

Influence Of Needs Satisfaction From Organizational Affiliations On The Perceived Work Readiness Of Graduates In The Accountancy Cluster Of Ateneo De Davao University

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ABSTRACT

A descriptive-correlational quantitative design was employed to determine how needs satisfaction from organizational affiliations influences the perceived work readiness of 202 Accountancy Cluster graduates from Ateneo de Davao University from 2022-2023. Most respondents were affiliated with academic clubs and employed in commerce and industry. Perceived work readiness was high, with graduates showing moderate satisfaction in their needs for achievement and affiliation. Multiple regression indicated that only needs for achievement and affiliation significantly influenced work readiness. Moderation analyses using Hayes' PROCESS Macro indicated that the predominant organizational role significantly strengthened the relationship between both achievement and affiliation satisfaction and work readiness, whereas the type of organizational affiliation did not. These results highlight that focus should not only be on academic performance but also on opportunities for self-achievement and interpersonal development to enhance work readiness in the Accountancy profession. These inferences should be interpreted cautiously given indications of heteroscedasticity, which may affect conventional OLS standard errors and significance tests.

Keywords: *needs satisfaction, organizational affiliations, perceived work readiness, organizational role, Accountancy cluster*

INTRODUCTION

Colleges and universities have played a central role in ensuring work readiness of its graduates for their future profession (Gonzales, 2017). As academic institutions, its efforts have been focused on ensuring academic excellence among its students in their respective disciplines, including the Accountancy profession. Academic excellence, by definition, refers to an above average performance in scholastic requirements and co-curricular engagements that are specifically designed for students to acquire learning competencies expected from a graduate of one's chosen discipline. In Mindanao, for instance, tertiary institutions which are dubbed as major producers of Certified Public Accountants (CPAs), Certified Management Accountants (CMAs), and other accounting professionals pride themselves for producing academically stellar graduates. However, recent reports have revealed a decline in the level of work readiness among aspiring accounting professionals after college.

This raises the question as to whether academic excellence is enough for graduates to be competently and holistically ready for the challenges they are bound to face in the workplace, and whether the skills that students learn merely within the four corners of the classroom are sufficient to ensure their level of readiness for work after college. Probing deeper into this issue, accounting college graduates in third-world countries have admitted that their needs for achievement, power, and affiliation were not met during their undergraduate years (Jones, 2018). This reality is vividly present in the Philippines, where graduates of accounting programs attributed their decreased level of perceived work readiness to the failure of meeting their needs for achievement, power, and affiliation during their pre-employment years (Tenedero, 2017).

Addressing the needs for achievement, power, and affiliation of an individual is instrumental for better work readiness (Heckhausen & Heckhausen, 2018). This explains why individuals who have a great sense of achievement

(Werdhiastutie, Suhariadi, & Partiwi, 2020), found themselves in a positive position of influence (Khan & Batool, 2022), and identified with a particular group they belong to (Ozcelik & Barsade, 2018) often perform relatively better at work (Khurana & Joshi, 2017). Despite the heavy emphasis placed by McClelland's Theory of Needs (Robbins & Judge, 2017) on the urgency of responding to these motivating factors, statistics revealed that college students, particularly those enrolled in accounting programs (Hatane, Emerson, Soesanto, Gunawan, & Semeul, 2022), end up not meeting these needs until early adulthood (Petty, 2014).

This poses a problem for the Accountancy profession, as graduates of accounting programs are expected to be career-ready, globally competitive, and adaptive to the changing demands of the industry (Adhariani, 2020). Modern-day managers and employers have surmised that, with the drastically changing times brought by technological advances (Bowles, Ghosh, & Thomas, 2020) and globalization (Steger, 2017), companies can only keep up with these developments if the people who will form part of their workforce are holistically ready in terms of intellectual, personal, meta-skill, and job-specific skills (Priksat, Nenkervis, Burgess, & Dhakal, 2019), which have been outlined by the Work-Readiness Integrated Competence Model (Priksat, Kumar, & Nankervis, 2019).

This fact has been consistent among first-world countries like the United States (Webb & Chaffer, 2016; Rebele & Pierre, 2019) and third world countries like the Philippines in Southeast Asia (Phan, Yapa, & Nguyen, 2020). This stemmed from the very reason that there was little exploration dedicated to teaching generic employability skills effectively in a classroom setup, and whether the formal classroom instruction is best fit to ultimately fulfill such responsibility, consequently suggesting the need for college students to venture out and acquire these skills not necessarily taught in the classroom (Rebele et al., 2019).

In response, there is a need for an avenue for students to work in a setting that is fully capable of simulating an environment that mirrors that of an actual workplace (Chaplin, 2017) which, in one way or another, satisfies a person's needs for achievement (Astan & Hadi, 2022), power (McClelland & Burnham, 2017), and affiliation (Manikandan & Ramachandran, 2015).

This is where the relevance of organizational affiliations come into play. In a global scale, recent statistics have shown that approximately 60% of college students engage in student organizations as part of their extra-curricular activities (Massoni, 2011) and their active participation in what they colloquially call as “org work” empowered them to be more prepared for the challenges that come with the professional world (Jackson & Bridgstock, 2021).

In the process of satisfying one's need for achievement within an organization, Montroy et al. (2014) stated that a person gradually develops self-management, especially goal management, and teamwork skills as they constantly find ways on how to do well in a particular task and to overcome challenging objectives with other individuals.

At the same time, people who desire to satisfy their need for power are rooted in their urge to pose influence and impression on others (McClelland et al., 2017). As a person seeks to guide, educate, and engage with their peers as someone with higher authority, he or she gradually become more proficient in relationship-building (Archer & Cameron, 2013), communication (Fairhurst & Connaughton, 2014), and delegating of tasks (Hurduzeu, 2015).

Because the students feel a sense of belongingness among their “club colleagues”, they would also feel a sense of belongingness with their future careers. A higher understanding of one's future career that goes beyond academic theories enables a student to develop meta-skills and job-specific skills that directly relate to the demand of respective professions (Macatangay, 2013). When one's needs for achievement (Shamsudin, Ismail, Al-Mamun, & Nordin, 2014; De La Salle University, 2022; Montroy, Bowles, Skibbe, & Foster, 2014), power (Russel, 2017; Daft, 2022; Archer et al., 2013), and affiliation (Maramba & Museus, 2013; Villalobos, Dulce, Fontilar, Gutierrez, Sawali, & Almero-Encio, 2016) are compensated, then he or she would most likely perceive himself or herself as ready for the workplace.

When the needs for achievement, power, and affiliation are satisfied, these would translate to the attainment of core competencies in the workplace, as defined by the WRICM (Prikshat et al., 2019), and the core competencies framework for CPAs (Ballada & Ballada, 2020). For instance, satisfying one's need for affiliation would translate to better communication skills (meta-skill dimensions), addressing one's need for power would result in more proficient leadership skills (personality dimensions), while coming to terms with one's need for achievement would boost self-management skills (personality dimensions) and cognitive skills (intellectual dimensions) (Robbins et al., 2017).

Developing one's intellectual, personal, meta-skill, and job-specific dimensions, as laid out by the WRICM, will result in the attainment of the core competency knowledge (general, organizational, information technology, accounting), skills (intellectual, interpersonal, communication), and values (professional, moral) that an accounting professional must possess in order to be ready for work.

In a prestigious institution like the Ateneo de Davao University that prides itself with an evidently vibrant leadership culture for its learners (Tabora, 2015), in contrast to the Bachelor of Science in Accountancy (BSA) and Bachelor of Science in Management Accounting (BSMA) programs which put significant emphasis on the technicalities and concepts surrounding the profession (Rebele et al., 2019), a question arose as to whether Accountancy cluster graduates should satisfy their needs for achievement, power, and affiliation in avenues outside the classroom like that in organizational affiliations, considering the promising benefits it could bring to preparing them for life after college.

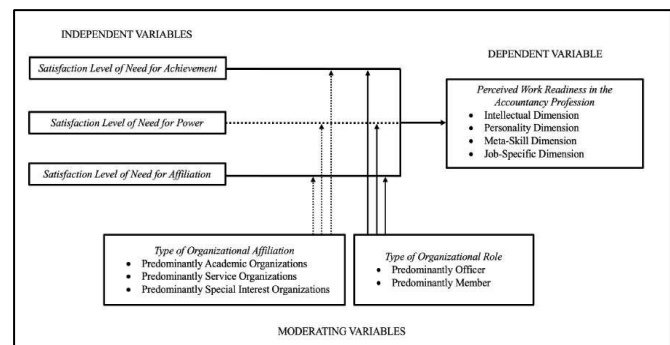


Figure 1 Conceptual Framework

Figure 1 shows the conceptual framework of the study. The first (right-side) box shows the various skills or dimensions that dictate the perceived work readiness of the aforementioned Accountancy cluster graduates in the Accountancy profession, which represent this study's lone dependent variable. Anchored to the Work-Readiness Integrated Competence Model (WRICM) by Prikshat et al. (2019), this study assessed the intellectual, personality, meta, and job-specific skills possessed by graduates as key determinants of perceived work readiness. Moreover, using the personal perspectives of the graduates as a basis for the measurement of work readiness provided a deeper insight that can identify nuances of work readiness that only self-awareness can capture, but are easily overlooked from a third person point of view (Blakemore & Agllias, 2019). However, on the flipside, this also exposed the risks of self-enhancement bias, which tend to overstate desirable characteristics and understate devaluing traits (Heck & Krueger, 2016). Perceived work readiness is defined as the level at which graduate students are viewed to be competently ready to optimally perform the demands of the profession (Moore et al., 2017). The theory contends that, in order for an individual to be competently ready for work, it needs to possess the following resources: (1) intellectual dimensions (Belyh, 2020), which deal with the individual's

cognitive (Zaccaro et al., 2015) and foundation skills (Black et al., 2015); (2) personality dimensions (Anand, 2018), which look into one's self-management (Caldwell et al., 2021), leadership (Ebrahimi et al., 2015), innovation and creativity skills (Nakano et al., 2018); (3) meta-skill dimensions (Finch et al., 2016), which comprise of teamwork and political skills (Lvina et al., 2017), communication (McMurray et al., 2016), system thinking (Arnold et al., 2015), and information technology skills (Collet et al., 2015); and (4) job-specific dimensions (Finch et al., 2016), which only focuses on the core business skills required by one's profession or line of work (Priksht et al., 2019).

The three boxes on the left side represent the various needs that are met through organizational affiliations in tertiary education of Accountancy cluster graduates from Ateneo de Davao University. The satisfaction level of the need for achievement, need for power, and need for affiliation were the three independent variables of the study. In measuring the graduates' organizational affiliations, the researchers looked into the degree at which the respondents' needs for affiliation, achievement, and power were met through their commitments to student organizations while taking their undergraduate degrees. This was well-supported by McClelland's Theory of Needs, which postulated that the satisfaction of these three needs of an individual for affiliation, achievement, and power lead to the development of necessary competencies for work readiness. McClelland's Theory of Needs also enumerates the different needs that must be met to facilitate employee motivation: (1) need for achievement, which refers to one's desire to excel in something, relative a predetermined set of standards and expectations (Werdhiastutie et al., 2020); (2) need for power, which underlies the desire to wield power and exercise influence over others (Robbins et al., 2017); and (3) need for affiliation, which describes the desire to be part of a particular group who share the same set of interests, goals, and values (Heckhausen et al., 2018).

The arrow pointing from the three boxes on the left to the box on the right represented the impact of the independent variables on the dependent variable — of how the level of satisfaction of one's needs for achievement, power, and affiliation by joining student organizations among AdDU Accountancy cluster graduates affect the perceived work readiness in the Accountancy profession, measured through the key determinants of the WRICM. It has been revealed that the level of satisfaction of these three needs is significantly increased by the opportunities offered by organizational affiliations (Lussier & Achua, 2015), which usually come in three different forms: (1) academic clubs and organizations (Groccia, 2018), whose primary focus is empowering its members to engage in activities leaning on specific areas of study (Stanley et al., 2019); (2) service clubs and organizations (Jacob et al., 2018), which put premium emphasis on community involvement and exemplary leadership development for its members (Kuzu, 2021); and (3) interest clubs and organizations (Austin et al., 2019), whose main concern is providing platforms for its members to develop their respective extra-curricular

interests not covered by academics and service-oriented organizations (Hobbs et al., 2020).

Finally, the third and fourth boxes at the bottom pointing upward to the three horizontal arrows exhibited the moderating variables of the study and their moderating effects, which determine the level and direction of the existing relationship between the independent and dependent variables. In the context of this study, the moderating variables were the predominant type of organizational affiliation and the predominant type of organizational role that an Accountancy cluster graduate might have had. Organizational affiliation may be further subdivided into academic (Groccia, 2018), service (Jacob, McCall, & Stange, 2018), and special interest clubs (Austin & Rangan, 2019), while organizational role classified the respondents into either bona fide officers or bona fide members. Existing literature has revealed that there exists an influence of the satisfaction levels of one's need for achievement (Astan et al., 2022; Shamsudin et al., 2014; De La Salle University, 2022; Montroy et al., 2014), power (McClelland et al., 2017; Russel, 2017; Daft, 2022; Archer et al., 2013), and affiliation (Manikandan et al., 2015; Maramba et al., 2013; Villalobos et al., 2016) through organizational affiliations, on their respective perceived level of work readiness in the Accountancy profession after they graduate. This is feasible because when someone wants to satisfy their need for achievement, they often establish ambitious goals and take on challenging tasks because, when these goals and difficulties are met, the individual feels a sense of accomplishment (Rayawan et al., 2017). Meanwhile, consistently exerting control over others within a company highlights leadership abilities (Daft, 2022). Finally, a person steadily improves in relationship-building, communication, and job delegation as they attempt to lead, instruct, and interact with their peers by being someone in a position of authority (Archer et al., 2013; Fairhurst et al., 2014; Hurduzeu, 2015). However, consideration is made about the moderating effect of one's type of organizational affiliation and organizational roles. These two factors are known to have significant impacts on the satisfaction of the needs for achievement, power, or affiliation on one's perceived work readiness (Ngo et al., 2013). According to Siddique et al., (2022), joining different kinds of organizations have different impacts on the students' or graduates' level of needs satisfaction. Kurniawan et al., (2020) further specifies that joining academic organizations are proven to have greater relevance in comparison to other types of affiliations (i.e., service and special interest). This is essentially because joining such provides an opportunity for aspiring accounting professionals (i.e., accountancy and management accounting students) to gain more experiences, positions, and connections with other individuals who are working in the said profession (Handoko, 2021). Accordingly, joining such organizations allow students to satisfy a greater need for achievement, power, and affiliation. Alongside being affiliated with certain types of student organizations, a student's role in his or her respective organization or club can affect how the need for achievement, power, and affiliation are met (Siddique et al., 2022). Individuals who hold higher positions as officers tend to have greater satisfaction levels with their needs for

achievement, power, and affiliation compared to those who serve as mere club members due to the amount of work they put into organizations. Though members within an organization may still meet the said needs with their roles and responsibilities, it may not be as often in comparison to those who serve as officers (Satata, 2021).

Considering the foregoing, this study sought to explain the influence of the satisfaction of one's needs for affiliation, achievement, and power through organizational affiliations on the level of perceived work readiness for the Accountancy profession among Accountancy cluster graduates, measured through the graduates' perspective. The process of measuring the significance of this relationship was moderated by the strengthening and weakening effects of the moderating variables: (1) predominant type of organizational affiliation; and (2) predominant type of organizational role.

METHODOLOGY

This study used the quantitative approach to measure the dependent and independent variables and test hypotheses. The researchers used this strategy since this study collected numerical data through survey questions, which can only be measured quantitatively. Furthermore, the researcher utilized the descriptive correlational research design to investigate the effect of the level of needs satisfaction from organizational affiliations in tertiary education among Accountancy cluster graduates on their perceived work readiness in the Accountancy profession. The descriptive approach was used to collect and statistically describe the characteristics of the data regarding the Accountancy cluster graduates. Using the correlational design allowed for determining whether a significant relationship existed between the level of needs satisfaction from organizational affiliation and the perceived work readiness in the Accountancy profession.

The research was conducted at Ateneo de Davao University (AdDU), recognized as one of Mindanao's major producers of Certified Public Accountants (PRC Board 2018a, 2018b, 2019a, 2019b, 2021, 2022a, 2022b, 2023). The respondents comprised all bona fide graduates of the Accountancy Cluster of AdDU, which includes degree holders of the Bachelor of Science in Accountancy (BSA) from the Class of 2022 and Bachelor of Science in Management Accounting (BSMA) from the Classes of 2022 and 2023. Respondents met the following qualifications: (1) graduates under the full K-12 implementation; (2) graduates of the revised four-year degree program; (3) members or officers of AdDU-recognized student organizations during their undergraduate years; and (4) currently employed in the Accountancy profession for at least one month. The study focused on the aforementioned batches given that the graduates were a set of BSA and BSMA students in the university who have undergone the latest 2019 curriculum. Moreover, the study also looked into the Accountancy cluster graduates who have at least a 1-month work experience in the profession since most people get to sufficiently assess themselves if a job is fit for their skills or preference and is something they could commit and grow into. (Jun, 2017; Kotter, 2017).

The population size of 324 was determined from the list of Accountancy Cluster graduates during the commencement exercises, which was directly requested from the AdDU Accountancy and Management Accounting Departments. A total of 105 BSMA students from Batch 2023 were identified as part of the research respondents, covering 32.40% of the total population of 324. No respondents from this batch came from the BSA program, as the majority of these graduates were preparing for the Certified Public Accountants Licensure Examination (CPALE) and, therefore, do not satisfy the minimum one-month work experience requirement in the Accountancy profession. Meanwhile, the remaining 219 respondents of the total population can be traced to the Accountancy Cluster graduates of Batch 2022, divided into 86 BSMA graduates (26.54%) and 133 BSA graduates (41.05%).

A self-developed and adapted hybrid survey questionnaire was used (Paradis et al., 2016; Creswell, 2014). Some items were adapted from related studies, and permission was obtained from the original authors. Additional items were self-developed and were reviewed by three experts, with an overall mean rating of 4.66, which falls between "very good" and "excellent." The instrument was pilot tested with 30 respondents who were excluded from the main survey. Internal consistency was assessed using Cronbach's alpha, where values of 0.70 are acceptable and values above 0.90 are excellent (Amirudin et al., 2021). The pilot test showed excellent reliability for perceived work readiness ($\alpha = 0.975$), need for achievement ($\alpha = 0.973$), need for power ($\alpha = 0.949$), and need for affiliation ($\alpha = 0.943$). The final questionnaire was administered to 202 qualified respondents, and post hoc reliability was also excellent overall ($\alpha = 0.993$) and for each construct: perceived work readiness ($\alpha = 0.992$), need for achievement ($\alpha = 0.959$), need for power ($\alpha = 0.955$), and need for affiliation ($\alpha = 0.955$). The questionnaire had two sections and used a six-point Likert scale. Section 1 measured needs satisfaction through organizational affiliations (achievement, power, affiliation). Section 2 measured perceived work readiness (intellectual, personality, meta-skill, job-specific). Higher scores indicated higher satisfaction or readiness (6 = very satisfied or fully ready; 1 = very dissatisfied or not at all ready).

To collect data, the researchers used the obtained the official list of BSA and BSMA graduates from the Classes of 2022 and BSMA Class of 2023 to contact and invite respondents to participate in the study. The questionnaire was then distributed online through Google Forms. Given the limitations of online data collection, a point person from each graduating class was assigned to verify that the respondents were bona fide AdDU BSA and BSMA graduates from the identified batches. To further ensure accuracy, the questionnaire required respondents to input a password provided in the survey invitation and to indicate their full name and section. These verification measures allowed the researchers to cross-check and confirm that all data came from legitimate graduates.

To present, interpret, and analyze the data gathered from this study, various statistical tools and techniques were

utilized. The IBM SPSS Statistics Version 27 software was primarily used in the data analysis. Descriptive statistics, in the form of arithmetic means and standard deviations, were also used to measure responses related to (1) the satisfaction level of the needs for achievement, power, and affiliation from university organizational affiliations and (2) the general perceived work readiness in the Accountancy profession among Accountancy Cluster graduates. To address the questions concerning the significant effects between the three independent variables and the dependent variable, stepwise multiple regression analysis was used. Testing the null hypotheses of the study also employed the same stepwise multiple regression analysis. Hayes' Process Macro was used in answering the questions related to the moderating effect of the (1) type of organizational affiliation and (2) type of organizational role between the independent variables and the dependent variable.

Since the study relied on online responses, the researchers secured the respondents' consent before collecting and using their data. Participants were informed about the study's purpose and context through a brief description provided at the beginning of the online survey. Those who agreed to participate proceeded to answer the questionnaire, while those who declined were free to withdraw at any point. All collected data were used solely for academic purposes, and all research activities were conducted in compliance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

3.1 Demographic and Organizational Profile of Respondents

Out of the 324 total population, 272 or 83.95% responded to the survey questionnaire, excluding those who participated in the pilot testing process. Among those who responded, only 203 met the required qualifications of employment in any scope of Accountancy practice for at least one month after graduation and membership in at least one student organization during their undergraduate years. These criteria were verified through the screening questions in the survey. After excluding statistical outliers, 202 qualified respondents were included in the final analysis. These respondents came from four sections of BS Accountancy (BSA) graduates from Batch 2022 and three sections of BS Management Accounting (BSMA) graduates from Batches 2022 and 2023. Among the respondents, 93 or 46.04% were BSA graduates from Batch 2022, 56 or 27.72% were BSMA graduates from Batch 2022, and 53 or 26.24% were BSMA graduates from Batch 2023. The largest group came from BSA 4A with 16.83%, followed by BSMA 4B 2022 with 11.88% and BSA 4C 2022 with 10.89%.

Most respondents were affiliated with academic organizations. A total of 119 or 58.91% joined academic clubs such as the Junior Philippine Institute of Accountants and the Junior Philippine Association of Management Accountants. 46 or 22.77% were involved in service organizations such as ASEC and SAMAHAN, while 37 or 18.32% participated in special interest groups in culture,

faith, journalism, arts, or sports. This indicates that many students preferred organizations related to their academic and professional development. In terms of organizational roles, 108 or 53.47% served as officers, while 94 or 46.53% served as members.

When grouped according to scope of Accountancy practice in their current career or profession, 102 or 50.50% were employed in commerce and industry, 47 or 23.27% in public practice, 38 or 18.81% in government, and 15 or 7.43% in education or academe.

3.2 Satisfaction Level of Need for Achievement, Need for Power, and Need for Affiliation From Organizational Affiliations

The findings revealed that Accountancy cluster graduates experienced a moderate degree of satisfaction with their need for achievement, as indicated by an overall mean of 4.53. During their undergraduate years, respondents receiving positive and immediate feedback from their peers within student organizations, reflected by a mean score of 4.62. According to Ivanoski (2019), such feedback enhances satisfaction by reinforcing a sense of accomplishment. Recognition of their contributions and achievements also showed a moderate influence on satisfaction ($M = 4.53$). In the same way, constantly setting attainable yet ambitious goals in the student organizations the individual is affiliated with moderately contributes to their satisfaction level for one's need for achievement (Dousin et al., 2021). Being viewed as a dependable figure within organizations yielded only mild satisfaction ($M = 4.26$). Wong et al. (2023) asserted that being able to reach work standards in the organizations as well as being proud of the work done and accomplishments made leads to a moderate degree of satisfaction for the accountancy graduates. The respondents' desire to constantly improve themselves with every task or role given also suggests a moderate degree of satisfaction with little reservations and concerns ($M = 4.83$). The overall mean of the satisfaction level of one's need for achievement from organizational affiliations among Accountancy cluster graduates suggests that the respondents of the study had relatively high or better experience of the subject being assessed. Essentially, these results are consistent with the claims of Cheong et al. (2016). An individual's satisfaction level of one's need for achievement is affected by their related experiences from joining organizational affiliations in their undergraduate years. From an accounting perspective, numerous factors may contribute to the said satisfaction level of one's need for achievement. Alonderiene et al. (2016) highlighted that some of these factors include feedback, recognition and appreciation for various contributions, setting attainable goals, reaching work standards, and the like.

In terms of the need for power, the results revealed that the respondents experienced a mild degree of satisfaction with their need for power, as indicated by an overall mean of 4.08. These results align with Kosenkranius et al. (2020), who highlighted that an individual's need for power is somehow satisfied and thought of when joining different organizational affiliations. Accountancy cluster graduates

from the university worked well in the student organizations they were affiliated with. However, the respondents do not firmly believe that this was primarily due to the fact that they have authority and control over their peers ($M = 4.11$). In the same way, results showed that respondents would anchor their recognition to the authority and control they held before ($M = 4.11$). “Winning” or “competing” with fellow members of the organization is not necessarily related to the respondents’ satisfaction level for joining organizations in their undergraduate years (Li et al., 2017). In this study, the respondents only enjoyed winning over conversations and experiencing friendly competitions among their peers mildly. Ahmady et al. (2016) emphasized that being a member of an organization has a strong effect on the individual, their personality, and their behavior in relation to the satisfaction of one’s need for power. The findings showed that Accountancy cluster graduates experienced a mild degree of satisfaction from being “influential figures” in their student organizations ($M = 3.77$). They also had mildly satisfying experiences being approached for consultations by junior members and negotiating when necessary, consistent with Ocasio (2017). Aguinis et al. (2014) explained that persuasion and assertiveness play a role in satisfying the need for power from organizational affiliations. Graduates also reported mild satisfaction from persuading peers and asserting their ideas. Finally, He et al. (2013) found that the desire to make an impact within organizations strongly relates to satisfaction with one’s need for power, reflected in the highest mean score of 4.43. Overall, graduates were least satisfied when “winning” over peers ($M = 3.74$) but most satisfied when making an impact ($M = 4.43$). These results align with Dosi et al. (2020), who emphasized that organizational experiences moderately influence but do not fully determine the satisfaction of one’s need for power.

Regarding the need for affiliation, the findings revealed that the respondents experienced a moderate degree of satisfaction ($M = 4.60$) with their need for affiliation through their organizational memberships. This aligns with previous studies emphasizing that affiliation needs are fulfilled through participation in social and professional groups (Steinmann et al., 2016). From an accounting perspective, these affiliations allow individuals to form professional and personal connections that foster collaboration and belonging (Józefczyk, 2020). Further, the respondents valued being heard by their peers ($M = 4.64$). Involvement in group meetings and decision-making processes contributed to their satisfaction ($M = 4.38$), consistent with the findings of Steinmann (2017) and Acquah et al. (2021). The results also reveal moderate satisfaction from getting along well with peers ($M = 4.83$), forming long-term relationships ($M = 4.53$), and developing networking skills ($M = 4.54$). Respondents also indicated moderate satisfaction from consoling peers, compromising during discussions, and forgiving misunderstandings. Finally, teamwork and good peer relationships were key sources of fulfillment, with respondents valuing collaboration ($M = 4.72$) and positive working relationships ($M = 4.80$). Overall, the results indicate that the respondents’ experiences in organizational settings effectively satisfied their affiliation needs.

3.3 Perceived Work Readiness and Competency Dimensions of Accountancy Cluster Graduates

The results revealed that Accountancy cluster graduates demonstrated a high level of perceived work readiness ($M = 4.66$, $SD = 1.10$), as evaluated through four dimensions of the Work-Readiness Integrated Competence Model (WRICM): job-specific, meta-skill, intellectual, and personality (Prikshat et al., 2019).

In the job-specific dimension, the respondents showed strong capability in understanding organizational relationships ($M = 4.84$), working under pressure ($M = 4.77$), and adapting to workplace changes ($M = 4.77$). These results reflect the importance of communication and social awareness as essential soft skills for workplace success (Doyle, 2014). The lowest mean ($M = 4.51$) was found in multitasking ability, aligning with Kivunja (2014), who noted that new professionals still refine efficiency when managing simultaneous tasks. Overall, the job-specific dimension scored $M = 4.72$ ($SD = 1.28$), indicating high readiness.

For the meta-skills dimension, respondents exhibited strong written communication ($M = 4.88$) and technological proficiency ($M = 4.81$). They also showed readiness in digital collaboration ($M = 4.75$) and emotional control ($M = 4.63$). However, innovative thinking scored slightly lower ($M = 4.48$), reflecting the challenge of developing creativity among early-career professionals (Jones, 2022). The overall meta-skills mean was $M = 4.67$ ($SD = 1.29$), emphasizing the graduates’ high readiness in communication and adaptability.

The intellectual dimension revealed consistent high scores across analytical and cognitive skills. Respondents demonstrated strong awareness of employment qualifications ($M = 4.99$), effective use of accounting concepts ($M = 4.86$), and critical thinking ($M = 4.69$). Their lowest score was in identifying a single best solution to problems ($M = 4.40$), showing that decision-making under uncertainty remains an area for improvement (World Economic Forum, 2016). The dimension’s overall mean of $M = 4.65$ ($SD = 1.23$) signifies high cognitive readiness.

In the personality dimension, graduates displayed adaptability ($M = 4.78$), initiative ($M = 4.71$), and self-regulation ($M = 4.68$). They also reflected high self-esteem ($M = 4.71$) and positive self-image ($M = 4.64$), consistent with traits linked to professional success (Anand, 2018). However, influencing others ($M = 4.41$) appeared as the least developed trait, implying a need for stronger leadership and persuasive skills. The overall mean was $M = 4.63$ ($SD = 1.39$), showing that graduates exhibit confident and adaptable personalities suitable for professional practice.

3.4. Influence and Statistical Validation of Motivational Need Satisfaction on Work Readiness

Through multiple regression analysis, the researchers determined whether the satisfaction level derived from organizational affiliation significantly influenced perceived work readiness in the Accountancy profession among

Accountancy cluster graduates. Before performing the regression, the stepwise method was used to identify the independent variables to be included in the final model. Several statistical assumptions were evaluated to ensure the model's validity and reliability.

The linearity of the relationships was examined using Pearson's correlation coefficient (r), which measures the direction and strength of the linear association between two variables. The coefficient ranges from -1 to $+1$, where 0 indicates no correlation, values between 0 and $+1$ suggest a positive correlation, and those between 0 and -1 indicate a negative correlation (Schober, Boer, & Schwarte, 2018). The coefficients for the need for achievement, need for power, and need for affiliation were 0.850 , 0.766 , and 0.869 , respectively, all showing a strong positive correlation with perceived work readiness. Since $p < 0.05$, the correlations were statistically significant significantly deviates from zero.

To assess the normal distribution, both Shapiro-Wilk and Kolmogorov-Smirnov tests were employed but the latter was used as the primary test since the dataset contained more than 100 samples (Ghasemi & Zahediasl, 2012). For a data to be considered normally distributed, the p -value must be greater than or equal to 0.05 . In this study, both tests returned p -values of < 0.001 , suggesting non-normality. However, given the large sample size ($n = 202$), the data were still acceptable for regression analysis under the Central Limit Theorem, which states that with large samples, the distribution of means approximates normality regardless of population distribution. This principle holds especially true for sample sizes over 30 (Kwak & Kim, 2017).

Autocorrelation among residuals was tested using the Durbin-Watson statistic, which ranges from 0 to 4 , with 2 indicating no autocorrelation. Values between 1.5 and 2.5 are considered acceptable (McCormick & Salcedo, 2017). The study obtained a Durbin-Watson value of 1.790 , which falls within the acceptable range and indicates no serious autocorrelation issues.

The Variance Inflation Factor (VIF) was used to test multicollinearity among the independent variables. High VIF values suggest strong correlations between predictors, which can inflate standard errors and distort regression coefficients (Akinwande, Dikko, & Samson, 2022). According to Castro, Lelis, Te, and Sabanal (2019), a VIF value below five is acceptable, while Frost (2017) emphasized that high multicollinearity makes it difficult to assess individual variable effects. The VIF values for the need for achievement and need for affiliation were both 4.874 , indicating moderate correlation and the absence of multicollinearity concerns. Hence, the study does not exhibit any complex interdependence between the need for achievement and the need for affiliation, qualifying for a reliable analysis of their individual effects.

Homoscedasticity was assessed using the Breusch-Pagan test, which evaluates whether the residuals exhibit constant variance across all levels of the independent variables (Field, 2018). A p -value greater than 0.05 indicates homoscedasticity, while a lower value signifies

heteroscedasticity (Jaccard & Wan, 2012; Tabachnick & Fidell, 2013). In this study, $p < 0.05$, meaning the assumption of homoscedasticity was not met.

The last test done was a Casewise diagnostics to detect outliers that could unduly influence the model (Field, 2018). Outliers were identified as standardized residuals outside the range of -3.0 to $+3.0$. One outlier (case 184) with a residual of 4.231 was removed. After removal, the R^2 increased from 0.760 to 0.782 , indicating improved model fit.

Model 2, produced by the stepwise regression, yielded an R value of 0.884 , R^2 of 0.782 , and an adjusted R^2 of 0.780 , with a standard error of 0.5166 and a Durbin-Watson value of 1.790 . This result implies that 78.2% of the variation in perceived work readiness among Accountancy cluster graduates is explained by the need for achievement and the need for affiliation.

The Analysis of Variance (ANOVA) revealed a significant model fit, $F(2, 199) = 357.36$, $p < .001$, $R^2 = .782$, Adjusted $R^2 = .780$. The F -test assesses whether the independent variables account for significant variation in the dependent variable (Siegel & Wagner, 2022). The regression analysis showed that only two variables, the need for achievement ($p < .001$) and the need for affiliation ($p < .001$), significantly influenced perceived work readiness among Accountancy Cluster graduates. These findings substantiate the assertions made by Rayawan et al. (2017), Astari et al. (2022), and Shamsudin et al., (2014). Their studies suggest that individuals driven by their desires to fulfill their need for achievement tend to establish ambitious goals and try something new because if these goals and challenges are met, the person feels a profound sense of accomplishment. In university settings, students often join various clubs and organizations to push themselves beyond the confines of the classroom and get out of their comfort zones. Additionally, it is common for students actively involved in clubs to set specific standards within their respective organizations to achieve organizational goals and earn recognition, a source of pride and satisfaction. Moreover, these results also align with the studies conducted by Manikandan et al., (2015), Villalobos et al. (2016), and Macatangay (2013). Their studies shed light on the fact that individuals who seek to satisfy their need for affiliation are naturally inclined toward fostering mutual understanding and collaboration with other individuals. When students find a group that resonates with their goals and values, they develop a substantial understanding of the organization's missions and specializations. By engaging in different kinds of school organizations ranging from academic to recreational, students gain valuable insights into the professional paths they aspire to pursue. Furthermore, the study further explained that students who feel a sense of belonging among their fellow club members are more inclined to experience a similar sense of belonging in their future careers. This heightened comprehension of their future professional paths, extending beyond academic theories, empowers students to cultivate meta-skills and job-specific competencies directly pertinent to the demands of their respective professions.

The need for power, however, did not show a significant effect. This is opposed to the claim of Ramsay et al. (2016)

that implicit power motivation is found to significantly and positively predict a student's intention to pursue certain careers that require the use of leadership. Meanwhile, one reason why the satisfaction of the need for power appeared insignificant is highlighted in the work of Heckhausen et al., (2018), in which it was stated that everyday usage of power constantly adds an unfavorable connotation to the expression of power as it is often associated with the misuse of it, oppression, and other related concerns.

The coefficient of determination (R^2) was 0.782, indicating that 78.2% of the variance in perceived work readiness can be explained by the independent variables. The adjusted R^2 of 0.780 further confirmed the model's robustness after accounting for the number of predictors and sample size. The regression equation below summarizes the relationship among variables:

Perceived Work Readiness = 0.560 + 0.367 (Need for Achievement) + 0.530 (Need for Affiliation)

This model implies that for every unit increase in the need for affiliation, perceived work readiness increases by 0.530 units, while a unit increase in the need for achievement raises perceived work readiness by 0.367 units.

To validate the findings of the multiple regression analysis, the study employed split-sample validation to assess internal consistency and generalizability. According to Kutner, Nachtsheim, Neter, and Li (2004), split-sample testing is a statistical method used to verify a model's predictive accuracy by dividing the sample into subsets and comparing their outcomes.

The split-sample validation confirmed the reliability and stability of the regression model. The total sample of 202 respondents was randomly divided into two equal groups of 101 each. In the first subset, both the need for achievement ($\beta = .537$, $t = 6.15$, $p < .001$) and the need for affiliation ($\beta = .392$, $t = 4.48$, $p < .001$) were found to be significant predictors of perceived work readiness, accounting for 80.4% of the variance ($R^2 = .804$, Adjusted $R^2 = .800$, $F(2, 98) = 200.61$, $p < .001$). In the second subset, only the need for affiliation remained statistically significant ($\beta = .882$, $t = 18.60$, $p < .001$), explaining 77.8% of the variance in perceived work readiness ($R^2 = .778$, Adjusted $R^2 = .775$, $F(1, 99) = 346.01$, $p < .001$). Comparing the two subsets revealed minimal differences in explanatory power, demonstrating that the model performs consistently across samples. These results validate the robustness of the regression analysis and confirm that both the need for achievement and the need for affiliation are stable and reliable predictors of perceived work readiness among Accountancy cluster graduates.

Diagnostics indicated heteroscedasticity. Therefore, conventional OLS standard errors may be unreliable, and significance tests should be interpreted cautiously (White, 1980). Split-sample validation (e.g., holdout validation or cross-validation) can assess whether coefficients and predictive performance are stable across subsamples, but it does not correct heteroscedasticity-related bias in standard

errors (Geisser, 1975; Kohavi, 1995; Stone, 1974). Future work should re-estimate the models using heteroskedasticity-consistent standard errors (e.g., HC3) or bootstrapped standard errors to confirm whether inferences remain stable (Long & Ervin, 2000; MacKinnon & White, 1985; Wilcox, 2012).

3.5. Moderating Effects on Perceived Work Readiness

Four moderation relationships were analyzed using Hayes' PROCESS Macro version 4.2. Such a method is often used for evaluating the direct or indirect influence of one or several mediators, interaction in moderation analysis, and conditional process analysis (Hayes, 2022).

The first moderation analysis between need for achievement satisfaction and predominant type of organizational affiliation is not statistically significant. Similarly, the second moderation analysis also showed that the moderating effect of predominant type of organizational affiliation is not significant between satisfaction of the need for affiliation and perceived work readiness of Accountancy cluster graduates.

Meanwhile, the third moderation analysis revealed a statistically significant moderating effect, R^2 change = .0117, $F(1, 198) = 8.70$, $p = .004$. This indicates that organizational role, whether as an officer or a member, moderates how the satisfaction of achievement needs affects work readiness. Further analysis of the conditional effects showed that for predominantly members, the effect of need for achievement on perceived work readiness was $\beta = .54$, $t(198) = 4.33$, $p < .001$, while for predominantly officers, the effect increased to $\beta = .96$, $t(198) = 15.05$, $p < .001$. This signifies that Accountancy cluster graduates who are predominantly officers in their student organizations have a higher positive impact influence of satisfaction level of need for achievement on their perceived work readiness in the profession compared to those who are predominantly members. In other words, graduates who tend to lean as club officers during their university years strengthens the relationship between the satisfaction level for achievement and perceived work readiness. As emphasized by Siddique et al. (2022), a graduate's predominant role in his or her university organization is an important factor to consider when looking into how the need for achievement is satisfied and eventually influencing the readiness of an individual in the workplace. This is because various roles entail different forms of commitment to an organization's achievement and success which translates to how an individual deals with personal and organizational goals. The aforementioned narratives agree with the study's results that the type of organizational role has a moderating effect on the influence of satisfaction level of need for achievement and perceived work readiness. Specifically, the results of this study show that graduates who were formerly officers highly satisfies their need for achievement, that in turn, prepares them better for work compared to those who were members. Such results agree to the claim of Masole et al. (2016), which emphasizes that because officers are more involved in the inner works and purpose of their organization's goals, they have a deeper sense of achievement that construes into experiences and

skills that lean towards goal-management and improved work performance.

The last moderation analysis also showed a statistically significant moderating effect, R^2 change = .0092, $F(1, 198) = 7.72$, $p = .006$, indicating that organizational role moderates how the satisfaction of affiliation needs affects perceived work readiness. The conditional effects revealed that for predominantly members, the effect of the need for affiliation on perceived work readiness was $\beta = .54$, $t(198) = 4.72$, $p < .001$, while for predominantly officers, the effect increased to $\beta = .89$, $t(198) = 16.69$, $p < .001$. This suggests that accountancy cluster graduates who are predominantly officers in their student organizations have a greater influence of satisfaction level of need for affiliation on their perceived work readiness in the profession compared to those who are predominantly members. According to Lahtero et al. (2017) and Siddique et al. (2022), an Accountancy cluster graduate's predominant role within a university organization is notable due to the level of commitment and tasks it entails, which eventually influences the how an individual satisfies their needs for affiliation and consequently impacts their perceived work readiness. Rosch et al. (2017) explains that different hierarchical roles within an organization would mean different degrees of interaction and connection with other people that impact meeting one's need for affiliation and becoming work ready in the process. The aforementioned studies' claims support the results presented above stating that the type of organizational role has a moderating effect on the influence of satisfaction level of need for affiliation and perceived work readiness. Just like the previous moderating relationship in Section 4.1.12., the results indicate that graduates who were formerly officers better satisfies their need for achievement, that in turn, prepares them better for work compared to those who were members. This eventually agrees with Cimatti (2016) and Steele et al. (2023), which explained that because of the overall management and holistic view of officers within an organization, they find themselves in a position of constantly communicating and interacting with their subordinates in comparison to members. Moreover, because officers come with the responsibility of pursuing the stakeholders' best interest, they tend to be more people-oriented and thus further satisfying their need for affiliation which earns them the opportunity to become more work ready (Nolen et al., 2021).

CONCLUSION AND RECOMMENDATION

The study concludes that the satisfaction levels of the need for achievement and the need for affiliation significantly influence the perceived work readiness of Accountancy cluster graduates in the Ateneo de Davao University, while the need for power does not. Meeting the need for achievement enables individuals to develop a strong sense of goal-achievement, self-management, and problem-solving skills as they find a sense of accomplishment when achieving specific goals within an organization. As graduates meet their need for affiliation within student organizations, they gain strengths in dealing with people, developing better interpersonal relationships, proficient communication skills, and effective teamwork. Given that the modern accounting profession requires collaboration,

these skills contribute to graduates perceiving themselves as well-equipped in their respective fields. Moreover, the predominant type of organizational role was found to moderate the relationship between the satisfaction level of these needs and perceived work readiness, as those who served as officers experienced a stronger relationship between their need satisfaction and work readiness than those who were members. These findings imply that departments should not only focus on academic performance but also foster opportunities for self-achievement and interpersonal development to enhance work readiness. Accounting firms, businesses, and government offices are encouraged to value leadership and organizational experiences in evaluating job applicants, while students are advised to engage actively in organizations and seek leadership roles that satisfy their needs for achievement and affiliation. Finally, future researchers are encouraged to explore other factors that may influence perceived work readiness, including the possible indirect effects of the need for power, to further explain the remaining variance unaccounted for in this study.

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