

**EXPLORING LEVEL OF PERSONAL GROWTH INITIATIVE AMONG SENIOR
SECONDARY SCHOOL STUDENTS**

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Abstract

Personal Growth Initiative (PGI) is a dynamic and purposeful commitment for self-awareness and personal growth of an individual. The main motive of this study was to explore the level of PGI among senior secondary school learners and find the differences in PGI on the basis of gender, type of school and stream of study. The sample was taken from three districts of Punjab i.e. Amritsar, Ludhiana and Jalandhar corresponding to Majha, Malwa and Doaba regions of Punjab respectively. The sample size taken for this study was 449 senior secondary school students from meritorious, government and private schools from each district. The results revealed that maximum number of students possess high Personal Growth Initiative. Further the student reported no significant difference in PGI on the basis of gender, while on the basis of type of school and streams the meritorious students reported high PGI

Key words: Personal Growth Initiative, Senior Secondary School Students.

INTRODUCTION

With increase in complexity in a world of heightened variations or modifications, a single person can't yet be fascinated in understanding those elements which are responsible for growth, self-awareness and development of people. As a result of swift development in innovation i.e. technology and social life style, psychologists are concerned to know about the factors which are required to acquire success in today's era. Therefore, Personal Growth Initiative (PGI) arose as

an enthralling area of exploration about young people i.e. adolescents by developmental psychologists and educationists. It was also considered as a significant contributing factor in fruitful human development and individual goal achievement.

According to Robitschek and Kashubeck (1999); and Robitschek (1998) Personal Growth Initiative (PGI) is a dynamic and purposeful commitment for self-awareness and individual's own growth of an individual. Additionally, it was indicated that personal growth initiative has been expected on theoretical base to have behavioral and cognitive aspects i.e. an individual's aims corresponds to his plans and require modifications for objectives achievement i.e a meta-cognitive construct (Robitschek, 2003). According to Martin (2009) Cognitive aspect of the construct include inspiration or to bring change, awareness about the process of change and capability concerning the same, whereas the other i.e. behavioral aspect consists of determination of goal, and goal pursuit and attainment of the same (Martin, 2009).

According to researchers, the individuals who possess more PGI, also have high social, sentimental and psychological well-being (Keyes&Robitschek, 2009). They also have minor or less psycho-social problems and emotional distress (Kashubeck&Robitschek, 1999). As per researches of positive psychology, in order to build and develop prosperity of individuals' PGI is proven to be a vital and proficient construct (Csikszentmihalyi & Seligman & 2000). Moreover, individuals possessing high Personal Growth Initiative (PGI) also exhibit insight with respect to ideal goals as well as directions they are going to follow in future along with logical action plan to be followed to achieve those goals (Robitschek, 1998).

Subsequently, as per the explanations people possessing higher level of PGI are intentionally worried regarding their own personal developments, they are highly motivated and move themselves towards their ideal goal. On the other hand, people who possess low PGI are not confident regarding their capabilities in order to handle the difficulties of life (Kluck, Shorey, Snyder, Robitschek, and Little, 2007). Personal growth initiative, in an increasingly expanded sense, compels the people to seek after new difficulties which will lead them to develop and succeed in achieving the general and specific general goals so that feeling of achievement can be experienced by them (Raphael and Paul 2005; Robitschek, 1998).

REVIEW OF LITERATURE

Robitschek and Christine (2003), further validated the Personal Growth Initiative Scale by administering the test on college students of Mexican America. After collecting data, it was analyzed and correlation with other variables was investigated by them. The result revealed that this scale was culturally relevant to this population also by comparing the result with European American college students. They also showed the correlation with same variables as shown by European American students.

Robitschek and Hershberger (2005) examined the psychological and gender factors to determine the expectations of subjects about counseling. Internal consistency of Personal Growth Initiative Scale was 0.90 and results showed that for female subjects' expectations regarding personal commitment was found to be predicted by personal growth orientation.

Joshaanloo and Ghaedi (2009) conducted a study to determine the psychometric properties of PGIS. The subjects were university students of Iran. The main motive of this study was to find out reliability, validity and also gender differences. The sample size includes 205 out of which 88 were males and 117 were females. The results revealed that internal consistency of scale was in acceptable range i.e. 0.87. Exploratory factor analysis was also done by investigators. In order to find out convergent validity, correlation of personal growth initiative with other variables was also determined and found a significant correlation.

Robitschek, Ashton and Speringet. *al.* (2009) identified the dimensions of PGI construct. For doing this tool was administered on variety of subjects at different time. Reliability was determined by using test-retest method of reliability and the value ranged from 0.61- 0.77. The results revealed that there were four dimensions of this scale i.e. intentional behavior, using resources, planfulness and readiness for change which include both cognitive and behavioral aspects. Overall results showed that this advanced version of personal growth initiative has all good characteristics of tool.

Theon and Robitschek (2013) established an activity with the purpose of strengthen the PGI. The activity refers to Intentional Growth Training (IGT) hold for one week. Series of studies were conducted to check the influence of this intervention on level of personal growth initiative. As psychological well-being as well as depression were predicted by personal growth initiative, therefore Intentional Growth Training has capability to have a positive influence on mental

health of a person. The study 1 refers to do early estimation whether this intervention lead to high personal growth initiative or not. But in study 2 there was better intervention than previous one and also evaluated all the components of training to determine which component effectively increase the PGI. Then study 3 was related to find out that whether there is any change in language used by subjects with respect to conditions either positive or negative. Overall results showed that there is significant increase in PGI in study 1. In study 2 one of the components of training i.e. growth activity has a great influence on personal growth initiative. In study 3 it was found that the individuals who used growth related language than those control subjects have high personal growth initiative. Overall results showed that Intentional Growth Training contributed to increase in personal growth initiative.

Clarissa *et al.* (2016) conducted a detailed literature review on the PGI construct. They analyzed 46 studies done so far on personal growth initiative from 2004 to 2014. They found all the psychometric properties of both original as well as updated version of PGI. They also investigated the correlation of PGI with other variables. The result revealed that the PGI is negatively correlated with negative variables such as anxiety and depression on the other hand there is positive correlation of PGI with assertive variables such as self-efficacy, psychological well being etc.

Patanapuet *al.*, (2018) examined the “relationship between personal growth initiative (PGI) and academic performance”. The subjects consisted of undergraduate dental students of Panineeya Institute of Dental Sciences, Hyderabad. The sample size was 287 students (222 females and 65 male) of 1st, 2nd, 3rd and 4th years. So this was cross-sectional study. The personal growth initiative scale-II was administered for measuring PGI and their academic performance was taken as percentages of marks obtained by them in examination. The data was analyzed by using SPSS 21 version. The significant difference was found in the students of 4th year with respect to subscale of PGIS-II “readiness for change”. Also, females have higher mean scores for all subscales of PGIS. It was concluded that PGI scale played an important role to experience higher level of well-being, positive development and to adapt in the environment.

Saraswati (2019) identified “goal achievement as a predictor of PGI (personal growth initiative) for z generation”. There are four types of achievement goal i.e. performance goal (PAP), mastery

goal (MAP), performance avoidance (PAV) and mastery avoidance (MAV). For this sample size of 388 senior high school students were taken. The data was collected by adopting a type of probability sampling, i.e. cluster random sampling. Likert scale was used to collect data for variables achievement goal and PGI. The data was analyzed by using multiple regression and followed by SPSS. The results showed the multiple regression value, $R = 0.655$, which revealed that all the dimensions of goal achievement and personal growth initiative (PGI) were strongly correlated to each other. There was a positive correlation between mastery goal and PGI; mastery avoidance and PGI; performance goal and PGI, whereas there was no influence of performance avoidance on PGI.

OBJECTIVES OF THE STUDY

1. To explore the level of personal growth initiative among students of senior secondary school.
2. To determine the difference in personal growth initiative among senior secondary school students with respect to gender, stream of study and type of school.

RESEARCH METHOD

Method is a way or logical way of solving a problem. Research method refers to set of procedures or principles which can be used by investigator to conduct a particular study. The present study is descriptive in nature; therefore, descriptive survey method was used. Researcher used convenience sampling in order to get responses and data from senior secondary school students. Data collection was done from three districts of Punjab i.e. Amritsar, Ludhiana and Jalandhar belonging to Majha, Malwa and Doaba respectively. Total sample size was 449 students from senior secondary schools. Three schools were selected from each districts i.e. Meritorious, Government and Private.

TOOL FOR DATA COLLECTION

Tools are the ways which are used by researcher to collect data pertaining to study. They are used to gather information which will be used to make analysis and interpret about data collected by researcher. In this study, Personal Growth Initiative Scale (PGIS) developed by Robitschek, 2006 was used to collect data. As per norms the students who scored more than 50% possess

high level of personal growth initiative and those who scored less than 50% possess low personal growth initiative.

ANALYSIS AND INTERPRETATION

Data analysis is the most important part of research. After collection, the data analysis was done through descriptive statistics. The data analysis, results and interpretation of findings has been presented as follows:

Demographic characteristics of sample:

Table 1.1: Percentage of students from senior secondary schools on the basis of gender

Gender	Frequency	Percentage (%)
Male	228	50.8
Female	221	49.2
Total	449	100

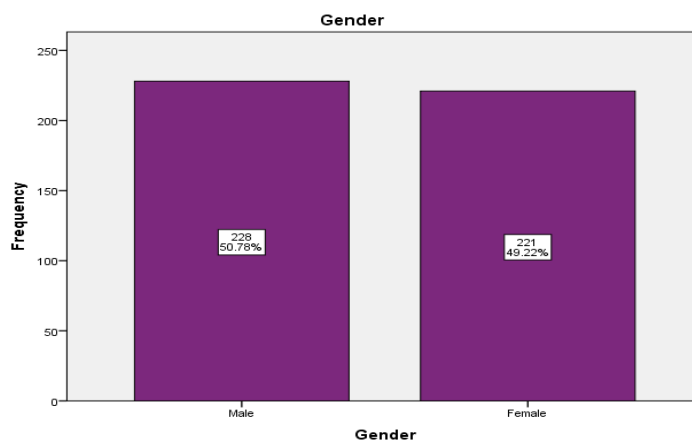


Figure 1.1: Percentage of students from senior secondary schools on the basis of gender

The table is showing the number of males and females from whom data was collected. It can be seen from the table that total number of subjects were 449, out of which 228 were females

corresponding to 50.8% and 221 were males equal to 49.2%. So, it is also clear from graph that males and females selected for data collection were approximately equal.

Table 1.2: Percentage of students from senior secondary schools on the basis of type of school

Type of School	Frequency	Percentage (%)
Meritorious	163	36.3
Government	147	32.7
Private	139	31
Total	449	100

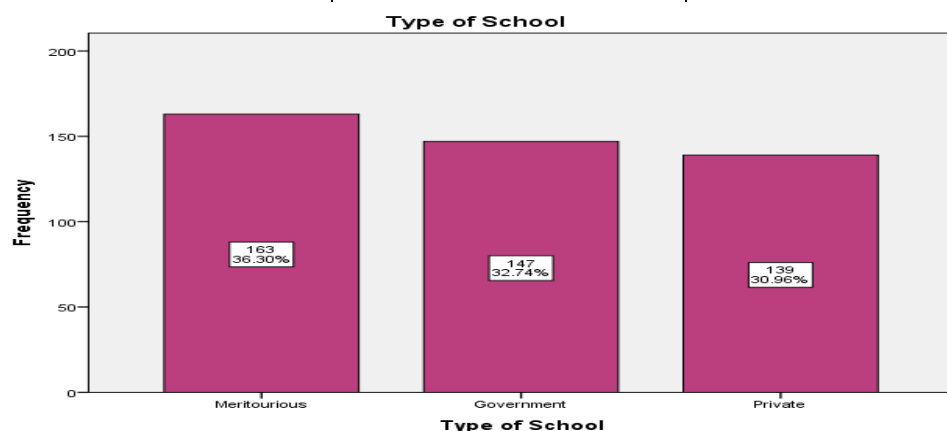


Figure 1.2:Percentage of students from senior secondary schools on the basis of type of school

The table and graph are showing the number of subjects selected from different types of schools i.e., meritorious, private and government. It can be clearly seen form table and graph that out of 449, 163 students were taken from meritorious school, 147 students from government school and 139 students from private school which corresponds to 36.3%, 32.7% and 31% respectively. That means almost equal percentage of students were taken from meritorious school, government school and the private school.

Table 1.3: Percentage of students from senior secondary schools on the basis of stream

Stream	Frequency	Percentage
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Science	157	35
Commerce	151	33.6
Arts	141	31.4
Total	449	100

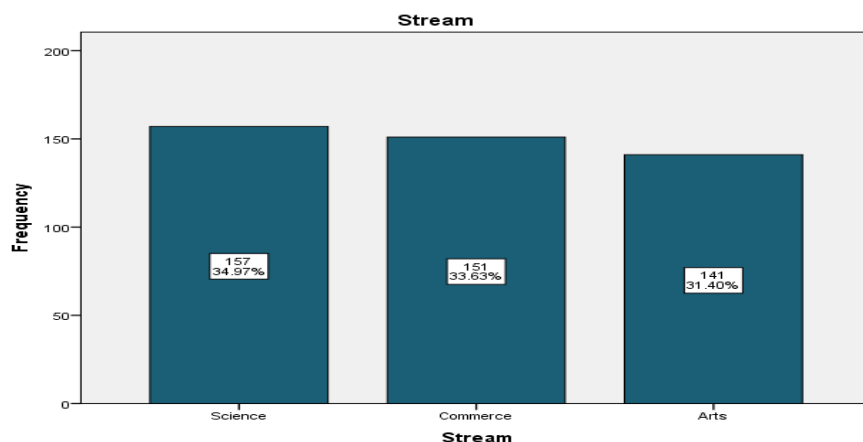


Figure 1.3:Percentage of students from senior secondary schools on the basis of stream

The table is showing the stream wise distribution of students. It can be seen that 157 students were selected from science, 151 from commerce and 141 from arts. That means almost equal number of students were from science stream, commerce stream, and arts stream i.e., 35%, 33.6% and 31.4% respectively. This is also evidenced with bar graph shown above.

1.2 Results regarding the level of personal growth initiative among senior secondary school students.

The investigator collected data from students of senior secondary school. The data was collected by using standardized scales of PGI. The results obtained have been shown below.

Table 1.4 Level of PGI

Level	Frequency	Percentage (%)
Low	52	11.6

High	397	88.4
Total	449	100

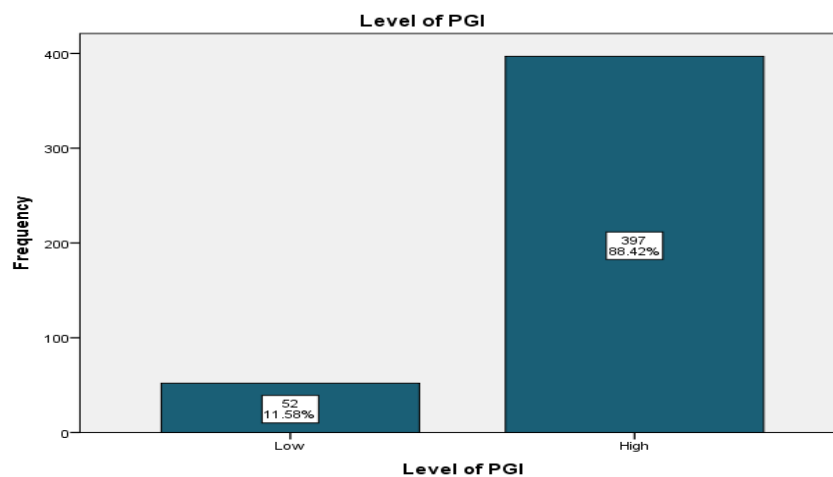


Figure 1.4 Level of PGI

The above table and figure indicate the level of PGI among students of senior secondary school. The data reveals that 397 students (88.4%) possess high level of PGI whereas only 52 students (11.58%) have low level of PGI. Therefore, it can be interpreted from data that most of the students possess high PGI which will lead to their intentional commitment towards their goal.

1.3 Results pertaining to the comparison of level of personal growth initiative among senior secondary school students with respect to gender, stream of study, and type of school.

The objective of this study was to compare the level of PGI of senior secondary school students with respect to gender, stream of study, and type of school. For this purpose, data collection was done through PGI and student engagement scale and then analyzed by using t-test and ANOVA. The results of analysis are as shown below:

3.2.1 To compare the personal growth initiative among male and female senior secondary school students

Table 3.8 Gender wise difference in PGI

Variable	Gender	N	Mean	SD	t	Df	Sig. (2-tailed)	Interpretation
Personal Growth Initiative	Male	228	33.53	7.490	1.088*	447	0.277	Insignificant
	Female	221	32.80	6.692				

*0.05 level of significance

From table it is clear that mean personal growth initiative of male students is 33.53 with standard deviation 7.490 which is higher than mean values of female students are 32.80 with standard deviation 6.692. t-value of personal growth initiative is 1.088 which is insignificant at 0.05 level of significance because p-value is 0.277 which is greater than 0.05. Therefore, it can be interpreted that there is no significant difference between male and female students in personal growth initiative. So null hypothesis stated “there is no significant difference between male and female senior secondary school students in personal growth initiative” is accepted meaning thereby difference in means appear can be due to sampling error or due to chance factor. The finding is in contradiction to Igbokwe et al who found significant difference among males and females in their PGI. Females had higher PGI than males. But they are in alignment with findings of Malik et al where no difference was found in PGI on the basis of gender.

Comment [WU1]:

Comparison of the personal growth initiative among Meritorious, Government and Private senior secondary school students

Table 3.10 showing descriptive statistics (mean and std. deviation) of personal growth initiative w.r.t. type of school

Variable	Type of school	N	Mean	SD
Personal Growth Initiative	Meritorious	163	33.99	5.534
	Government	147	31.93	6.864

	Private	139	31.18	7.957
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Table 3.11 ANOVA table for analysis of personal growth initiative with respect to type of school

Personal Growth Initiative	Variable	Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
	Between Groups	2069.996	2	1034.998	22.432	.000	Significant
	Within Groups	20577.799	446	46.139			

From table 3.10 it is evident that mean value in personal growth initiative of meritorious school students is highest (M=33.99) with SD 5.534 followed by student of government school (M=31.93 with SD 6.864. The mean value of personal growth initiative of private school students is slightly lower than government school (M=31.18) with SD 7.957. From ANOVA table 3.11 it can be seen that F value is 22.432, p-value is 0.000 which is less than 0.05 which leads to significant results. So null hypothesis stated “there is no significant difference in personal growth initiative with respect to type of school” is not accepted. Therefore, it is clear that there is significant difference in PGI between students of meritorious, government and private schools. Students of different type of schools have different level of PGI.

In order to find out difference among groups post hoc is applied and results of post hoc are shown below.

Table 3.12 Post Hoc table for Personal Growth Initiative w.r.t type of school

(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.
Meritorious	Government	4.056*	.773	.000
	Private	4.808*	.784	.000
Government	Meritorious	-4.056*	.773	.000

	Private	.752	.804	.618
Private	Meritorious	-4.808*	.784	.000
	Government	-.752	.804	.618

From the above Post Hoc table it is clear that there is no significant difference between students of government school and students of private schools with respect to personal growth initiative because p-value (0.618) found to be more than 0.05. But the students of meritorious schools differ significantly from students of government schools and of private schools in terms of personal growth initiative (meritorious school and government school $p=0.000<0.05$, meritorious and private school $p=0.000<0.05$). On comparing the means (Table 3.10) it is found that mean value of students of meritorious schools ($M=33.99$) is more than mean value of students of government schools ($M=31.93$) and mean of students of private schools ($M=31.18$). Therefore, students of meritorious school have more personal growth initiative in comparison to students of government and private school. The reason behind the following finding is that the meritorious school take admission of students with percentage more than 80%, who themselves are self-motivated.

Comparison of the personal growth initiative among senior secondary school students of Science, Commerce and Arts streams.

Table 3.13 showing descriptive statistics (mean and std. deviation) of personal growth initiative w.r.t. stream

Variable	Stream	N	Mean	SD
Personal Growth Initiative	Science	157	33.46	6.085
	Commerce	151	31.46	7.874
	Arts	141	34.67	6.969

Table 3.14 ANOVA table for analysis of personal growth initiative with respect w.r.t. stream

Personal growth initiative	Variable	Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
	Between Groups	772.195	2	386.098	7.872	.000	Significant
	Within Groups	21875.600	446	49.048			

From table 3.13 it is evident that mean value in personal growth initiative of students of arts stream is highest (M=34.67) with SD 6.969 followed by student of science stream (M= 33.46) with SD 6.085. The mean value of personal growth initiative of students of commerce stream is slightly lower than science stream students (M=31.46) with SD 7.874. From ANOVA table 3.14 it can be seen that F value is 7.872, p-value is 0.000 which is less than 0.05 which leads to significant results. So null hypothesis stated “there is no significant difference in personal growth initiative with respect to stream” is not accepted. Therefore, it is clear that there is significant difference in PGI among students of science, commerce and arts streams. Students of different streams have different level of PGI.

In order to find out difference among groups post hoc is applied and results of post hoc are shown below.

Table 3.15 Post Hoc table for Personal Growth Initiative w.r.t. stream

(I) Stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.
Science	Commerce	2.001*	.798	.033
	Arts	-1.209	.813	.298
Commerce	Science	-2.001*	.798	.033
	Arts	-3.210*	.820	.000
Arts	Science	1.209	.813	.298
	Commerce	3.210*	.820	.000

*. The mean difference is significant at the 0.05 level.

From the above Post Hoc table it is clear that there is no significant difference between students of science and arts stream with respect to personal growth initiative because p-value (0.298) found to be more than 0.05. But the students of commerce stream differ significantly from students of science stream and of arts stream in terms of personal growth initiative (p value for commerce and science students is $0.03 < 0.05$ and commerce and arts student is $0.00 < 0.05$). On comparing the means (Table 3.13) it is found that mean value of students of arts stream ($M=34.67$) is more than mean value of students of science stream ($M=33.46$) and mean of students of commerce stream ($M=31.46$). Therefore, the students belonging to arts stream have more personal growth initiative than commerce stream. Furthermore, students of science stream possess more personal growth initiative in comparison with students of commerce stream.

CONCLUSION

The main motive of the study was to find out the level of personal growth initiative and to determine the difference among students of senior secondary schools w.r.t. gender, type of school and stream. For this purpose, the data was collected from three districts of Punjab and then three schools from each district i.e. Meritorious, Government and Private schools. Then data was analyzed by using descriptive statistics. The result revealed that most of the students have high PGI. According to Keyes & Robitschek, the individuals who have high PGI, also have high social, sentimental and psychological well-being. Therefore, out of 449, 392 have high social, sentimental and psychological well-being. Moreover, these individuals also exhibit insight with respect to ideal goals as well as directions they are going to follow in future along with logical action plan to be followed to achieve those goals (Robitschek, 1998).

When comparison of males and females is done with respect to PGI it is found that males and females have same level of PGI. Moreover, on comparing the PGI among meritorious, government and private school, the results come out is that there exists significant difference in PGI among students of meritorious, government and private schools. Students of different type of schools possess different level of PGI. On further analysis through post hoc it is found that there is no significant difference between students of government school and private schools with respect to PGI. But the students of meritorious schools differ significantly from students of government schools and students of private schools in terms of PGI. On comparing means the result shows that students of meritorious school have more PGI in comparison to students of

government and private school. The comparison of students from different streams in PGI shows that there exists significant difference among science, commerce and arts streams with respect to personal growth initiative. Post hoc analysis reveals that students from science and arts stream don't have difference in personal growth initiative. But the students of commerce stream differ significantly from students of science stream and of arts stream in terms of PGI. On comparing means, it is found the students belonging to arts stream have more personal growth initiative than commerce stream. Furthermore, students of science stream possess more personal growth initiative in comparison with students of commerce stream.

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