

## The Relationship between Needs Accomplishment and Motivation

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### Abstract

*Motivation identified as an internal factor that controls the thoughts and actions of a person. Someone who is highly motivated shows seriousness in their work, supported by the development of the desired attitude and personality. Studies have shown our success greatly influenced by the level of motivation, which provides a distinct advantage to an organization. In this case, it is essential to identify the level of student motivation, as a vital source of employment to the public and private agencies, and the outer elements of motivation closely observed as a person's unique characteristic having an impact towards employer's hiring strategy. Many factors influence a person's motivation. About the theory put forward by Maslow's needs hierarchy, the authors aim to examine whether the accomplishment of those needs, arranged in a hierarchy influence the students' motivation. A cross-sectional study conducted and an adapted questionnaire distributed among the students. Regression analysis indicated that only three factors identified as significant contributors to motivation. Findings give good input to UiTM in bringing together human resources and facilities planning to ensure that students' needs are achieved and thus increase their motivation level.*

*Keywords: Maslow's needs hierarchy, motivation, physiological need, social need, security need, self-esteem need, self-actualization need*

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### INTRODUCTION

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Motivation is referring to factors that activate, direct, and sustain goal-directed behaviour. Further, Cherry (2015) defined it as the process that initiates, guides, and maintains goal-oriented behaviour. Closer research about motivation and its associated factors involves the biological, emotional, social, and cognitive forces that heighten individual motivation. As such, psychologists have proposed many different theories which relate to motivation including, instinct theory, drive theory, and humanistic theory. However, the humanistic theory which put forward by Maslow successfully explained about human needs, leading to happiness and satisfaction in life (Dahl & Smimou, 2011; Stukalina, 2014).

Literature is also indicating that the sources of motivation divided into two, including the extrinsic and intrinsic factors, which contained under Maslow's needs hierarchy. For extrinsic, motivation gained from external factor including parents, friends, and society. Whereby, intrinsic explaining that motivation influenced by personal factors including self-esteem and individual desire. Many researchers conducted the investigation, on extrinsic and intrinsic factors, concerning individual motivation. Among students, motivation related to their ability to meet and respond to their environmental demands including future tasks and their personal lives. As a source of prospective employees, students should demonstrate a high level of motivation to maximise the well-being of future employers. Highly motivated employees would also reduce the cost of organizing motivation enhancement activities, such as counseling, training, and talk (DeVito, Brown, Bannister, Cianci, & Mujtaba, 2016).

As such, within this study, the researchers focus on hierarchy needs theory by Abraham Maslow. In the book of motivation and personality by Abraham Maslow, humanistic psychologist stated that people are more motivated by the individual needs to address specific fundamental concerns. The theory claims that personal motivation is related to the achievement of lower and higher order needs, and accomplishment of lower order needs; physiological, psychological, and security, triggers the attainment of higher order needs, esteem, and actualization needs, and are substantial in directing individual's behaviour. Thus, this study examines the accomplishment of these needs, and their relationship with student's motivation (Mathes, 1981; Stukalina, 2014).

## **MASLOW NEEDS HIERARCHY AND MOTIVATION**

Maslow needs hierarchy composed of five human needs, including physiological, safety, social, esteem, and actualization. Firstly, the physiological need described as the most basic need for human survival, which includes breathing, water, food, and shelter and now transcended to networking and communication. Secondly, security need which characterised as job security, wages, financial incentives, health insurance, risks insurance, and housing assistance. This need enable a person to achieve stability in live, safeguarding health and well-being and the harmonious employment relationship. Thirdly, social needs which include social activities, friendship, collaboration, teamwork, affection, trust, and belonging. Social need motivate the individual's feeling that they belong to the workplace and this increases their relationship between the employer and employee itself. Maslow's needs hierarchy recognized self-esteem as an upper-level order. This need comprises recognition, rewards, appreciation, prestige, and autonomy. Finally, self-actualization as the highest need which is about the desire to be accepted by other, realizing their potentials, and believing on their meaningful work (Mathes, 1981; Dahl & Smimou, 2011).

Previous studies (Maslow, 1943; Mathes, 1981; Kelmendi & Nawar, 2016) demonstrate the ability to fulfill all requirements stated by Maslow, increasing the overall motivation of the individual. In this case, the organization shows its efforts to meet employees' demands, from matters related to personal needs such as scheduled payrolls, flexibility in task execution, and up to efforts to reward their staff, such as promotions, providing more challenging jobs and competitive rewards. From a social point of view, the concerns expressed by the organization in the provision of all forms of employee needs, create a supportive atmosphere, avoid stress, and safeguard mental health. The accomplishment of needs will increase job satisfaction, and they will show the right attitude and behaviour, directly affecting the level of their motivation (DeVito et al., 2016). The same situation also occurs among students, where external factors encompassing the environment of educational institutions including physical, educational facilities, quality of teaching and instructor-student relationship enhance the accomplishment of primary and higher order needs which improved motivation. Motivated individuals show goal-directed behaviour, positive and persistence in conduct (Dahl & Smimou, 2011; Stukalina, 2014; Maulana, Opdenakker, Stroet, & Bosker, 2013). As such, the following are the research hypotheses:

*H1: There is a significant relationship between physiological need accomplishment and motivation.*

*H2: There is a significant relationship between security needs accomplishment and motivation.*

*H3: There is a significant relationship between social needs accomplishment and motivation.*

*H4: There is a significant relationship between self-esteem needs accomplishment and motivation.*

*H5: There is a significant relationship between self-actualization needs accomplishment and motivation.*

## **METHODOLOGY**

This research conducted through quantitative analysis by using a cross-sectional study (Sekaran, 2003). The type of investigation used is a correlational study in highlighting the critical variables associated with the issue. This study focuses on final year students in the Faculty of Administrative Science and Policy Studies, UiTM, Seremban 3. The selection of final year student is due to the reason that they are future employees, and measuring their motivation is significant as motivation associated with the person's attitude and behaviour. In this study, simple random sampling techniques

were used to select the sample size. From a total of 500 populations, 217 respondents randomly selected as the sample size. Questionnaires adapted from past studies including 25-items questionnaires of Five-Needs Hierarchy by Jerome (2013) and 9-items questionnaires of motivation by Cherry (2015). The data is gathered and analyzed through descriptive and regression analysis. Regression analysis was used to identify the significant factors that lead to high/low in motivation. Further, this analysis enables the researcher to determine the dominant factors.

## FINDINGS

In this study, 217 respondents have participated. Female (74.2%) constituted the majority of respondents, while only 25.8% of male respondents involved in this study. For age group the study revealed that majority of respondents (46.5%) are 22 years old, while the others respondents are at the age of 20 years old (0.5%), 21 years old (33.2%), 23 years old (17.1%), 24 years old (1.8%), 25 years old (0.5%) and 28 years old (0.5%). In this study, Part 6 (51.6%) constituted the majority respondents, followed by Part 5 (45.6%) and Part 7 and above (2.8%).

Table 1: *Descriptive analysis*

No.	Variables	Mean	SD	CA	Min	Max
1.	Physiological Needs	15.7281	3.57522	.804	5.00	25.00
2.	Security Needs	16.5853	3.29609	.712	5.00	25.00
3.	Social Needs	18.9631	2.73159	.736	8.00	25.00
4.	Self-Esteem Needs	19.3687	2.71186	.755	8.00	25.00
5.	Self-Actualization Needs	19.4147	2.78278	.793	10.00	25.00
6.	Motivation	36.0230	4.43726	.880	13.00	45.00

Table 1 indicating the result of descriptive analysis including the mean, standard deviation, minimum, and maximum value. From the table, the accomplishment of self-actualization reporting the highest (19.415), and followed by esteem need (19.3687), social need (18.9631), security need (16.5853) and physiological needs (15.7281). The data has a small standard deviation, indicating that the responses are close to the mean. The minimum and maximum value suggest that the respondents' responses on their agreement and disagreement on the accomplishment of a variety of individuals' needs, and the data presented having no missing value and out of the range value. Findings indicate that the Cronbach alpha value for all research variables ranging between .712 and .880, showing the instrument is reliable. Analysis of the normality tests (Skewness and Kurtosis  $\pm 1.96$ ), is also indicating that the data is normal, and permitted for hypothesis testing.

Table 2: *Result of regression analysis*

No.	Variables	$\beta$	T	Sig. (p)	R	Total R Square	F Change	Sig. F Change
1.	Physiological Needs	0.011	0.162	0.871	0.63	0.453	34.943	0.000
2.	Security Needs	0.095	1.403	0.162				
3.	Social Needs	0.165	2.544	0.012				
4.	Self-Esteem Needs	0.321	4.453	0.000				
5.	Self-Actualization Needs	0.243	3.485	0.001				

Table 2 shows the result of the regression analysis. The findings indicate the significant factors which influence the student's level of motivation; social needs ( $\beta=0.165$ ,  $t=2.544$ ,  $p=0.012$ ), self-esteem needs ( $\beta=0.321$ ,  $t=4.453$ ,  $p=0.000$ ) and lastly is self-actualization needs ( $\beta=0.243$ ,  $t=3.485$ ,  $p=0.001$ ) with the highest contributors come from the accomplishment of self-esteem needs, followed by self-actualization needs and social needs. Whereas the physiological needs ( $\beta=0.011$ ,  $t=0.162$ ,  $p=0.871$ ) and security needs ( $\beta=0.095$ ,  $t=1.403$ ,  $p=0.162$ ) are insignificant factor to students' motivation. Overall, all factors have a strong association ( $R=0.673$ ) and cause variance (R square=0.453) to students' motivation. As such, Hypothesis 3, 4, and 5 supported, while Hypothesis 1 and 2 not supported.

## DISCUSSION AND IMPLICATIONS

Findings indicated that accomplishment of social needs, self-esteem, and self-actualization contributed to 45.3% variance in motivation. Self-esteem made the most substantial unique contribution to motivation. The finding is aligned with the research by Al-Aufi and Ahmed Al-Kalbani (2014), indicating the role of self-esteem need in influencing motivation. Kalbani identified that excellent advice; recognition and mutual respect give positive input to individuals.

Consequently, self-actualization is also having a significant impact on the students' motivation. The definition of self-actualization by students is limited to achievement made at the university's level, including the development of skills and abilities in different courses enrolled, and opportunities in leading various associations and programs. Further, a social need identified as a significant contributing factor. A study by Al-Aufi and Ahmed Al-Kalbani (2014), indicating that social activities, friendship, collaboration, teamwork, affection, trust and belonging influence an individual satisfaction level, and were relevant in determining an individual's motivation.

Physiological needs give an insignificant impact on the students' motivation. This need to be recognized as influencing factors on an individual's survivability and less

influential on motivation. Facilities such as computer laboratory, WiFi, systematic university management assist in completing their course requirements and were less significant in developing individual motivation. Security need is also evidenced to have an insignificant relationship with student's motivation. Security needs involve job security, financial incentives, health insurance, and housing assistance, and were found to influence on satisfaction level, and in this study contributing to insignificant influence on motivation. Their necessity in life including securities and financial resources fulfilled through financial assistance provided by parents or gained through scholarships (Dahl & Smimou, 2011; Stukalina, 2014).

Prior studies focus on motivation among employees (Vito et al., 2016; Li, Li, Hui, & Wong, 2018); however, in current studies emphasis is given to students. Results indicate that these are a list of human needs, and arranged based on priority as perceived by students. Findings indicate students strive to meet all needs. At this stage, the students recognise that needs to accomplish related to their learning life and with the aim to graduate with excellence. All of these needs are considered essential, and an effort to provide all of these needs are suggested to be continued, and increased, as current evidence shows that accomplishment of needs, increased student motivation. Once, the level of motivation increased, it provides further improvement specifically on individual and institutional performance (Afzal & Wan, 2010; Kelmendi & Nawar, 2016). The findings indicate that the need arrangement based on priority by the students is slightly different from the literature. In this study, the main factor is the achievement of self-esteem followed by self-actualization, social needs, physiological needs, and security needs.

Overall, self-esteem and self-actualization are still the priority. The accomplishment of self-esteem and self-actualization helps achieve the objective set as a measure of their success in the future, including to do something different and important in their lives. As well as social needs, for proper support, help, and relationships, because they believe success is the result of group work, rather than individually. Although the physiological and safety elements are insignificant in predicting motivation, these needs are undeniably crucial to students, particularly in managing stress and life events. This finding is useful for the students to guide them in developing a positive attitude and behaviour and examining the importance of needs assessment. On the other hand, the educational institution can provide adequate facilities, activities, and programs that could increase students' motivation.

Thus, the research was carried out quantitatively, in measuring motivation concerning needs accomplishment. Research instruments were adopted and adapted from past studies, and show high reliability. The perceptual studies give an advantage

to the researcher as it contains the actual and observed behaviour as perceived by students, in measuring the motivation and factors which lead to high motivation. The study shows the effectiveness by using the regression analysis to know the relationship between levels of needs hierarchy with the student motivation.

## CONCLUSION

In conclusion, this study successfully meets the research objective that has been conducted to examine the relationship between lower and higher order needs accomplishment and level of students' motivation, and to determine the dominant/significant needs about motivation among FSPPP's students. Finding from the study shows that self-esteem needs factors that influence the student's motivation in university. Besides, self-actualization is also affecting students' motivations. The finding on the current study shows that students respond to their desire to achieve something that positively motivates the students. It is recommended for the future researchers to study on different independent variables affecting motivation, as the present study indicating that the five needs contribute to small variance on students' motivation. The future research is suggested to focus on other factors, to reconfirm the result from this study.

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