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TOB6233 – 2520 – OB2
Individual Assignment

1. My name is Tho Yu Han, a 21-year-old girl from Johor Bahru, Johor. My family consists of five family members: father, mother, younger sister and younger brother. My father operates his own business, selling machines such as ice makers and automatic washing machines, while also providing maintenance services. My mother works in Singapore as an electric operator. My sister is currently studying medicine at university, and my younger brother is still in primary school. I currently live with my family in Johor Bahru, where we support one another in our individual paths. I'm single and I really enjoy the solo life—I find peace and freedom in it, and I don't see any downside for now, so I just let things be.

    I would describe myself as an independent and outgoing person, as I really enjoy being around others, especially when playing badminton or spending time outdoors. I prefer solving problems on my own, as I don't like the feeling of owing something to others when asking for help. At the same time, I am really concerned about the people surrounding me and always want to be caring and attentive whenever I can help. I do not consider myself a creative person, I always look for ways to improve by learning from examples and experiences. My perspective on life is simple: having fun is winning. I believe that we all should live in the present, life should be enjoyed, and that success means finding happiness in the journey, not just reaching the goal.

2. I have applied to Multimedia University (MMU) Malacca campus, because it is one of the best Malaysia universities in Information Technology (IT) field and it offers a course on Artificial Intelligence (AI), which is rare to see in most Malaysia universities. Besides, MMU provides quality education, and the tuition fee is affordable for my family. I chose the Melaka campus because it is closer to my hometown- Johor Bahru, allowing me to travel home during public holidays. Furthermore, I'm also able to save on overall expenses during my studies because the cost of living in Malacca is lower than in Cyberjaya.

    I chose Artificial Intelligence (AI) as my major because I enjoy coding. I enjoy the process of solving problems and find it rewarding when I manage to fix bugs and see my code work successfully. I believe AI is a key technology of the future, and there is a growing demand for professionals in this field. AI is also being applied across many different industries, including healthcare, finance, manufacturing, and customer

service. This opens many career opportunities for me. Studying AI allows me to work with advanced tools and technologies, which helps me stay updated with current trends in the tech industry.

According to MARS model, the primary motive to study is a fear of failing to keep up with my peers and relatives. I have always viewed them to perform very well both academically and professionally. For example, my sister is studying medicine to become a doctor, one relative is an engineer in quantity surveying, another is an accountant in Singapore, and someone my age already owns a business. Their successes give me motivation for personal development. I also aim to get a job in Singapore someday, and I know it is very competitive, so I want to build strong academic and technical skills to prepare myself for that future.

I am able to understand concepts and learn things independently when I can refer to good examples or guides. I am good at solving problems once I understand the steps, particularly in coding or practical tasks. For example, when I was working on a group project to develop a website, I was able to handle most of the coding using free resources and tutorials, even though I had to learn some parts from scratch. However, I often have trouble focusing or staying motivated when studying theoretical concepts for exams, such as data structures, algorithms, or computational theory. I tend to procrastinate, especially when the material feels too abstract or not connected to real-world applications. This has sometimes affected my exam preparation and performance because I didn't spend enough time reviewing and memorizing theoretical content. I have realized I need to manage my time better and stop waiting until the last minute to study. I'm still learning how to improve my time management and avoid procrastination.

As a student, I know I have to be responsible and committed to my studies. This means that I have to complete assignments on time, attend classes regularly, prepare well for exams, and do my best in any academic activity. I believe I have the ability to maintain good grades, participate actively in competitions, and build a strong resume through academic achievements. For instance, I always aim to gain experience for real world problem solving in competitions so I can include them in my CV and boost my future job applications.

I always prefer a quiet and clean space to study. I can't concentrate well in noisy or crowded places, so I prefer to study or do assignments alone in my room. If I face challenges in finding learning resources, I usually turn to online tools or ask my

lecturers for help or clarification. Some of the constraints I face include limited time due to overlapping assignments, and the lack of peers who can study with me regularly. These factors can sometimes affect my performance or motivation.

Currently, my CGPA is around 3.3. I am not satisfied with it because it is still below the first-class requirement, which is one of my goals. I know I have the potential to do better, but I need to improve my consistency, time management, and exam preparation. I want to raise my grades so I can be eligible for PTPTN exemption. I have also tried to take the certificate for AI engineer at Huawei learning platform and participate in their Huawei ICT competition. I hope these can help to strengthen my chances of getting a good job after graduation. For future improvement, I aim to be more focused and disciplined in the coming semesters so I can reach my full potential.

3. My MBTI is ESFP-T. Based on the Big Five Personality Analysis, I would say I have a medium level of openness to experience. I enjoy learning new things, especially when they are practical and hands-on. I feel rewarded when I successfully complete a task I've never done before, especially when I learn it on my own. However, I often struggle if there is nothing for me to refer to when I try a new task. For example, during a Cloud Computing project, I tried to publish a website online by following various online tutorials, but none of them worked. I felt frustrated and lost, unsure of how to continue. Fortunately, a senior came and guided me through the process, and things finally worked. This experience shows my willingness to learn new skills independently, especially through practical trial and error.

    My level of Extraversion is high. I enjoy interacting with others, and I feel energized in group settings. I think communication is one of the ways to know other people. Therefore, I always try to chat with others when I am in a new place, even though I don't know them. I am also an icebreaker in my friend group and can get along with anyone. When it comes to studies, I find that I learn better when I can discuss ideas with others or work collaboratively. I also enjoy taking part in group projects, where I can contribute not just through work, but also by keeping the team atmosphere positive and communicative. For example, during a group assignment, I helped maintain regular communication and motivated the team to stay on track, which improved our collaboration and overall performance.

    In terms of Agreeableness, I would rate myself as medium to high. I am a helpful person, and I always try to be a cooperative, understanding person. I don't like having

conflict and typically try to solve things peacefully. I also aim to express my opinion without offending people. One such example was in a group work situation during a task when two members having different opinion on how to solve a problem – I helped facilitate the conversation by listening to both side's arguments and suggesting a compromising that catered for all. However, I do care about other people a lot sometimes and I forget about myself.

Regarding Conscientiousness, I would rate myself as moderate to low. I am able to be productive and focused on a task I enjoy. However, I tend to procrastinate with academic work that involves heavy reading, memorizing theoretical content or tasks I have no interest in. It is because I prefer learning through doing, which sometimes makes it difficult for me to stay disciplined with tasks that require long-term planning or organization. For instance, I often leave the theoretical part of an exam to the last moment and feel pressured as the exam date approaches. Nevertheless, I perform much better in coursework that involves projects and consistent hands-on work.

For Neuroticism, I would say my level is medium. I tend to stress out in high-pressure situations, when I feel unprepared or compare myself to others. I feel anxious when seeing other people's success. I also can be self-critical and sometimes doubt my abilities, but I have learned to deal with these feelings by taking incremental actions to get the control back. For example, before a major presentation, I felt anxious and worried that I wouldn't perform well. By practicing more and talking through my concerns with friends, I was able to calm down and deliver my part confidently. I also try to turn stress into motivation by using other people's success as inspiration instead of letting it discourage me.

In conclusion, my Big Five Personality traits reflect my strengths as a practical, social, and supportive individual. While I sometimes struggle with procrastination, and self-doubt, I am learning to manage these challenges through self-awareness and active coping strategies. Understanding my personality helps me recognize how I can grow both academically and personally, especially by building on my strengths and improving areas like time management and emotional resilience.

4. Everyone has different values in life. For me, my values come from family background, personal experiences, and lessons I have learned over time. All these have affected the way I see the world now, guide how I live and make decisions every day. Among all my values, I put hedonism in first place. This value came from my own life experiences. I learned that not every effort will lead to success, and that is totally fine.

I saw some people around me always chasing goals but never truly happy. I think it's because their goals were set by their parents, and they were just forced to perform well without really understanding what they were working for. That made me realize enjoying my life is the most important thing. When I was in secondary school, I was always trying to win and chasing recognition. I started to feel stressed and tired over time. As I grew older, I realized that life is short and unpredictable. I think I should have fun, enjoy, have good experiences, and live with happiness which is more important than always running after results. I still remember when I was doing my last year Diploma project. The setup stage's due date was coming up, and my family had planned a trip to visit my grandma at the same time. I feel anxious when all the group members complete their task but me. Normally, I will choose to stay at home and complete my task. But at that time, I chose to go with my family because I hadn't visited my grandma in a long time, and her health had started to decline as she got older. The good news is I still managed to get everything done afterward. This experience reminded me not to overthink or stress too much, just live in the present and experience life fully.

My second value in my life is benevolence. I really care about the people around me, especially my friends and family. I can feel people's emotion. When someone close to me is struggling or feeling down, I always show my concern and try to help them feel better as soon as possible. I don't like to see people I care about suffer alone. I often think that if I were in the same situation, I would want someone to be there for me too. Therefore, I usually listen or try to support them in any way I can. Their happiness and well-being matter a lot to me. I think this value also came from my own experience. When I first started university as a freshman, I felt really lonely and overwhelmed. It was my first time living away from my family, and I even cried because I wasn't used to being alone. My roommate noticed and offered her help. She told me I could always talk to her if I felt lonely or had any problems. She even accompanied me to meals and helped me adapt to my new environment. I felt so happy and grateful to have her during that time. I started to realize how good it feels to be there for others and how important relationships are in my life. Her kindness inspired me to treat others the same way — to be there for people when they need support.

Moving on, my third value of life would be power. I prefer to be in a leadership role in which I can lead and influence others. I feel confident when I take responsibility and help my team move in the right direction. It is not only about being in control but also about the ability to make choices, arrange things to get done and do things correctly.

I enjoy the feeling of being trusted and having influence in a group. This value comes from group work experience. During my first group project at university, no one stepped up to lead or even start the discussion. As the deadline approached, everyone worked individually, without any clear task distribution. Some teammates ended up doing the whole project because they thought others weren't contributing — but the others were working too, just slower and without communication. The main issue was poor communication and the lack of a real leader. At that moment, I realized how important leadership is in teamwork, and I started to try to be a leader in future group tasks. I learned how to organize, communicate, and guide a team over time. I realized that I like being the one who plans ahead, supports others, and makes sure everyone is on track. When the project went smoothly, and got good results, I realized how much I enjoy being in a leadership position and using that role to support the team.

My fourth value in life is self-direction. I prefer to make my own choices and don't want to follow others or live based only on what others expect from me. Having the freedom to decide for myself helps me grow, gain confidence, and enjoy life more meaningfully. This value comes from my father, as well as from personal experiences where I had to step out of my comfort zone without anyone guiding me. I have always felt comfortable making decisions on my own because my father encouraged me to be independent and find out what I truly want in life. He never forces me to follow anyone. Instead, he always supports me and offers help when needed, while still giving me the space to choose my own direction. I realized that doing things independently not only helped me discover new interests but also made me stronger and more self-aware. When I chose Artificial Intelligence as my university major, all of my family members doubted whether I could really do it, since none of them had any background in this field. I had no reference or guidance, but I still decided to follow my interest because it felt right for me. I have adhered to continue my study until now and only left two more semesters to graduate. Another moment was when I went on a solo trip to Penang after my diploma internship. I traveled by bus, stayed in a budget hotel, and explored the city mostly by walking and taking public transport. I had never done anything like that before. Even though I was extremely tired from all the walking, I felt proud and satisfied because I managed everything on my own. These experiences helped shape my belief that living independently and making my own decisions is an important part of who I am.

The last value in my life is security. Safety, stability, and peace of mind in my life and relationships are very important for me to function well and feel balanced. When I

feel secure and stable, I can focus better on myself and support the people I care about. I find it difficult to get anything done without the feeling of security and stability. I think this value comes from my personal nature as a feeling person and my experiences with conflict. When I have conflicts with others, it really affects my mood and emotions. I tend to dwell on the situation and wonder if it was my fault. These effects can be long-lasting and deprive me of concentrating well in other matters even my work. Because of this, I've learned to value peaceful and secure relationships that allow me to feel emotionally safe and stable, so I can perform my best and maintain a positive mindset.

To sum up, my values of hedonism, benevolence, power, self-direction, and security have deeply influenced how I approach life. They help me find happiness, support others, take on leadership, make independent choices, and maintain emotional balance. Together, these values shape how I manage challenges, prioritize my goals, and build meaningful relationships with others.

5. My self-concept is influenced by my personality and my experience within life. Usually, I focus on positive sides to stay engaged and confident for self-enhancement. I tend to focus on the present moment and find motivation from real experiences. Rather than just planning things mentally, I prefer to see action and small results to feel confident and keep going. This helps me stay optimistic, even when I face challenges or doubts. For example, when I face academic challenges, I refer to previous learning experience and try to remind myself that I can learn things independently — like how I learned to code for a group project by following online tutorials. I can also ask for my lecturer's help. I believe there are many ways to solve problems, and I managed to do it. Even when I procrastinate or don't meet my ideal CGPA, I try not to be too strict or harsh on myself. I reflect on my small successes to boost my confidence. Additionally, I love spending time with my friends. When we are together, I don't feel as down, and their energy helps recharge mine, making it easier to keep moving forward. This is my way of enhancing my self-image so I can stay positive and continue growing.

For self-verification, I always try to show my best side to people. I hope others see me as someone friendly, willing to help, and independent. For example, when someone asks for my advice or tells me that I'm a kind person, it makes me feel happy — because it means they trust me. That is the person I want to be, someone who brings warmth, support, and comfort to others. I also enjoy being in relationships where I don't need to pretend or force to do anything. I prefer being surrounded by people

who recognize my values and personality without me having to explain too much. If I see myself as responsible and hardworking, I feel more comfortable and validated when others also recognize those qualities in me. On the other hand, when someone sees me in a way that doesn't match how I view myself — like assuming I'm lazy just because they have never seen me doing work — I feel uncomfortable and lazy to explain. It reminds me how important it is for me to be accepted as who I truly am.

I often evaluate myself by comparing my performance to my own goals or to people around me. For example, I sometimes feel pressure when I see how successful people around me are. These comparisons can make me question whether I'm doing enough, but they also motivate me to improve myself. I know I'm capable, especially in hands-on tasks like coding or solving problems with real-life applications. However, I also recognize that I struggle with time management and tend to procrastinate, especially when studying abstract or theoretical subjects. This has affected my exam performance and made it harder to reach my target CGPA. Sometimes I'm too critical of myself, but I try to balance it by recognizing my progress and areas where I've improved. For instance, I've been setting personal goals and trying new ways to challenge myself — such as participating in the Huawei ICT competition and completing AI-related certificates. Even though the results aren't out yet, taking part in these activities is part of how I reflect on my weaknesses and push myself to grow.

My social self is the version of me that I show depending on the situation or the people I'm with. In most situations, I am friendly, approachable, and talkative, especially in group situations or a space with new people. For example, with some friends, I am considered the "icebreaker" of the group and enjoy talking to new strangers to build new connections. I believe communication is one of the ways to know others better, so I try to be easygoing and build a comfortable atmosphere. During group projects, I try to show a more responsible and capable side of myself. I often take the initiative to lead discussions, maintain communication, and support the team — not just with the work, but also with keeping everyone motivated. However, when I'm alone or with people I deeply trust, I'm more relaxed and honest about my struggles, such as stress or procrastination. Overall, I adjust how I present myself based on my environment and who I am with, but I always try to stay true to my core values — being kind, supportive, and dependable, no matter the situation.

I have observed that there are stereotypes that people make about me. I have heard more than one person say they thought I looked serious and not friendly when they first met me. It is true, I don't smile much at the start of a conversation and I have a

strong neutral expression. But as they get to know me, they know that I am friendly and approachable. I have also faced the stereotype that women can't be successful in IT. I have seen and heard people openly express doubt about my abilities solely because of my gender, but my work and accomplishments show my success like anyone else.

In terms of personal biases, I know that I compare myself to others too much. I tend to look at other people's success and ask myself whether I'm doing enough, even though I am improving along my own timeline. This habit puts pressure on me, but I'm learning to focus more on my own journey instead of constantly measuring myself against others. I also tend to judge people sometimes too fast without knowing the entire picture. For example, I used to think that people who dropped out of school early would live a bad life. But later, I saw that some of them were doing well in technical fields, like becoming skilled hairdressers or bakers. That experience helped me recognize my own bias and reminded me that there are many different paths to success.

In conclusion, my self-concept continues to grow through my experiences, reflections, and interactions with others. By understanding my strengths, weaknesses, and personal biases, I can stay true to my values while becoming more open-minded and confident in my own path.

6. As a student, I generally feel positive about my academic journey. I enjoy learning and being involved in hands-on tasks. However, I do experience strong emotions during exam times and when the assignment due date is approaching. I think this situation happens when I have not prepared enough for the exam or assignment. I can feel overwhelmed, anxious, or disappointed in myself.

    I often worry that I could not pass the exam for certain subjects and graduate on time, which means all my past efforts might be wasted if I fall behind. I don't have a specific way to deal with stress, but I usually ask myself, "What exactly is making me stressed right now?" Then, I try to take action to solve that problem. If I can address the issue, then the stress generated is reduced. This method works most of the time, but not always — especially when I can't find a solution or when the issue is out of my control. Then, I will seek others' help, such as telling my confusion to my close friends or parents.

There are also times when I need to manage or hide my emotions in real life, especially when I work with difficult group members or unproductive classmates. I find it harder to control my emotions with people than with situations. For example, when I have to deal with a human who I find unreasonable or uncooperative, I may feel frustrated but still try to stay calm and polite to avoid conflict.

I'm generally aware of how I feel — I can sense when I'm stressed, happy, annoyed, or tired, although I don't always analyze these emotions deeply. I think I can control my emotions well most of the time. I am also very good at picking up on others' emotions. I can sense if someone is feeling left out or uncomfortable, and I try to respond accordingly. I try to be inclusive and kind. For example, when working in groups, I'll talk to quieter or introverted members and make sure they feel included and not left out.

Overall, I would rate my student life satisfaction as 4 out of 5. I feel grateful that I have friends to accompany me, and my academic results remain balanced. However, I wish I could make more friends, not just those I work with on assignments, but also friends to hang out with and share emotions. I want to build deeper connections and meaningful friendships, not just surface-level ones.

In terms of areas of incongruence, I'm still learning to reflect on the deeper conflicts between my emotions and expectations. Sometimes, I expect myself to stay focused and manage my time well, but I end up procrastinating and feel guilty afterward — that's one area of emotional conflict. I wouldn't say I often act against my values, but I realize that I don't always live up to my own expectation of consistency or discipline, which can make me feel disappointed at times.

7. I would describe my decision-making style as a combination of rational and intuitive. I am generally a more emotional person, so my emotions tend to influence my decision-making process. However, I also try to think about the reality of a situation and consider practical or logical factors before making a final decision. Although I cannot always tell precisely what drives my decisions, I attempt to make decisions based on what seems right and what makes sense. When I had to decide what to do as a final year project, I faced two options. On one hand, I had a safe, well-researched AI-based application, which I knew would result in good grades. On the other, I had a machine learning project that captured my interest, but it was further from my experience and there were limited resources available to me. Rationally, the safe option made sense for my CGPA goals. However, I knew I was more interested in the

new and challenging project that could let me explore new things. At the end, I am able to choose the challenging project after discussing with my supervisor and ensuring I had some backup resources, balancing my emotional interest with practical considerations. When making decisions, I typically consider how the choice affects my relationships with others, whether it aligns with my personal values, the long-term consequences on my goals, and my gut feeling about what feels right. I also consider practical factors like time, resources, and potential outcomes.

In academics, I express creativity through finding unique approaches to assignments. For instance, when we had to create a simple chatbot for a programming assignment, instead of following the standard template, I decided to design one that could respond in both English and Mandarin, incorporating cultural context into the responses. I had to learn about how to use natural language processing for the project and find creative ways to handle bilingual inputs. The project turned out to be more complex than required, but it was personally meaningful since I could relate to code-switching between languages in daily life. Besides of studies, I also plan my friend's birthday surprise through my creativity. When my friends wanted to celebrate someone's birthday but had a limited budget, I creatively organized a themed potluck party where everyone brought food which had the same alphabet as their name. I coordinated the theme, and games that everyone could enjoy and play.

When I face new or unfamiliar problems, I usually start by breaking down the issue into smaller parts and then think of all the possible solutions. I like to gather information from different sources such as online research, peer discussions, and sometimes consulting with lecturers or seniors. For example, when I couldn't understand a complex algorithm concept, instead of just reading the textbook, I searched for visual explanations from YouTube tutorials and created my own flowcharts to solidify my understanding. My strategies to generate ideas included making mind maps to visualize connections between different concepts and discussing problems with diverse groups of people to get different perspectives.

I realize that sometimes I limit my creativity by being too focused on finding the "correct" answer rather than exploring multiple possibilities. My propensity to procrastinate is also a limiting factor to creativity, since when I must do things in a hurry, I always choose the first answer that comes along instead of trying new ways. Additionally, fear of failure sometimes holds me back from trying truly unconventional ideas, especially in academic settings where grades matter. To enhance my creativity, I try to always remind myself that creative exploration is

valuable even if it doesn't lead to the final solution and join study groups where different thinking styles can complement each other.

8. My sources of motivation come from both personal values and psychological theories, particularly Maslow's Hierarchy of Needs and Self-Determination Theory. At the most basic level, my physiological and safety needs are mostly satisfied by my family. However, these basic needs still influence my academic drive, as I am determined to build the skills necessary for future financial stability. This is especially important given my aspiration to work in Singapore's competitive job market, where technical excellence and adaptability are essential.

The social needs, especially the need to belong, contribute to my motivation quite strongly because of my high extraversion. I am interested in studying in groups and collaborative projects where I am able to share and communicate with others. These settings not only benefit my learning, but they also satisfy my desire to relate with other people. Conversely, I am much less motivated to work on course materials when I feel alone or unrelated to my classmates. My motivation is also influenced by esteem needs such as recognition and a sense of achievement are very important to me. One such situation was when a lecturer gave me positive feedback about one of my innovative approaches to a database design assignment. This recognition pushed me to invest even more effort in subsequent projects. I also feel motivated when I am respected by my classmates and they request my assistance, or when they appoint me to be their team leader. At the highest level, self-actualization fuels my desire to go beyond basic requirements. I actively seek growth opportunities, whether it's learning additional programming languages outside the curriculum or volunteering to present our group's work in class. These actions are motivated by a desire to realize my full potential and continue expanding my capabilities.

In alignment with Self-Determination Theory, autonomy is a crucial factor in maintaining my motivation. I feel most engaged when I have control over how I approach tasks. For instance, when lecturers give us the freedom to choose project topics or implementation methods, I find myself far more energized and involved. In contrast, too strict or prescriptive assignments tend to dampen my motivation. Competence also plays a major role—feeling capable and recognizing progress gives me a strong sense of fulfillment. I become particularly motivated when I manage to debug a complex piece of code after much effort. However, in courses that are

heavily theoretical and where I don't feel I'm improving significantly, my motivation tends to wane. Relatedness or sense of belonging to others is also a strong motivation of mine. The desire to be useful to my team and not disappoint my group members often urges me to put efforts in group projects. Also, developing good relationships with lecturers and classmates would motivate me to get into the subject matter further.

Currently, I have both short-term and long-term goals that guide my actions and sustain my motivation. I would like to increase my CGPA to 3.5 or above so that I can be awarded with first-class honors. I also have the goal of doing an internship with a technology firm to get a great practical experience. Alongside these academic and career-focused goals, I'm working on developing a personal AI project that I can showcase during job interviews. Expanding my network of industry contacts through university events is another priority, as is improving my presentation skills by volunteering for more speaking opportunities in class. Over time, I hope to move into a leadership role where I can mentor junior developers and contribute to team growth. Ultimately, I aim to contribute to meaningful AI projects that have a positive social impact and to achieve the financial stability needed.

Several core motivations drive these aspirations. One of them is my inherent need of challenge and development the desire to learn some new skills and become better. My pride and support of my family also strongly influence me. I would like to make the investment that my family made in my education worthwhile by achieving success and creating a secure future. The other driving force is the possibility to produce social impact. I view AI as a potent source of good, and I am keen on leveraging my ability to make a significant difference. Financial security and independence are also significant because they give me the ability to make my own decisions in a way that is in line with my values. Finally, I strongly enjoy being in a position of leadership where I am able to assist others achieve success either by mentoring, guiding or by working as a team.

In contrast, my motivation was noticeably lower in a theoretical computer science course focused on formal mathematical proofs. I found the content abstract and difficult to connect with any practical application. The course structure emphasized individual study, which didn't suit my preference for social learning. As a result, I procrastinated and did only what was necessary to pass, without deeply engaging with the material. This experience taught me several important lessons. I realized

that I need to actively seek connections between theory and practice in order to stay motivated. Even in traditionally individual subjects, forming study groups can provide the social interaction I need. I also learned that using concrete examples and analogies can help make abstract material more accessible. Acknowledging that not all subjects naturally align with my motivational preferences, I now understand the importance of adapting my strategies accordingly. Additionally, I've learned to seek help from lecturers to bridge the gap between theoretical knowledge and its practical relevance.

Overall, I am motivated when I can combine technical learning with social interaction, observe clear and meaningful progress, and pursue goals that align with my values and long-term aspirations. I tend to be the most committed when working within a group or tackling a challenge that feels relevant, impactful, and related to my larger purpose.

9. When I first encountered this assignment, I felt excitement and apprehension. This unique Thanos framing made it feel more like an engaging story than a typical academic task, while the apprehension came from the depth of self-examination required. I questioned myself whether I knew myself well enough to do such a comprehensive analysis. Being honest when writing to be evaluated in academia was the hardest part, it is shame to make notes of your personal problems like procrastination when you know they will be assessed. Nevertheless, I was particularly interested in the relationships among various theoretical frameworks and the way my Big Five personality traits related to my values and motivating forces.

Through this systematic analysis, I discovered new insights about how much my need for social connection influences my academic performance. I hadn't really realized that some of my difficulties with some of the subjects could be related to their isolated nature and not their difficulty level. The motivational theories helped me understand why some goals feel energizing while others feel like obligations - my strongest motivation comes when tasks satisfy multiple needs simultaneously, which explains why group projects in technical subjects energize me while individual theoretical assignments feel draining. I also recognized that my decision-making consistently reflects my core values of hedonism and benevolence, even when I'm not consciously aware of it.

This assignment has not only been incredibly helpful in the context of coursework completion, but it also offered a hierarchical framework of self-understanding that I can use throughout my life. I certainly intend to engage in continued self-evaluation on a periodical basis with these theoretical methods, particularly when confronting big decisions. Knowing my character and motivation styles will allow me to select the career paths that make me most effective, develop my strategies based on my social orientation, and make decisions in line with my true values most of the time. Along these lines, I intend to work on improving my consistency systems that would support my moderate conscientiousness, dealing with my propensity to compare myself with other people, and identifying methods to make theoretical subjects more socially related.

This process of self-reflection allowed me to have a deep discussion with myself, which I have never done before. Although I have always been relatively self-aware, this methodical process showed me the relationships and patterns I was previously unaware of, enabling me to understand my actions more deeply. Above all, it reminds that self-understanding is key to successful living and work. I need to find the most suitable ways for me to learn and work based on my own habits.

The process highlighted how much growth comes from combining honest self-examination with theoretical frameworks. Moving forward, I feel more confident in making choices that align with my authentic self, and more compassionate toward aspects of myself I previously saw as weaknesses. This assignment has transformed from an academic requirement into a valuable life tool that will continue yielding insights as I grow throughout my career and personal development. Above all, it reminded me that understanding ourselves is an ongoing process of discovery, not just a one-time analysis. Regular self-reflection will be essential for staying aligned with our authentic selves throughout that evolution.