 4 5 6 7
16	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1 2 3 4 5 6 7
17	Because this will help me make a better choice regarding my career orientation.	1 2 3 4 5 6 7
18	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	1 2 3 4 5 6 7
19	I can't see why I go to college and frankly, I couldn't care less.	1 2 3 4 5 6 7
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1 2 3 4 5 6 7
21	To show myself that I am an intelligent person.	1 2 3 4 5 6 7
22	In order to have a better salary later on.	1 2 3 4 5 6 7
23	Because my studies allow me to continue to learn about many things that interest me.	1 2 3 4 5 6 7
24	Because I believe that a few additional years of education will improve my competence as a worker.	1 2 3 4 5 6 7
25	For the "high" feeling that I experience while reading about various interesting subjects.	1 2 3 4 5 6 7
26	I don't know; I can't understand what I am doing in school.	1 2 3 4 5 6 7

27	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	1 2 3 4 5 6 7

28	Because I want to show myself that I can succeed in my studies.	1 2 3 4 5 6 7

Appendix III: ROSENBERG SELF-ESTEEM SCALE

Instructions:
Below is a list of statements dealing with your general feelings about yourself. Please indicate (by circling) how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself

   Strongly Agree   Agree   Disagree   Strongly Disagree

2. At times I think I am no good at all.

   Strongly Agree   Agree   Disagree   Strongly Disagree

3. I feel that I have a number of good qualities.

   Strongly Agree   Agree   Disagree   Strongly Disagree

4. I am able to do things as well as most other people.

   Strongly Agree   Agree   Disagree   Strongly Disagree

5. I feel I do not have much to be proud of.

   Strongly Agree   Agree   Disagree   Strongly Disagree

6. I certainly feel useless at times.

   Strongly Agree   Agree   Disagree   Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

   Strongly Agree   Agree   Disagree   Strongly Disagree

8. I wish I could have more respect for myself.

   Strongly Agree   Agree   Disagree   Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

   Strongly Agree   Agree   Disagree   Strongly Disagree

10. I take a positive attitude toward myself.

   Strongly Agree   Agree   Disagree   Strongly Disagree