

Assessment of the Motivational Drivers of Selected Jubail University College Students

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Abstract: This study aimed to assess the motivational drivers of selected students of Jubail University College – Male Branch using McClelland's Theory of Motivation. The respondents are the 60 students enrolled in 'Industrial Psychology' course for the second semester of school year 2015-2016. Descriptive method of research was utilized in this study. Thematic Apperception Test (TAT) was used as data gathering tool. 8 respondents wrote about achievement-related theme; 6 wrote more on affiliation-related theme; and 4 focus their story on power-related theme. Mixed themes of stories are noticeable among respondents. Mixed need for achievement-affiliation-power stories are 7; need for achievement-affiliation stories are 18; need for achievement-power stories are 13; need for affiliation-power stories are 4. Mixed need for achievement-affiliation is the predominant need among the respondents. Based on literatures reviewed, individuals with high need for achievement-affiliation has a strong need to set and accomplish challenging goals, wants to be liked and will often go along with whatever the rest of the group wants to do. Therefore, they can be effective organizational leaders. The respondents wrote story based on TAT picture. These stories will be interpreted using the LIWC program. Since the researcher will only rely on stories interpreted using the LIWC program, the study is limited to this aspect. This paper provides a framework that revealed the motivational drivers of respondents, thus identifying also the suited types of job for them.

Key words: Motivational Needs • Thematic Apperception Test • Theory of Motivation • Work Motivation • Industrial Psychology

INTRODUCTION

Need is something that a person must have. Something that is needed in order to live or succeed or be happy. Need is a motivating force that compels action for its satisfaction. The need theories emphasize that satisfaction of basic human needs are key to motivation. Needs motivated us to do something.

Steers and Porter [1] define motivation is a driving force that serves three purposes: (1) it energizes and cause person to act; (2) it leads behavior toward achievement of precise goals or objectives; and (3) it endures the effort expended in reaching those goals or objectives. Motivation is very important for every person, it compels them act. It influences their behavior and ability to accomplish goals and objectives. Motivation is an essential passion that initiates individual to accomplish activities related to work. It is that internal drive that causes an individual to take action. An individual's motivation is influenced by biological, intellectual, social

and emotional factors. Every individual is motivated. Everyone has activities, tasks, objectives and goals in his or her life that he or she finds motivating. So, motivation about some aspect of life exists in each person's consciousness and actions. How motivation has something to do with organization?

Organization or company has four basic resources, namely: human, capital, monetary and raw materials. These resources are assets of the organization for production process. Accordingly, human resources is the most important among them. Without human resources, nobody will handle the organization to manage the three other resources – capital, monetary and raw materials. Thus, motivating human resources is vital to every organization. A motivated human resources or workforce means extremely productive workers which will highly help the organization to achieve their goals. The challenge for organization is to figure out how to motivate employees to work. To create a work environment in which an employee is motivated to work that involves

both essentially satisfying and encouraging task. Perhaps the first step to motivate workforce is to understand what motivates them and what drives them to work. In other words, we should understand what *work motivation* is.

Work motivation is an employee's basic passion that drives him or her to accomplish activities related to work. It is the internal drive that causes an individual to take action. Understanding what motivates the organization's workforce is central to the study of I-O psychology. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. Employee motivation is the combination of fulfilling the employee's needs and expectations from work and the workplace factors that enable employee motivation - or not. These variables make motivating employees challenging. David McClelland's theory of motivation is a comprehensive need theory that deals specifically with work motivation. This theory states that three needs are central to work motivation: the needs for achievement, power and affiliation. According to McClelland [2, 3] people are motivated by different patterns of needs or motives.

Need for achievement is the compelling drive to succeed and to get the job done. Individuals with a very high need for achievement love challenging task. They are motivated by a desire to get ahead in the job, to solve problems and to be outstanding performers. Need for achievement is also associated with being task oriented, desiring circumstances offering moderate level of risk or difficulty and desiring feedback about goal accomplishment.

Need for power is the necessity to direct and control the activities of others and to be influential. Individuals with a high need for power are status oriented and motivated by the chance to gain influence and prestige than to solve particular problems personally or reach performance goals.

Need for affiliation is the desire to be adored and acknowledged by others. Individuals motivated by affiliation needs strive for friendship. They greatly concerned with interpersonal relationship on the job and desire working with others on a task. They are motivated by cooperative rather than competitive work conditions.

This approach emphasizes the differences in these basic needs from person to person. According to McClelland, we all possess more or less of each of these motives, although in each individuals a particular need or

needs tends to predominate. In his earlier work, McClelland [2, 3] emphasized the role of need for achievement in determining work motivation, hence the name "achievement motivation theory". However, in later analyses, McClelland [2, 3] stressed the roles that the needs for power and affiliation also play in work motivation. His theory can also be related to leadership, for he argued that a leader must be aware of and be responsive to the different needs of subordinated to motivate workers successfully [4].

Deputy Crown Prince Mohammad bin Salman Al Saud announced the "Saudi Vision 2030" on the 25th of April 2016. This "Saudi Vision 2030" is posted in their website [5]. It is a plan to reduce Saudi Arabia's dependence on oil and rely on alternatives diverse economy and the development of service sectors such as health, education, infrastructure constructive, recreation and tourism and many more. In order to achieve this vision, of course developing their human resources is vital.

Another concern in Kingdom of Saudi Arabia is the 'Saudization', officially known as Saudi nationalization scheme, or Nitaqat system in Arabic. It is the new policy in the Kingdom of Saudi Arabia implemented by its Ministry of Labor, whereby Saudi companies and enterprises are required to fill up their workforce with Saudi nationals up to certain levels. It calls for an increase in the share of Saudi manpower to total employment and for expanding work opportunities for Saudi women and youth. June 11, 2011 from this date, all Saudi companies, estimated to number around 300, 000, are required to 'nationalize' or fill up their workforce with Saudis or speed up their hiring of Saudis [6].

With the recent development in Kingdom of Saudi Arabia, mentioned above, human resource has a very vital role to achieve these, particularly Saudi national human resources. As noted earlier, a motivated workforce means extremely productive workers which will highly help the organization to achieve their goals and the first step to motivate workforce is to understand what motivates them and what drives them to work. The researcher believed that the starting point to address this issue is to start with the future workforce of the Kingdom, the students of universities that will sooner or later be a part of the workplace.

Universities and colleges are considered as the training ground for the future leaders of the country. It is where youngsters were being developed to be a professionals and leaders someday in different fields. There are seventy-three (73) colleges and universities

all-over the Kingdom. Sixteen (16) of these colleges and universities are located in the Eastern Province. Jubail University College is one of those universities. Due to the fact that the researcher is connected with Jubail University College (JUC) as Assistant Professor in Business Administration Department and his interest in Human Resource Management and Industrial/Organizational Psychology topics, he chose JUC to be the venue of the study.

Jubail University College is an affiliate of the Royal Commission for Jubail & Yanbu. It was established in 2006 to achieve the objectives of the Royal Commission, in developing human resources and to provide the Saudi manpower with high education and training, so that they can properly manage the Kingdom's growing economy in its various sectors. Jubail University College's mission is to achieve the following objectives: (a) to contribute to the stability of the local community in Jubail Industrial City and to attract qualified Saudi nationals to work in and manage the city projects; (b) to provide well-trained and qualified Saudi manpower to meet the requirements of industrial development projects and investment in Jubail Industrial City; and (c) to achieve a distinctive level of performance in the applied academic field to prepare professionals who can keep pace with and utilize global technological developments [7].

The above-cited thoughts stimulated the researcher to assess the motivational needs among selected Jubail University College – Male Branch students in order to find out their predominated needs and identify types of jobs that could be suited for them.

Literature Review

Thematic Apperception Test (TAT): The Thematic Apperception Test, or TAT, is a projective psychological test. Historically, it has been among the most widely researched, taught and used of such tests. Its adherents assert that the TAT taps a subject's unconscious to reveal repressed aspects of personality, motives and needs for achievement, power and intimacy and problem-solving abilities [8].

The TAT is a projective measure intended to evaluate a person's patterns of thought, attitudes, observational capacity and emotional responses to ambiguous test materials. In the case of the TAT, the ambiguous materials consist of a set of cards that portray human figures in a variety of settings and situations. The subject is asked to tell the examiner a story about each card that includes the following elements: the event

shown in the picture; what has led up to it; what the characters in the picture are feeling and thinking; and the outcome of the event [9].

Uses of Thematic Apperception Test (TAT): The TAT is often used in individual assessments of candidates for employment in fields requiring a high degree of skill in dealing with other people and/or ability to cope with high levels of psychological stress— such as law enforcement, military leadership positions, religious ministry, education, diplomatic service, etc. Although the TAT should not be used in the differential diagnosis of mental disorders, it is often administered to individuals who have already received a diagnosis in order to match them with the type of psychotherapy best suited to their personalities. Lastly, the TAT is sometimes used for forensic purposes in evaluating the motivations and general attitudes of persons accused of violent crimes. For example, the TAT was recently administered to a 24-year-old man in prison for a series of sexual murders. The results indicated that his attitudes toward other people are not only outside normal limits but are similar to those of other persons found guilty of the same type of crime [9].

Because the TAT is an example of a projective instrument— that is, it asks the subject to project his or her habitual patterns of thought and emotional responses onto the pictures on the cards— many psychologists prefer not to call it a "test," because it implies that there are "right" and "wrong" answers to the questions. They consider the term "technique" to be a more accurate description of the TAT and other projective assessments.

According to Douglas [10], to assess an individual's motivational needs drive, McClelland used a variation of the Thematic Apperception Test (TAT). TAT is a projective test of personality. Christiana Morgan and Henry Murray created the test in the 1930s at the Harvard Psychological Clinic.

McClelland used the TAT as a tool to measure the individual needs of different people. The TAT is a test of imagination that presents the subject with a series of ambiguous pictures and the subject is asked to develop a spontaneous story for each picture. The assumption is that subject will project his or her own needs into story. Psychologists have developed fairly reliable scoring techniques for the TAT. The test determines the individuals score for each needs of achievement, affiliation and power. This score can be used to suggest the types of job for with the person might be well suited.

Procedure of Using Thematic Apperception Test (TAT):

The TAT is popularly known as the picture interpretation technique because it uses a standard series of provocative yet ambiguous pictures about which the subject is asked to tell a story. The subject is asked to tell as dramatic a story as they can for each picture presented, including: what has led up to the event shown; what is happening at the moment; what the characters are feeling and thinking; and what the outcome of the story was.

There are 31 picture cards in the standard form of the TAT. Some of the cards show male figures, some female, some both male and female figures, some of ambiguous gender, some adults, some children and some show no human figures at all. One card is completely blank. Although the cards were originally designed to be matched to the subject in terms of age and gender, any card may be used with any subject. Most practitioners choose a set of approximately ten cards, either using cards that they feel are generally useful, or that they believe will encourage the subject's expression of emotional conflicts relevant to their specific history and situation [11].

TAT Scoring and Interpretation: The words that respondents used were analyzed using the LIWC (Linguistic Inquiry and Word Count) program developed at the University of Texas and University of Auckland in New Zealand. The program will interpret the following needs: need for achievement, need for affiliation and need for Power [4]. LIWC is a transparent text analysis program that counts words in psychologically meaningful categories. Empirical results using LIWC demonstrate its ability to detect meaning in a wide variety of experimental settings, including to show attentional focus, emotionality, social relationships, thinking styles and individual differences [12].

Research Objectives: In this study, McClelland's Theory of Motivation was adopted to assess the motivational drivers among selected Jubail University College – Male Branch students. McClelland's model of motivation emphasizes the importance of three needs – achievement, power and affiliation – in determining worker motivation. Utilizing the TAT for the respondents will be able to reveal their predominant needs – achievement, power and affiliation – thus identifying also the suited types of job for them.

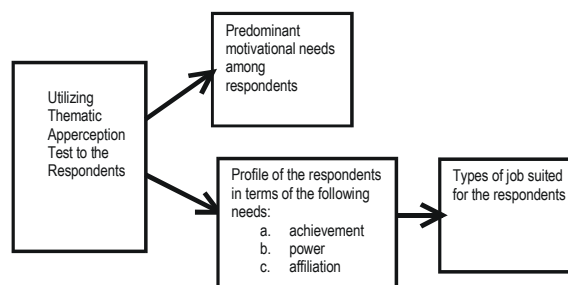


Fig. 1: Paradigm of the Study

Research Objective 1 (RO1): To identify the predominant needs among the respondents via TAT.

Thematic Apperception Test (TAT): To assess an individual's motivational driver, McClelland used variation of the Thematic Apperception Test (TAT). Respondents are instructed to study a fairly ambiguous picture for a few minutes and then write a story it suggest. The brief stories are then scored using a standardized procedure that measure the presence of the three needs to obtain a motivational profile for each respondent. The TAT is known as a projective test. Respondents project their inner motivational needs into the content of the story they write. (Refer to Appendix A).

Thematic Apperception Test (TAT) was originally designed to determine the degree to which people wrote about themes relating to achievement, affiliation and power. Although there are different series of TAT pictures, the one that was used in this study (refer to Appendix A) is fairly related to each of these themes – although most of the respondents made up the story with achievement themes, such as the story focused on scientific discovery or breakthrough. Thus, reflecting the writer's interest in achievement and success. Others may focus on the nature of friendship between the two women that relates interest in affiliation. Yet some may focused on the status or position or differences of the two women, thus reflecting the writer's concerns with status and power.

TAT is designed to give information about personality assessment. Respondents were asked to write a story regarding the picture. There should be beginning, middle and ending of the story. The purpose is to see how the respondents reveal parts of their own personalities while looking at the picture. The words that they used were analyzed using the LIWC (Linguistic Inquiry and Word Count) program developed at the

University of Texas and University of Auckland in New Zealand [4]. As the respondents write the story based on the TAT picture in appendix A, the researcher will be able to identify the predominant needs of the respondents.

Research Objective 2 (RO2): To profile the respondents in terms of the following needs: achievement; power; and affiliation.

Motivational Drivers: Needs for Achievement, Need for Power and Need for Affiliation: In the need for achievement, the typical individual generally scores between 4.5 and 8.5, with an average of 5.7. The higher the score of the respondent, the more he wrote about achievement-related themes.

Because the picture used in this study elicits themes associated with achievement, most people don't pay too much attention on human relationship (affiliation) in their story. In fact, the typical person scores around 1.2 on this dimension.

In the need for power, most people score between 0.8 and 2.7, with the average being 1.7. High scores on the need of power dimension hint that the writer is concerned with who is or is not in control and who has the most status.

In order to profile the respondents' needs, the researcher will use the Linguistic Inquiry and Word Count program for data analysis and interpretation of the stories from the respondents. The researcher will collect the respondents' written story, encode it in the LIWC program and interpretations for each story will be generated. The researcher will tabulate and group the each stories according to their scores in each needs.

Research Objective 3 (RO3): To identify the projected types of jobs suitable for respondents based on the findings in RO1 and RO2.

Projected Jobs for Different Motivational Needs: Respondents with a very high need for achievement are individuals who love the challenging work. They are motivated by their want to get ahead in the job, to answer problems and to be outstanding workers. Individuals with high need for achievement is also associated with being task oriented, preferring circumstances contributing moderate level of risk or difficulty and desiring feedback about goal achievement.

Respondents motivated by affiliation needs strive for friendship. They greatly concerned with interpersonal

relationship on the job and prefer working with others on a task. They are motivated by cooperative rather than competitive work situations.

Respondents with a high need for power are status oriented and are more motivated by the chance to gain influence and prestige than to solve particular problems personally or reach performance goals. Individuals with higher need for power tend to occupy supervisory or managerial positions. (Refer to Appendix B).

As the researcher profiled the respondents in terms of their motivational needs, it can lead to identify the suitable jobs appropriate for them.

MATERIALS AND METHODS

This part presents the methodology used. Discussed here are research design, scope and delimitation, the sources of data that includes the locale of the study and research population, instrumentation and the data collection and tools used for data analysis.

This study used descriptive method of research in its assessment of the motivational needs among Jubail University College – Male Branch students. Descriptive research may be characterized as simply the attempt to determine, describe or identify what is [13]. Descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation [14].

With the use of a Thematic Apperception Test (TAT) as data gathering tools, wherein respondents will write stories based on the picture in appendix A and it will be interpreted using the LIWC program, this study will identify the predominant needs of the respondents and types of job suited for them.

Sources of Data: To determine the appropriate sample size, Slovin's formula was used [15]. Slovin's formula is written as:

$$n = N / (1 + N e^2)$$

where:

n = number of samples

N = total population

e = error tolerance (0.05)

thus,

$$n = N / (1 + N e^2)$$

$$= 70 / (1 + 70 * ((0.05)^2))$$

$$= 70 / 1.175$$

$$= 59.57 \text{ or } 60$$

Table 1: Distribution of Respondents

Program of Specialization	Total Number of Students	No. of Respondents	Percentage
Business Administration	11	10	91%
Management Information System	15	12	80%
Civil Engineering	20	15	75%
Mechanical Engineering	12	11	92%
Computer Science	12	12	100%
Total	70	60	86%

The respondents of the study were the sixty (60) students enrolled in 'Industrial Psychology' class for the second semester of school year 2015-2016. During the said semester of the school year, there are seventy 70 students in the 'Industrial Psychology' class with different program of specializations. Using the Slovin formula and 5% error of margin with the confidence level of 95%, the researcher computed that sixty (60) respondents are appropriate.

Scope and Delimitation: The study was conducted to assess the motivational drivers among Jubail University College – Male Branch students adopting McClelland's Achievement Motivation Theory using Thematic Apperception Test (TAT). As mentioned earlier, respondents will write a story based on TAT picture in appendix A. These stories will be interpreted using the LIWC program. Since the researcher will only rely on stories of respondents interpreted using the LIWC program, the study is limited to this aspect.

The words that respondents used were analyzed using the LIWC (Linguistic Inquiry and Word Count) program developed at the University of Texas and University of Auckland in New Zealand. The program will interpret the following needs: need for achievement, need for affiliation and need for Power [16]. LIWC is a transparent text analysis program that counts words in psychologically meaningful categories. Empirical results using LIWC demonstrate its ability to detect meaning in a wide variety of experimental settings, including to show attentional focus, emotionality, social relationships, thinking styles and individual differences [17].

This study is limited to students enrolled in 'Industrial Psychology' class for the second semester of school year 2015-2016. During the said semester of the school year, 60 students with different program of specializations participated in the study. These students are the respondents of this study.

Instrumentation and Data Collection: To answer *RO1* and *RO2*, McClelland's Motivation Theory using Thematic Apperception Test (TAT) was adopted to identify the

predominant motivational needs of the respondents; and their need profile in terms of achievement, power and affiliation. Respondents were asked to write a story about the picture (Refer to Appendix A). They were instructed to write a complete story about the picture. The story should be an imaginative story with a beginning, middle and an end. Respondents tried to describe who the people might be, what they are feeling, thinking and wishing. They tried to tell what led to the situation portrayed in the picture and how everything will turn out in the end.

RO3 used the Linguistic Inquiry and Word Count (LIWC), program developed at the University of Texas and University of Auckland in New Zealand, for data analysis and interpretation of the data gathered from the respondents. The researcher collected the respondents' written story, encoded it in the LIWC program and interpretations for each story were generated.

Result Analysis: This part presents the data gathered, the analysis and their interpretation relative to the different problems raised in this study.

Predominant Needs Revealed among the Respondents Using Thematic Apperception Test (TAT): Table 2 shows the summary of TAT results. The table shows that the average of the followings needs: need for achievement = 7.7; needs for affiliation = 1.9; and need for power = 1.7. In comparison to the average marks for typical persons, respondents' score in need for achievement is higher. Need for affiliation of respondents is also higher than the average of typical persons. Also, average of need for power of respondents is also higher compared to most people.

Profile of Respondents in Terms of Need for Achievement, Power and Affiliation: Table 3 summarized the motivational needs of respondents based on how they wrote a story using the TAT. Eight (8) or 13% of the respondents stories are focus on 'need for achievement only'. Their stories scored 5.7 and above in 'need for achievement'. Six (6) or 10% of the respondents stories are focus on 'need for affiliation only'. These means their

Table 2: Summary of Thematic Apperception Test Results

Respondents	Respondent's Score on each Needs		
	Need for Achievement	Need for Affiliation	Need for Power
1	10.8	2.02	1.61
2	9.15	4.27	1.22
3	16.67	0	1.39
4	4.55	0.65	2.6
5	9.09	3.41	1.14
6	8.76	0.73	2.19
7	8.85	4.42	0
8	9.3	0	0
9	11.11	1.23	0
10	11.68	1.46	0.73
11	4.95	2.2	1.1
12	7.22	1.67	3.33
13	6.45	5.91	0
14	4.31	1.23	0
15	8.66	1.18	1.18
16	21.33	0	0
17	8.7	2.61	1.74
18	9.28	7.22	2.06
19	5.37	1.34	0.67
20	8.73	3.17	0.79
21	13	3	1
22	2.2	1.1	3.3
23	8.84	3.87	0.55
24	3.54	3.54	2.65
25	7.18	1.44	0
26	8.57	1.14	0.57
27	5.84	5.11	2.92
28	8.29	0.49	1.49
29	11.35	0.54	0.54
30	6.6	0.94	2.83
31	4.83	2.9	0.48
32	7.08	0.88	3.54
33	6.25	1.79	2.68
34	9.35	1.44	1.44
35	7.41	0	1.85
36	8.7	5.22	3.48
37	6.67	0.67	2
38	12.1	0.81	4.03
39	9.2	1.15	5.75
40	9.28	1.03	5.15
41	6.18	1.12	3.37
42	8.74	0	2.91
43	9.35	0	0
44	7.24	1.32	0.66
45	2.48	1.65	4.13
46	6.01	0.35	1.77
47	5.26	4.21	1.05
48	7.78	3.59	0.6
49	5.08	0	1.69
50	10.07	0.72	2.88
51	3.68	5.88	2.21
52	3.95	1.58	0.79
53	8.29	1.84	0.92
54	2.15	0	3.23
55	8.33	3.21	1.28
56	6	1.2	2
57	5.08	1.69	2.54
58	0.79	0.79	2.38
59	9.8	0.68	0.68
60	5.88	0.53	0.53
Average	7.7	1.9	1.7

Table 3: Summary of Motivational Needs of the Respondents

Work Motivational Needs	No. of Respondents' Stories on each motivational need related themes	Percentage
Need for Achievement Only	8	13%
Need for Affiliation Only	6	10%
Need for Power Only	4	7%
Mixed Need for Achievement, Affiliation and Power	7	12%
Mixed Need for Achievement and Affiliation,	18	30%
Mixed Need for Achievement and Power	13	22%
Mixed Need for Affiliation, Power	4	7%
Total	60	100%

Table 4: Types of jobs suited for Respondents based on their response

Dominant Motivational Needs	Characteristics of This Person	Jobs Suitable
Need for Achievement Only	<ul style="list-style-type: none"> ■ Loves challenging projects with reachable goals. They should be provided frequent feedback. While money is not an important motivator in itself. Rather, it is an effective form of feedback. 	■ High-risk projects; Project Manager; Scientific works
Need for Affiliation Only	<ul style="list-style-type: none"> ■ Employees with a high affiliation need perform best in a cooperative environment. 	■ Customer service and client interaction situations.
Need for Power Only	<ul style="list-style-type: none"> ■ Wants to control and influence others. ■ Enjoys competition and winning. ■ Enjoys status and recognition. 	■ Supervisory or managerial positions
Mixed Need for Achievement, Affiliation and Power	<ul style="list-style-type: none"> ■ Has a strong need to set and accomplish challenging goals. ■ Likes to receive regular feedback on their progress and achievements. ■ Wants to be liked and will often go along with whatever the rest of the group wants to do. ■ Enjoys status and recognition 	■ Project Managers
Mixed Need for Achievement and Affiliation,	<ul style="list-style-type: none"> ■ Has a strong need to set and accomplish challenging goals. ■ Likes to receive regular feedback on their progress and achievements. ■ Wants to be liked and will often go along with whatever the rest of the group wants to do 	■ Organizational Managers
Mixed Need for Achievement and Power	<ul style="list-style-type: none"> ■ Has a strong need to set and accomplish challenging goals. ■ Likes to receive regular feedback on their progress and achievements ■ Enjoys status and recognition. 	■ Managing and controlling
Mixed Need for Affiliation, Power	<ul style="list-style-type: none"> ■ Wants to be liked and will often go along with whatever the rest of the group wants to do. ■ Enjoys status and recognition. 	■ Customer service Manager

Source: Your Coach (n.d). Employee motivation theories. Retrieved from <http://www.yourcoach.be/en/employee-motivation-theories/mcclelland-achievement-and-acquired-needs-motivation-theory.php>

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scores in 'need for affiliation' is 1.2 and above. Four (4) or 7% of the respondents stories focused only on 'need for power', wherein their scores in 'need for power' is 1.7 and above.

Take note that respondents may write stories that might be a combination of themes. Some respondents wrote stories that indicated 'need for achievement' at the same time 'need for affiliation' and 'need for power'. Some wrote stories that surpassed the average score for 'need for achievement' at the same time surpassed also the 'need for power' average. These responses indicate that

respondents possessed more than one motivational need. They love the challenge of work and motivated by it – need for achievement – at the same time they are greatly concerned with interpersonal relationship on the job and prefer working with others on a task – need for affiliation.

McClelland's acquired needs theory states that most people possess and exhibit a combination of these characteristics. Some people exhibit a strong bias to a particular motivational need and this motivational or needs 'mix' consequently affects their behavior and working/managing style [2].

As shown in Table 3, there are respondents wherein their stories have mixed themes. Seven (7) or 12% of respondents' stories are focus on mixed need for achievement, affiliation and power. Eighteen (18) or 30% are mixed need for achievement and affiliation. Thirteen (13) or 22% are mixed need for achievement and power. Only four (4) or 7% are mixed need for affiliation and power.

Projected Types of Jobs Suitable for the Respondents:

Table 4 summarized the characteristics of a person possessing each motivational needs and type of jobs that may suit these needs.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions: In reference to the findings, the following conclusions were drawn:

- Mix need for achievement and affiliation is the predominant need among respondents. It can be concluded that majority of the respondents love the challenge of work and motivated by it. They are task oriented, preferring situations offering moderate level of risk or difficulty, desiring feedback about goal attainment and wants to be liked and will often go along with whatever the rest of the group wants to do.
- Mix need for achievement and power is the second predominant need among respondents. It can be concluded that these respondents who wrote more on achievement-power themes has a strong need to set and accomplish challenging goals, likes to receive regular feedback on their progress and achievements and enjoys status and recognition.
- Need for achievement is the third predominant need among respondents. It can be concluded that these respondents love the challenge of work and motivated by it. They are task oriented, preferring situations offering moderate level of risk or difficulty and desiring feedback about goal attainment.
- Thematic Apperception Test (TAT) can be a helpful tool to identify the suitable jobs. It can be incorporated as a tool for employee selection for Human Resource Department and can aid the colleges and universities for career guidance of their students.

Recommendations: In relation to the findings and conclusions drawn, the following recommendations are hereby offered:

- A further study is recommended for a more in-depth analysis. In-depth interview with the respondents is also recommended to further analyze their motivational needs and personality.
- Human Resource Department can incorporate the TAT as part of their selection/recruitment tool for job applicants.
- Based on the result, Jubail University College, could invite companies that offer jobs that will cater on the profiles of the students on their yearly job fair.

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APPENDIX A

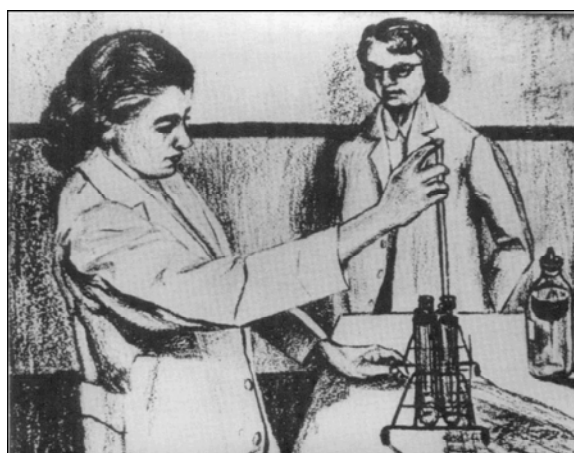
Thematic Apperception Test (TAT)

Direction: Kindly provide the following information:

Name: (optional) _____

Sex: () Male () Female

Date of birth: _____



Look at the picture. Write a complete story about the picture you see above. This should be an imaginative story with a beginning, middle and an end. Try to describe who the people might be, what they are feeling, thinking and wishing. Try to tell what led to the situation portrayed in the picture and how everything will turn out in the end.

*source: Psychology of Words: Projective Tests and Language (n.d). Retrieved from <http://www.utpsyc.org/TATIntro>

APPENDIX B

Sample Interpretation of Respondent's Response (Story)

The meaning of your responses

Here is a short analysis of your word use. Keep in mind that the more words you wrote, the more trustworthy these analyses. If you feel that your writing didn't reflect who you really are, go back and start over. At the same time, don't take these results too seriously.

LIWC dimension	Your data	Male average	Female average
Need for Achievement	15.62	5.8	5.6
Need for Affiliation	0.00	1.1	1.3
Need for power	0.00	1.7	1.8

Overall, you wrote 172 words in the 10 minutes.

Need for Achievement. The typical person generally scores between 4.5 and 8.5, with an average of 5.7. The higher your number, the more you wrote about achievement-related themes.

Need for Affiliation. Because this picture typically elicits themes associated with achievement, most people don't pay too much attention to human relationships in their story. In fact, the typical person scores around 1.2 on this dimension. Indeed, 30% of participants score 0.00.

Need for Power. Most people score between 0.8 and 2.7, with the average being 1.7. High scores on the need for power dimension hint that the writer is concerned with who is or is not in control and who has the most status.

*source: Psychology of Words: Projective Tests and Language (n.d). Retrieved from
<http://www.utpsyc.org/TATintro/LIWCTATresults.php>