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UNDERGRADUATE UNIVERSITY STUDENTS IN KENYA**

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SELF ACTUALIZATION AND ENTREPRENEURSHIP EDUCATION AMONG UNDERGRADUATE UNIVERSITY STUDENTS IN KENYA

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Abstract

Purpose: The main objective of this paper is to ascertain the connection shared by self-actualization factors and entrepreneurship education as a specialization among undergraduate students within universities in Kenya.

Methodology: This research was designed as a descriptive survey, correlation quantitative research. The study population of 2,043 students was drawn from 3rd year undergraduate business students who had already selected their areas of specialization. The Krejcie & Morgan sample formula for finite samples was used to yield a sample of 327 students that participated in the research. Questionnaires were the primary data collection instrument and the collected data was modeled through regression model and analyzed using SPSS version 24.

Results: Self-actualization and entrepreneurship education are negatively and significantly related ($\beta = -1.459$, $p = 0.000$) The results therefore show a rejection of the null hypothesis therefore meaning that self-actualization has a significant effect on entrepreneurship education specialization.

Unique contribution to policy and practice: It is found that person inputs like self-fulfillment and identity are critical in deciding the career path that a student will take. It is therefore prudent for parents and people who view themselves as role models for students to first appreciate entrepreneurship as a worthy career path. Educators should be diligent in highlighting the benefits and esteem associated with choosing such a career path. Students should be exposed to knowledge of entrepreneurship as a valid career choice from an early age so that they may develop a strong sense of identity as they make their choices.

Key words: *self-actualization, entrepreneurship education,*

1.0 INTRODUCTION

Education programs that conform to the demands of a modern society have been developed and are being developed. Entrepreneurship has been hailed as the answer to increasing economic development as well as combating poverty, despite the numerous meanings that have been attached to it. The process of marshaling resources and turning them into outputs gives a vital end to

entrepreneurship, in economic development (Szkudlarek, 2013). A key lesson from history is that entrepreneurs are the backbone on which first world countries were able to get established.

This is attributed to the numerous skills, desire to get better value and remuneration, innovation and a love for their communities that would see them grow and flourish (Heydari, Madani & Rostami, 2013). Throughout history progress has been triggered by discoveries, social movements which include but are not limited to revolutions as well as brilliant minds through their inventions. The 21st century presents quite the barrage of challenges. A case in point being the fast rollout of technology that has resulted in its integration in day to day activities, the globalization effect and finally the high rate of innovation (Ilie & Bondera, 2016).

The uptake of entrepreneurship education is hypothesized to be influenced by a number of factors. Self-efficacy and outcome expectations are the leading factors among others. Psychologically they determine a person's behavior but they are also subject to other factors such as cultural background. Social Cognitive Career Theory differentiate between choice goals (ambition), which involves the decision on the task to measure success, and performance goals (self-actualization), which is the level of success that one wants to attain. Decision and performance goals have impending influence on people's habits, results they achieve, and the perception they have when navigating career choices available for selection (Olson, 2014). The focus of this study is on selfactualization.

Self-actualization is a concept derived from "humanistic psychological theory" that came from Abraham Maslow. In this theory Maslow observed human's innate curiosity and created a classification system reflecting the universal needs of society as the most basic ensuing to other assimilated emotions. This hierarchy of needs was presented with the most basic needs at the bottom, ascending to more personal ones in a pyramid shaped fashion. Self-actualization refers to the consistent development of a person towards attainment of their uppermost needs. Only after all other needs are met, can self- actualization be met. Maslow describes self-activation as the desire to achieve our innate objectives in life (Maslow, 1943).

According to Maslow (1943), self-actualizing individuals are able to tackle contrasts as evident in the difference between free-will and determinism. These individuals are highly creative and psychologically robust. Self-actualization needs aid people to have a desire to develop their innate abilities. Self-actualization as a need drives to develop an individuals' full potential enabling them to become the best they can be in society. This is fully expressed when someone experiences a desire to utilize their talents and hidden potential. Self-actualization needs encourage innovation so as to improve living standards in the society. These needs bolster creativity and the desire for an improvement in human capital to enable better living standards (Onah, 2015).

According to Cameron (2012), self- actualization can be distinguished in eight ways. These ways are; interest in one's work; an assessment of fear versus growth; selflessness; honesty; utility obtained from remuneration; belief in one's decision making process; realization of one's best results and keen desire to experience new things. Self-actualization is a critical trait that boosts creativity which is among the core pillars of entrepreneurship. However, most individuals do not get to achieve it due to a low sense of self-worth as well as self-belief and a belief that those around

them are capable of any task set before them which hinders them from experiencing life in its entirety.

Heydari, Madani and Rostami (2013) draw the conclusion that there is a relationship between self-actualization and creativity since the latter is considered a trait of a person that is self-actualized and helps come up with new concepts. Self-actualization affects the decision-making process of individuals and through them is an avenue through which self-actualization needs can be met as well providing motivation especially for those in their tertiary level of learning. Abraham Maslow conceptualized self-actualization needs as selflessness and altruism, which influence academic achievement and career choice (Neto, 2015).

According to Cameron (2012), Career choices that are more creative and innovative cause the individuals in those paths to seek to satisfy self-actualization needs and themselves while those who are in less creative ones seeks recognition and to amass wealth. The numerous differences in individual's motivation for education and selection of career paths can be attributed to it. The relationship shared by self-actualization and creativity goes further to showcase the same relationship shared by self-actualization and the desire to set up a venture.

1.1 Statement of the problem

The varying range in interest in entrepreneurship around the globe has been telling and widely recognized. This can be attributed to the hostile and insecure regulatory environments, poor infrastructure, inadequate resources as well as economic instability. There is a disconcerting attitude in developing nations where entrepreneurship is not considered a valid career option but rather a recourse thus it is termed as necessity or need driven entrepreneurship (Davey, Plewa & Struwig, 2011). Although governments have been offering support for the field through passing laws and policies the rate of its uptake has not been as fast as expected (Ketter & Arfsten, 2015).

This has resulted to studies being carried out in developing economies to find out the inhibitors and drivers of entrepreneurial aspiration (Ketter & Arfsten, 2015). When most African countries were coming out of colonization, they adopted a state-led centrally planned economic structure, whereas most developed countries choose a different path for their economic development. Despite continued foreign aid, Africa still experiences an upward trend in poverty.

Even though entrepreneurial education is offered as a compulsory common course at institutions of higher learning it is not taught at the primary level and is barely tackled in Business studies in High school. This approach is seen as a rescue intervention strategy or a measure of last resort. The fact that the learners at the tertiary level have already fully formed ideas, misconceptions, attitudes and perceptions that are fully formed, it will be difficult to navigate them to the viewpoint that the entrepreneurship discipline can be a worthwhile career or occupation (Otuya, Kibas & Otuya, 2013).

A common trend in universities that can be observed is that entrepreneurial education is offered as a major or concentration area for business related courses and a minor for those pursuing non business concentrations. This trend goes to further affirm a shift towards improved and more entrepreneurial exposure and training at the tertiary level refuting studies that depicted otherwise (Winkel *et al.*, 2013). This will be done by investigating whether entrepreneurship is perceived as

a valid career choice by relating self-actualization to entrepreneurship education among undergraduate students within Kenyan universities.

1.2 Objective of the study

To examine how the factors of self-actualization such as ability to be fully absorbed in one's career, assessment of fear and growth of oneself, openness to new experiences and recognition of peak performance affect the entrepreneurship education as a specialization among undergraduate students within Universities in Kenya.

2.0 LITERATURE REVIEW 2.1 Theoretical Review

This research is anchored by the Social Cognitive Career Theory (SCCT) which was proposed by Lent and Brown (1994). SCCT assumes that the convergence of a variety of factors determine one's career and goal intentions. These factors include personal background factors, individual factors and other influences (Mberia & Midigo, 2018). Outcome expectations and increased motivation in determining career are shaped by the relationship shared by the factors unique to an individual's environment, society and personal factors.

SCCT seeks to explain how basic academic and pursuit in a desired career desire grows, how academic and occupation decisions are made and how career success is attained. Self-efficacy beliefs, outcome expectations and goals are the variables that serve as the building blocks of SCCT. According to Bandura (1986) Self-efficacy implies a persons' confidence in their ability to perform certain actions, is relatively dynamic with regard to different occupational fields. SCCT assumes that better results can be obtained from individuals who have access to the required skills and environmental support while carrying out tasks.

The SCCT attempts to highlight the relationship between intellectual and relation skill elements and between internally directed and externally enforced effects on occupation choice. It is not independent theory as it complements and builds its foundation on previously established career development theories and researches. Due to the fact that individuals have the uncanny ability to determine their growth based on their surroundings and available resources; SCCT seeks to investigate the associations shared by attributes as they influences occupational paths. It is extracted primarily from Albert Bandura's Social Cognitive Theory (Bandura, 1986); Krumboltz Theory of Career Decision Making (Krumboltz, 1979; Krumboltz, Mitchell & Jones, 1976) and the application of the self-efficacy construct to women's career development by Hackett and Betz in 1981 (Lent *et al.*, 2002).

People are able to learn through observation and thus grow their information base purely from observation. In other words, human beings cannot exercise total free will and are still not totally influenced by their environment. Even though human beings are affected hence shaped by their environments, they can also have an effect on it through individual and behavior factors. The interconnection between a person, their actions and the surroundings is thus dynamic and bidirectional. Human agency includes ability to organize oneself, practicality, personal reflection and self-regulation (Bandura, 1986).

Human agency therefore can be applied through the personal himself, indirect means and collective agency through shared beliefs of efficacy. Bandura posits that by observing the outcomes of other peoples' actions, human beings learn the appropriate response to different situations. Abstract modeling thus enables human beings achieve a high level of observational learning. By observing, one is able to extract the underlying rule and apply it to their context situation using the rule to create new responses that fit the situation. As a result, human anticipations, opinions, emotive responses and intellectual capabilities are established by societal impacts that relay facts and trigger emotional reactions through forming, training and social coaxing.

According to Bandura (1986), individuals do not merely learn and adopt new behavior by experimenting and therefore either succeeding or failing at it. On the contrary, they replicate the behavior of others depending on whether the behavior of the subject whose behavior is being observed resulted in reward or punishment. Within this system, people are seen as a creation as well as creators of their environments as they also influence how those in their vicinity behave, with a degree of self-regulation. Bandura (1986) further asserts that self-efficacy involves the judgment that one makes about their abilities to perform specific actions. But this self-belief varies across multiple fields.

The foundations of self-efficacy beliefs include achievements through performance attainment, vicarious or second hand experiences, voiced persuasions and physiological states. Bandura (1996), reiterated that the most influential of these factors is performance attainment or in other words mastery experience. This implies that self-efficacy increases with flexibility in difficult circumstances yet maintaining the intention of achieving one's goals. In John Krumboltz' Planned Happenstance Theory, it is stated that indecision is preferable and sensible in that it gives an individual the chance to benefit from events that had not been expected.

According to Kromboltz (1979), movement along a career path is produced by the interfaces of hereditary factors, environmental surroundings, learning proficiencies, cognitive and emotional reactions as well as skills in performance. Genetic factors or special abilities consist of race, sex, physical appearances and characteristics like being physically challenged that are impossible to alter. Factors that are usually outside the control of an individual are commonly referred to as environmental conditions. These so called environmental conditions influence number and nature of job opportunities available in a society, training opportunities, policies and procedures for selecting trainees and employees, expected benefit to be gained for various jobs, labor laws and workers union guidelines, force majeure like earthquakes, droughts, floods, availability of and demand for natural resources, advancements in technology, alterations in social systems, experiences gained by the family from training and their resources, systems in education as well as societal influences (Kromboltz, 1979).

Learning experiences are where an individual acts in a way to produce consequences owing to external stimuli. Task approach skills are skills, standards, values, habits, mind sets and responses that are interactions between genetic and environmental influences (Kromboltz 1979). There is a relationship shared by the academic and career decision making process. SCCT is built on combining three models namely the Interest Development Model, Choice model and Performance models. These models ascertain that patterns of likes, dislikes and indifference are a typical

characteristic in career psychology. SCCT affirms very strongly that individuals seek out a path that they are sure they can be able to handle and yield the best results and this is more evident when it comes to career choices (Brown *et al.*, 2002). A schematic representation of the SCCT theory is shown below:

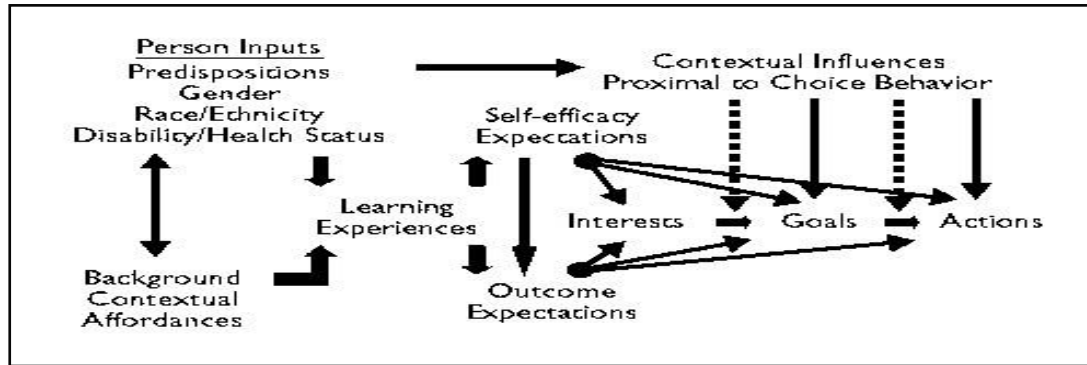


Figure 1: SCCT (Lent, Brown & Hackett, 1999, 2000, 2002)

According to Brown *et al.*, (2002), the level of people’s success, satisfaction and desire to work in a particular career are highly significant if other factors in their lives are held constant. An individual will attain higher levels of success if they had a prior interest in the chosen career path. However, this is not always the case as there might be some impediments to pursuing a career. These impediments may be due to a variety of reasons such as lack of support from those who are important in their lives such as religious leaders, siblings or even guardians, coupled with the improbableness of succeeding in that career. With that in mind, individuals will resort to basing their career choices on scholastic achievement, self-efficacy beliefs and outcome expectations like job availability, which are aptly highlighted in the SCCT.

Entrepreneurship behavior cannot be explained by economic theory alone because psycho-cultural and sociological factors are involved. Entrepreneurship theory hypothesizes that entrepreneurship is understood as a behavioral phenomenon. It is intertwined with other disciplines such as economics, business administration, management, finance, marketing, strategy, cultural anthropology, geography and business history and psychology; from which it emerged. Hence, the level of ease or difficulty in pursuing entrepreneurship field is based on the academic areas it is related to. Even though it is unique as a discipline, it cannot be totally controlled and delinked from other fields (Crocì, 2016).

The SCCT proposes that career development and career-related choices are best discovered as emerging from the complex interface between person elements like self-efficacy, interests, outcome expectancies, and goals; background and or subjective factors including ethnic background, choice of specialization or majors and gender; and previous education and achievements; all these elements observed through the models of Social Cognitive Theory. The SCCT is anchored by self-efficacy and outcome expectations along with the other tenets of person inputs, contextual influences and goals. These are appropriate in explaining and facilitating the analysis of self-actualization, scholarly ambition, job availability and field attractiveness as they are intrinsically and extrinsically motivated variables in this research.

2.2 Empirical Review

Sheu and Boden (2016) reiterate that empirically, little attention has been given to person input variables, culture and other contextual factors that are not directly linked to self-efficacy and outcome expectations; which are the main constructs of the SCCT. Albeit these variables are at times placed at the edge of some models or less obviously in the SCCT, they deserve more empirical attention. This is simply because they could actually improve the applicability of SCCT in different countries and cultures. These additional variables can provide an opportunity to explore how social cognitive predictors intervene with these variables on different career outcomes.

Identity is critical more so among the youth who are going through changes as they model into who they want to be professionally and particularly with an interest in setting up their own enterprises. Entrepreneurship is unique to say the least since it is vastly different from career paths that have already been established and recognized. Therefore, most learners at the tertiary level do not fully understand what the field is, what it takes to be successful and if they would like to actively pursue it. In addition, from an academic perspective, adequate learning can only occur once the idea of becoming an entrepreneur is viewed as a process of changing one's identity professionally. Taking this into account, entrepreneurial thought and action process is seen as a complicated social process as opposed to an individualistic experience (Thrane, Blenker, Korsgaard & Neergaard, 2016).

Culture influences individual's viewpoint through cognitive scheme, interpretation and sense making. In this manner, acting as powerful filters that shape interpretations and perceptions which eventually lead to differences in behavior and outcomes. This therefore shows that personal decisions are not a product of his preferences but also of decisions made by others. Culture exists as social capital that works in together with personality to create an individual's selective considerations. It serves as a criteria for evaluating and interpreting motivational inclinations for favorable outcomes especially in collectivist cultures especially (Urban, 2007). Person inputs are a consequence of contextual affordances like quality of education attained, opportunities for skill development and access to role models among other factors (Thompson, Dahling, Chin & Melloy, 2016).

Inda-Caro, Rodriguez-Mendez and Pena-Calvo (2016) examined the relative contribution of emotional state and gender-role attitudes variables to technological interests among a sample of 2364 10th grade Spanish students. They used path analysis to test the social cognitive career theory (SCCT). However, the findings revealed that there was no influence of gender role attitudes on technological self-efficacy although gender role attitudes determined technological interests. They also saw that emotional state influenced technological self-efficacy beliefs, technological outcome expectations and technological interests.

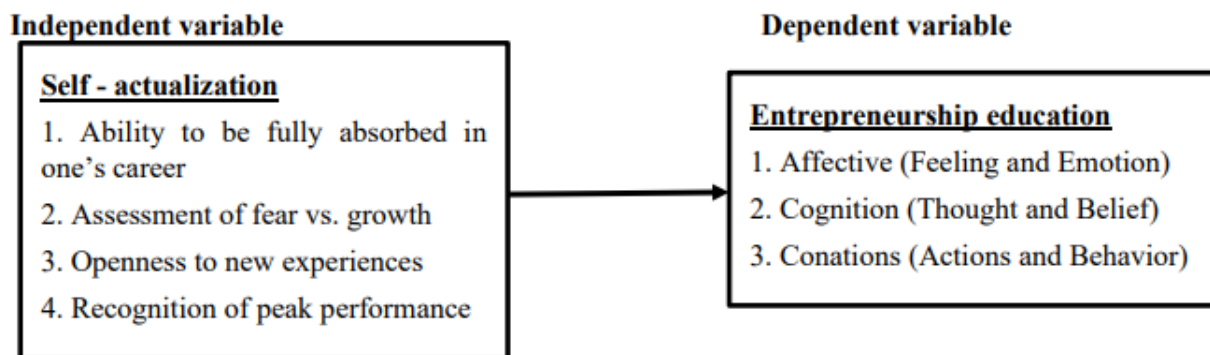
Byundyugova and Kronienko (2015) conducted a survey on the personal determinants of selffulfillment. Their study analyzed the processes and mechanisms for self-fulfillment in professional activities, describing its criteria. An empiric research of personal determinants behind the individuals' self-fulfillment brought up the difficulties faced by an individual in their selffulfillment. The study confirmed that the level of self-fulfillment is linked with success in one's

occupation as well as the motivators. It showed that those with high levels of satisfaction was due to how they viewed themselves, their success in activities in their occupation and an introspective analysis of their performance while those who had low levels was due to the fact that they based their self-fulfillment on their supervisor and a desire to rise up the ladder in terms of rank. Kaygin and Gulluce (2013) conducted a study to determine the relationship between career choice and individual values among students in a Turkish university. 192 out of 220 questionnaires were evaluated using a survey data collection form. After explaining the concepts of career choice and the individual values a significant relationship was found to exist between career choice and individual values. Significant relationships were also found to exist between sub-dimensions of career choice and individual values.

In a South African study, Alexander, Holmner, Mathee, Pieterse, Naidoo, Twinomurinzi and Jordaan (2010), sought to find out the association between motivational factors and career choice among new students intending to major in computer related courses, at two South African universities. Some components of social cognitive career theory were analyzed. Pearson chi-square was used to analyze data and identify significant differences. Distinct differences were found to exist between computer majors and other groups as related to self-efficacy and career outcomes.

Gavo (2014) sought to assess the strategic factors that influence students’ career choices in Kenyan universities with USIU being the case study. In particular, environmental factors, opportunity factors and personality factors were tested against career choice. A descriptive research design was used and simple random sampling technique employed. Questionnaires were used to collect data from a sample of 100 respondents and the data coded, sorted and analyzed using regression analysis in SPSS. The results indicated that personality factors influenced student career choices overwhelmingly.

2.1 Conceptual framework Independent variable



3.0 METHODOLOGY

This research was designed as a descriptive survey, correlation quantitative research. The target population was sourced from 9 Kenyan chartered universities that offer entrepreneurship among available specialization options. The study population of 2,043 students was drawn from 3rd year undergraduate business students who had already selected their areas of specialization. The Krejcie & Morgan sample formula for finite samples was used to yield a sample of 327 students that

participated in the research. Questionnaires were the primary data collection instrument and the collected data was modeled and analyzed using SPSS version 24. Data was presented in form of comprehensive tables that depict the relationships within the variables of the research.

4.0 RESULTS AND FINDINGS 4.1 Response rate

The total number of questionnaires distributed and collected in the nine universities for the study was 287 out of the expected 327. This gave the questionnaire response rate at 97.2% that allowed the researcher to confidently analyze the data. The summary of the data is shown in detail in Table 1.

Table 1 Response rate summary.

	N	Expected	Percent
Questionnaires administered	287	327	87.76%
Questionnaires Returned	279	287	97.2%
Questionnaires not Returned	8	0	N/A

4.2 Descriptive statistics

Self-Actualization was analyzed at 98.6% as there were 283 valid questionnaires that were suitable to run valid tests on the variable. Self-Actualization was tested for reliability using the Chronbach's alpha and revealed an overall reliability statistic of 81.2% hence the conclusion that the scale was reliable for analysis. The 5 items were also analyzed for reliability and the results revealed that the five items were reliable and necessary in assessing self-actualization. This was evidenced by the reduced Chronbach's alpha if any of the items was deleted.

The Five items used to quantify self-actualization on a five point likert scale to which the respondents were required to answer whether they strongly agreed, agreed, were neutral, disagreed or strongly disagreed; were analyzed and revealed that most of the respondents agreed with the statements as evidenced by the means that were majorly at 4. The biggest standard deviation was seen in question 4 at 1.02 indicating that the responses had the highest variance. Table 2 and 3 shows the summary statistics of the self-actualization.

Table 2: Self-actualization Items Descriptives

	Item Statistics	Mean	Std. Deviation	N
Question 1	My chosen specialization inspires me to do great work and create a unique brand of myself	4.3710	.85062	283
Question 2	I understand my career ambitions and know what I need to achieve in life	4.3640	.78891	283
Question 3	I chose my specialization based on my skills and abilities	4.2155	.91839	283
Question 4	My personality is a good match with my area of specialization	4.1095	1.02729	283
Question 5	My choice of specialization and career is supported by my sense of self-worth and self-respect	4.3145	.86091	283

A total of 283 students satisfactorily answered the questions on self-actualization. The mean score was 4.26 with a standard deviation of 0.68. The skewness of -1.38 indicated that the data was highly skewed and the kurtosis of 2.5 showed that the data had heavier tails in probabilities.

Table 3: Summated Descriptive of Self-Actualization

		Statistic	Std. Error	
Self-Actualization	Mean	4.2620	.04048	
	95% Confidence Interval for Mean	Lower Bound	4.1823	
		Upper Bound	4.3417	
	5% Trimmed Mean	4.3270		
	Median	4.4000		
	Variance	.457		
	Std. Deviation	.67615		
	Minimum	1.40		
	Maximum	5.00		
	Range	3.60		
	Interquartile Range	.80		
	Skewness	-1.379	.146	
Kurtosis	2.506	.291		

A total of 283 students satisfactorily answered the questions on self-actualization. The mean score was 4.26 with a standard deviation of 0.68. The skewness of -1.38 indicated that the data was highly skewed and the kurtosis of 2.5 showed that the data had heavier tails in probabilities, which is more than for a normal distribution.

4.3 Correlation Analysis

A Pearson correlation test was performed to determine if the variable in the study had a linear relationship. The results indicated that self-actualization was positively correlated with the strength of correlations moderate to strong as depicted in Table 4. **Table 4: Correlation Results**

		Self-Actualization
EED	Pearson Correlation	.339**
	Sig. (2-tailed)	.000
	N	282

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation analysis to determine the relationship between self-actualization and entrepreneurship education specialization results revealed a moderate positive relationship between self-actualization and entrepreneurship education specialization, which was statistically significant ($r=0.339$, $N=282$, $p<0.01$) thus we have very strong evidence to reject the hypothesis that states that self-actualization has no significant effect on entrepreneurship education specialization.

4.4 Regression Analysis

Regression analysis was done to determine the extent to which self-actualization affects entrepreneurship education. Self-actualization was found to be satisfactory in explaining

entrepreneurship education. This was supported by coefficient of determination i.e. the R square of 11.5%. This shows that in the regression model, self-actualization explains 11.5% of the perceptions and attitudes towards entrepreneurship education specialization. Table 4 shows the computations in detail.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359 ^a	.129	.125	.589

a. Predictors: (Constant), Self-actualization

b. Dependent Variable: Entrepreneurship Education

The Pearson's Correlation statistic showed there was a positive relationship and this was further affirmed by the results in the model. From the model summary results, 87.1% of the variation in the dependent variable is attributed to other variables not captured in the model. Additionally, 12.9% variation of the dependent variable is explained by independent variable in the model.

Regression analysis also generated the coefficient and p-value of coefficients of self-actualization which were used to determine whether the variable had a significant impact on entrepreneurship. Table 5 shows the summary of results.

Table 5: Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.390	.059		74.243	.000
Self-actualization	-1.459	.227	-.359	-6.427	.000

a. Dependent Variable: Entrepreneurship Education

Table 5 revealed that self-actualization and entrepreneurship education are negatively and significantly related ($\beta = -1.459$, $p=0.000$) The results therefore show a rejection of the null hypothesis therefore meaning that self-actualization has a significant effect on entrepreneurship education specialization. These findings agreed with those of Byundyugova and Kronienko (2015), Thompson, Dahling, Chin and Melloy (2016), Urban (2007), Inda-Caro *et al.* (2016), Kaygin and Gulluce (2013) and Gavo (2014) who found that the amount of self-fulfillment is interconnected with particularities of motivation in professional activities and that person inputs are one of the greatest influencers of career choice and have a strong positive correlation with career choice.

4.5 Discussion

Self-actualization is the most complex of needs among the classification of needs as classified by Maslow in his 1943 paper "A Theory of Human Motivation". It is at the apex of his pyramid of needs. According to Maslow our actions are motivated by the desire to achieve certain needs. Selfactualization is the most ultimate need that people desire to meet after all the other basic needs

are met. It is the need that people have to achieve their full potential as human beings. Self-actualization needs encourage innovation in the society so as to improve living standards. It serves as a critical incentive for creativity, which is a key pillar of entrepreneurship. Creativity is a trait of a self-actualized individual, who chooses an occupation in which they can comfortably express their creativity.

Person input variables have been linked to career specialization. Inda-Caro *et al.*, (2016) sought to find out, among others, the relative contribution of personal variables, like emotional state and gender-role attitudes, to students' interest in technology among Spanish high school students. The results of path analysis supported social cognitive career theory, indicating that self-efficacy affects students' interest in technology. The results revealed that indeed gender-role attitudes did determine technological interests. The study however focused on high school students in a different socio-cultural setting and the results would probably be different if the same was applied to university students specializing in entrepreneurship education in Kenya.

Byundyugova and Kronienko (2015) established a link between self-fulfillment, professional activities and motivation peculiarities. They deduced that, though not in all cases, there is a link between self-fulfillment (person input) and achievements in professional activities. Their research was however qualitative based on theoretical arguments which are subject to individual biases and contextual issues rather than a quantitative empirical process which tests the validity of the findings. It was also conducted in a different cultural context thus cannot be wholly applied to concluding about the cultural spectrum of the populace in question in this study. This study sought to establish empirically the effect of person inputs (self-actualization) on entrepreneurship education specialization among undergraduate university students in Kenya.

In a study seeking to determine the relationship between choice of career and individual values, Kaygin and Gulluce (2013) observed that there is a significant effect of individual values on career choice among students of a Turkish university. The study employed empirical methods in analyzing the responses from university students. It can therefore provide a relevant reference for the current study however parallels can only be drawn with the assumption that the socio-cultural background of the respondents is similar to that of the respondents in this study. The career choice of the population in their study is also broad while that of those in this study is specific to entrepreneurship education specialization among university students in Kenya.

Alexander *et al.*, (2010) sought to identify factors affecting occupational path chosen among different groups of university students intending to major in computer-related courses. The study employed quantitative methods of analysis and found out that, among other factors, self-efficacy does not affect career choice among students in this discipline. In contrast to this research the South African study cannot be used to establish fact for the current study as it used slightly different research methods. The field of career in question was also different from that of our current study making it necessary to research in the context fitting of entrepreneurship education specialization.

Gavo (2014) seeking to investigate the strategic determinants that affect the choice of career among university students in Kenya was specific to one Kenyan university i.e. United States International University. A descriptive research design was used which resulted in the conclusion that, among other factors, personality influenced students' career choices in Kenyan Universities. Though this

research was conducted in a similar socio-cultural background and similar research methodology used it only focused on one university and, at the same time different field of specialization leading to the conclusion that a different result may be observed if we focused entrepreneurship education in various universities. Gavo's study also considered personality as a factor which is only one aspect of self-actualization and can therefore not be conclusive for the research question at hand.

Self-actualization issues include identity, culture, social capital, personality and motivation. This study therefore investigated the influence of self-Actualization on Entrepreneurship education specialization and found out that there is a strong relationship that is statistically significant.

5.0 SUMMARY CONCLUSION AND RECOMMENDATIONS 5.2 Conclusion

This study determined the effect of Self-Actualization on Entrepreneurship education specialization and found out that there is a strong relationship that is statistically significant. This positive relationship therefore allows the conclusion that students consider factors like the likelihood of getting an employment opportunity in the field they studied; risk propensity that is ability to assess fear vs. growth; selflessness; honesty in ones actions; level of satisfaction from the remuneration that they receive; ability to make concrete choices; realization of previous performances of significant value and a desire to experience more. These eight elements of selfactualization embody the nature of entrepreneurship and therefore are all crucial in adoption and acceptance of entrepreneurship in education and as a valid career. As the results indicated, students perceive entrepreneurship education as a conduit to achieving their long-term goals.

5.3 Recommendations

It is evident that person inputs like self-fulfillment and identity are critical in deciding the career path that a student will take. It is therefore prudent for parents and people who view themselves as role models for students to first appreciate entrepreneurship as a worthy career path. Educators should be diligent in highlighting the benefits and esteem associated with choosing such a career path. Students should be exposed to knowledge of entrepreneurship as a valid career choice from an early age so that they may develop a strong sense of identity as they make their choices.

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