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Personal Growth Initiative among Undergraduate Students: Influence of Emotional Self Efficacy and General Well Being

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Abstract
Personal Growth Initiative is an orientation toward change and growth across life domains and is considered as a construct of metacognition, awareness and planned commitment in conditions of growth enhancement. Emotional self-efficacy is known as a perceived familiarized capacity to compact with the negative affect and it is the hierarchical process through which an individual is able to recognize, understand and describe his/her emotions. General well-being is a multi-layered concept; it is result of a dynamic balance between various aspects of life. The study was conducted to explore personal growth initiative, emotional self-efficacy and general wellbeing of undergraduate students and to analyze the relationship between personal growth initiative, emotional self-efficacy and general wellbeing. The nature of the study calls for the descriptive study. 480 undergraduate students were selected from Punjab through stratified random sampling technique. Personal growth initiative-II scale by Robitschek, self-constructed standardized emotional self-efficacy scale and general well-being scale by Dr. S.K. Verma and Ms. Amita Verma were used for data collection. For analyzing data, parametric statistical techniques were used. Study revealed that females possessed more scores in PGI, emotional self- efficacy and general well-being as compared to males. Student from science streams are much better in personal growth initiative, emotional self-efficacy and general well-being as compared to arts and commerce undergraduate students. Significant positive relationship was found between personal growth initiative, emotional self-efficacy and general well-being.

Keywords: Undergraduate students, Personal growth initiative, Emotional self-efficacy, General well-being.

Introduction

Students play a vital role in the society. Present societies are focusing on the growth and development of these human intellectuals known as students through education so that they are able to obtain best quality products in order to survive in this competitive world. In recent times, personal growth initiative (PGI) has appeared as a promising construct in human development and individual's personal fulfillment.

Personal Growth Initiative

To deal with challenges and stressors and to master over new athletic skills in the whole life it is necessary to have sound association with the personal growth (Hendrick, 1995). Ryff (1989) depicted that if people have feeling of continued development, gaining new experiences, finding him/her self-expanding and growing, easily realize their potential, sees improvement in

themselves and in their behavior over a period of time, have high level of personal growth initiative. Personal Growth Initiative is a characteristic which helps in determining students and their lives in all its domains for progress (Robitschek, 1998). It is composed of transferable skills which can generally be used in the variety of growth opportunities in the domains of life. PGI contains intellectual and behavioural features like motivation, knowledge, efficacy, general goals and plans to attain them (Robitschek, 2003; Martin, 2009). It includes four components: Readiness, Planfulness, Using Resources and Intentional Behavior.

It is recognized by the research that individuals with higher levels of well-being (social, emotional and psychological) possesses higher levels of personal growth initiative and negligible level of distress (psychological and emotional) (Robitschek & Kashubeck, 1999; Robitschek & Keyes, 2009). Development of personal growth initiative and recognition receiving is being mediated by the Life Satisfaction (Stevic et al., 2008). PGI is absolutely linked with psychological well-being, while PGI is negatively linked with psychological distress amid adolescents (Nadia et al., 2012)

Emotional Self Efficacy

Emotional self-efficacy is known as a perceived familiarized capacity to compact with the negative affect (Muris, 2001) and it is the hierarchical process through which an individual is able to recognize, understand and describe his/her emotions with the help of which individuals also control their emotions and thoughts (Krik, Suhutte, & Hine, 2008). Choi, Kluemper and Sauly (2013) depict emotional self-efficacy as a concept, which represents how successfully an individual is controlling or transforming his emotional life. The perception on the regulatory factors of emotional self-efficacy is organization of negative feeling and expressing the positive ones (Capara & Gerbino, 2001 as cited in Caprara *et al.,* 2008).

From the review it was found that emotional self-efficacy is positively related with; a) gratitude; b) physical activities; c) psychological well-being and d) maturity (a. Pool *et al.,* 2012. b. Tortan *et al.,* 2012. c. Dogan *et al.,* 2013. d. Changxiu *et al.,* 2014) respectively and negatively linked with; a) failure and b) depression (a. McCarthy, Pretty and Catano, 1990. b. Moris, 2012) and women possesses high emotional self efficacy as compared to men (MacGeorge *et al.,* 2012).

General Well Being

According to Bradburn (1969) concept of well-being is as old as the dawn of human evolution. Etymological meaning of well-being is "a contented state of being happy, healthy and prosperous" and it denotes "optimal psychological experience and functioning" (Deci & Ryan, 2008). Psychological and Subjective Well-Being are two main domains of Well-Being which indicate an equilibrium of effects (negative and positive) and satisfaction where as psychological well-being is in what way assurance to existential encounters are observed (Keyes at al., 2002). General Well-being is the result of a dynamic balance between various aspects of life. It automatically flows into our lives, when the spiritual, cognitive, emotional, physical and behavioral parts of our lives are integrated, balanced and working well.

Yuehna *et al.,* (2004) explored that higher levels of subjective well-being are reported by individuals having stronger self-efficacy. Student's subjective well-being is directly affected by perfectionism and also moderate through self efficacy (David, 2007). PGI is significantly associated with psychological well-being of individuals. PGI motivates individuals to seek the challenges and helps them to recognize the growth pattern that leads towards their achievement (Robitschek, 1997).

The focus of the present study is to assess emotional self-efficacy and general well-being of students and how these variables exert influence on the personal growth initiative of the undergraduate students. The scope of the study is derived from the limitation of earlier studies which suggests a need for additional research on the study of these variables. The importance of the study is also reflected in the need to understand the relationship of these variables.

Objectives of the study

1. To explore the level of personal growth initiative, emotional self efficacy and general well-being among undergraduate students.
1. 2. To find out the difference among undergraduate students in their personal growth initiative, emotional self-efficacy and general well-being on the bases of gender and stream of study.
2. To analyse the relationship of personal growth initiative of the undergraduate students with their emotional self-efficacy and general well-being.

Hypotheses of the study

1. There exists no significant difference in the level of personal growth initiative of undergraduate students with respect to their gender and stream of study.
2. There exists no significant difference in the level of emotional self-efficacy of undergraduate students with respect to their gender and stream of study.
3. There exists no significant difference in the level of general well being of undergraduate students with respect to their gender and stream of study.
4. There exists positive relationship between personal growth initiative of the undergraduate students with their emotional self-efficacy and general well-being.

Method

Descriptive research method was used for executing the study. For selection of the sample stratified random sampling techniques was used. The sample comprised of 480 undergraduate students. Three scales namely Personal Growth Initiative scale-II by Robitschek (2012), Emotional self-efficacy scale developed by the investigator, General Well-being measure by Dr. S.K. Verma and Ms. Amita Verma (2012) were used for collection of data. The reliability of the scales was 0.77, 0.84 and 0.91 respectively. For analysis of data parametric statistical techniques were used. To explore the trend in terms of PGI, emotional self-efficacy and general well-being of undergraduate students, mean, standard deviation and percentages were calculated. To find out the group difference t-test was used. To analyze the relationship co-efficient of correlation was used.

Result and discussion

Analysis of data, result and interpretation of findings has been done variable wise keeping in view the objectives of the study. Presentation of analysis follow the below given sequence

- **Result pertaining to level of Personal Growth Initiative**

Table 1

Dimensions of personal growth initiative	Low	**Average**	**High**
PGI	28%	44%	32%
Intentional behavior	43%	31%	26%
Using resources	40%	28%	32%
Readiness for change	30%	38%	32%
Planfulness	36%	35%	29%

The above table shows the percentage of undergraduate students at different levels of personal growth initiative. In total 44% students belong to the average level of PGI. The reason behind average level of PGI of undergraduate students may be due to having difference in the level of dimensions of the PGI. The group shows a scattered trend over all levels. Maximum number of undergraduate students falls in low level of intentional behaviour and using resources. Robitschek, 1999 suggested that people who grow unintentionally likely will have lower levels than people who grow intentionally. On the other two aspects which are readiness for change and planfulness they are scattered at all levels.

- **Result relating to Level of emotional self-efficacy of undergraduate students**

The below table show the data relating to the levels of emotional self-efficacy of undergraduate students

Table 2

Dimensions of emotional self-efficacy	**Low**	**Average**	**High**
Emotional Self Efficacy	28%	44%	28%
Understanding self and others	25%	51%	24%
Using emotions to facilitate thoughts	33%	44%	23%
Regulation of emotions in self and others	30%	43%	27%

The above table reflects the percentage of undergraduate students at different levels of emotional self-efficacy. In total 44% students are having average emotional self-efficacy. Maximum number of undergraduate students falls in the average level of emotional self-efficacy. The reason behind average level of ESE of undergraduate students may be having average level in the dimensions of ESE. In the dimensions of ESE: understanding self and others, using emotions to facilitate thoughts and regulation of emotions in self and others, the undergraduate students fall in the average level.

- **Result relating to Level of general well-being of undergraduate students**

Table 3

Levels of general well-being	Low	Average	High
GWB	35%	29%	36%

The above table shows that 35% students possess low level of GWB, 29% average and 36% high possess high level of GWB. Maximum numbers of undergraduate students either have high or low level of general well-being. Thus it can be concluded that in general well-being measure almost equal numbers are there in each category. This finding supported the previous researches in which well-being is equal across gender (Fujita *et.al.,* 1991).

- **Result relating to gender and stream wise difference among undergraduate students in personal growth initiative**

The below given table show the group difference among senior secondary school students in their PGI on the basis of gender.

Table 4

Groups of PGI	Male			Female			t-value	Levels Of Significance	
Intentional behaviour	No.	Mean	SD	0.01	Mean	SD	0.33	0.01	0.05
	240	12.14	4.57	240	12.25	2.13		Insignificant	
Using resources	240	15.30	2.71	240	15.53	2.38	0.96	0.01	0.05
								Insignificant	
Readiness for change	240	9.13	2.58	240	9.48	1.94	3.42**	0.01	0.05
								Significant	
Planfulness	240	12.57	2.22	240	13.62	2.06	5.39**	0.01	0.05
								Significant	
Personal growth initiative of the students	240	50.18	6.91	240	51.0	6.52	1.359	0.01	0.05
								Insignificant	

Table value at 0.05 and 0.01 level of significance is 1.96 and 2.59 respectively.

A glance at the data presented in the above table makes it apparent that undergraduate male and female students significantly differ on t-value for readiness for change & planfulness. This shows undergraduate female students are better than the undergraduate male students in these dimensions. Whereas rest of the two aspects of PGI which are intentional behaviour & using resources were found to be approximately same in undergraduate male & female students. The study found insignificant difference between personal growth initiative of male and female students. It was found that the undergraduate female student's possesses statistically equal level of personal growth initiative as undergraduate male students. This finding contradicts with the

previous research in which Robitschek *et. al.,* (2012) found stronger association for men than as compared to women between PGI components planfulness and intentional behavior.

- **Result related to difference between arts, commerce and science undergraduate students in the level of personal growth initiative.**

Table 5 shows the F-ratio of undergraduate students having difference in personal growth initiative on the basis of their streams.

Table 5

Source of variance	SS	Df	MS	F	Table value of F
Stream	765.23	2	382.62	58.15*	2.99
PGI	8885.06	3	2961.69	450.12*	2.09
Interaction (Stream x PGI)	1173.49	6	195.58	29.72*	2.09
Within	12554.21	1908	6.58		
Total	23377.99	1919			

* Significant at the level 0.05 level of significance.

It is evident from the above table that differences in stream, PGI and interaction (stream x PGI) are found to be significant. It is observed that calculated main effect of streams is 58.15 on personal growth initiative which is significant at 0.01 levels. The calculated value of PGI is 450.12 which is significant at 0.01 level and calculated value interaction (streams x PGI) was found to be 29.27 which is significant at 0.05 level. Therefore the hypotheses 'There exists no significant difference between arts, commerce and science undergraduate students in their personal growth initiative' stands rejected.

Further in order to examine the interaction difference between four pairs of groups on personal growth initiative, t-value has been calculated between arts and commerce stream, arts and science stream and also between the commerce and science stream

Table 6

Groups of PGI	t-value			No. Of students
	Arts/ commerce	Arts/ Science	Science/ commerce	
Intentional behaviour	3.35** (S)	6.48** (S)	4.71** (S)	160
Using resources	4.59** (S)	9.96** (S)	5.97** (S)	160
Readiness for change	0.163 (NS)	5.46** (S)	4.85** (S)	160
Planfulness	2.23* (S)	6.65** (S)	4.12** (S)	160

Table value at 0.05 and 0.01 level of significance is 1.96 and 2.59 respectively.

A glance at the data presented in the above table 6 makes it apparent that undergraduate arts, commerce and science students significantly differ on t-value for all the aspects which are intention behaviour, using resources, readiness for change & planfulness. This shows undergraduate science students are better than the undergraduate arts and commerce students in all the dimensions of PGI.

From above table we can also analyze that commerce students are better then the arts students on three dimensions of PGI which are intentional behaviour, using resources and planfulness but on one dimension readiness for change the t-value between arts and commerce students is 0.163 which is insignificant at both the level of significance. This shows there is no difference in the readiness for change aspect of undergraduate arts and commerce students.

- **Result pertaining to difference in the level of emotional self-efficacy of undergraduate male and female students**

The given table shows the group difference among undergraduate students in their emotional self-efficacy on the basis of gender.

Table 7

Groups of ESE	Male			Female			t-value	Remarks	
	No.	Mean	SD	No.	Mean	SD			
Understanding self and others	240	34.51	5.92	240	36.43	5.78	3.59**	0.01	0.05
								Significant	
Using emotions to facilitate thoughts	240	28.51	5.11	240	30.28	5.49	3.65**	0.01	0.05
								Significant	
Regulation of emotions in self and others	240	33.93	6.46	240	38.26	6.12	7.55**	0.01	0.05
								Significant	
emotional self-efficacy of the students	240	97.68	14.809	240	104.22	12.971	5.141**	0.01	0.05
								Significant	

Table value at 0.05 and 0.01 level of significance is 1.96 and 2.59 respectively.

A glance at the data presented in the above table 7 makes it apparent that undergraduate male and female students significantly differ on t-value on all the three aspects which are understanding self and others, using emotions to facilitate thoughts and regulation of emotions in self and others. This shows undergraduate female students are better than the undergraduate male students in all these dimensions of ESE. It was found that the undergraduate female student's possesses high emotional self-efficacy then as compared to undergraduate male

students. This finding is in alignment with previous research in which women possess high emotional self-efficacy as compared to men (Mac George, 2012).

- **Result relating to difference between arts, commerce and science undergraduate students in their emotional self-efficacy.**

The given table shows the group difference among undergraduate students in their emotional self-efficacy on the basis of stream

Table 8

Source of variance	SS	Df	MS	F	Table value of F
stream	4925.17	2	2462.59	75.97*	2.99
Emotional self-efficacy	13153.43	2	6576.72	202.9*	2.37
Interaction (Gender x Emotional self-efficacy)	478.4	4	119.6	3.69*	2.37
Within	46384.47	1431	32.41		
total	64941.47	1439			

* Significant at the level 0.05 level of significance.

It is observed that calculated main effect of streams is 58.15 on personal growth initiative is significant at 0.01 level. The calculated value of PGI is 450.12 which is significant at 0.01 level and calculated value interaction (streams x PGI) was found to be 29.27 which is significant at 0.05 level. Therefore the hypotheses 'There exists no significant difference between arts, commerce and science undergraduate students in their personal growth initiative' stands rejected.

Further in order to examine the interaction difference between four pairs of groups on personal growth initiative, t-value has been calculated between arts and commerce stream, arts and science stream and also between the commerce and science stream and has been presented in the table 9

Table 9

Groups of PGI	t-value			No. Of students
	Arts/ commerce	Arts/ Science	Science/ commerce	
Understanding self and others	5.75** (S)	10.19** (S)	4.17** (S)	160
Using emotions to facilitate thoughts	3.11** (S)	4.87** (S)	1.78 (NS)	160
Regulation of emotions in self and others	4.96** (S)	6.21** (S)	1.07 (NS)	160

Table value at 0.05 and 0.01 level of significance is 1.96 and 2.59 respectively.

A glance at the data presented in the above table 9 makes it apparent that undergraduate arts, commerce and science students significantly differ on t-value for all the aspects. This shows

undergraduate science and commerce students are better than the undergraduate arts students in all the dimensions of ESE.

But above table clearly shows that undergraduate commerce and science students significantly differ on the t-value for understanding self and others which is 4.17 and significant at 0.01 level of significance. Whereas rest of the two aspects of ESE: using emotions to facilitate thoughts and regulation of emotions in self and others are found to be approximately same in undergraduate commerce and science students. The t-value is 1.78 and 1.07 which is insignificant at both the levels of significance.

- **Result relating to difference in the level of general well-being of male and female undergraduate students**

The below given table show the group difference among undergraduate students in their general well-being on the basis of gender.

Table 10

variable	Male			Female			t-value	Remarks
Score of General well-being	**No.**	**Mean**	**SD**	**No.**	**Mean**	**SD**	2.95*	Significant
	240	14.08	2.53	240	14.70	2.95		

Table value at 0.05 and 0.01 levels of significance is 1.96 and 2.59 respectively.

A glance at the data presented in the table 10 makes it apparent that undergraduate male and female students are significantly different in their general well-being. The data infers that female undergraduate students have scored high mean value in contrast to their counterpart male undergraduate students. On the basis of above discussion of result, it can be concluded that female students have higher general well-being as compared to male students.

- **Result relating to difference between arts, commerce and science undergraduate students in their general well-being**

The below given table show the group difference among undergraduate students in their general well-being on the basis of stream

Table 11

Source of variance	SS	Df	MS	F	Table Value of F
Between group	815.48	2	407.744	112.007*	3.01
Within group	1736.438	477	3.640		
total	2551.925	479			

* Significant at the level 0.05 level of significance.

As per the F- ratio table the interaction effect (Stream*GWB) was obtained (F=112.007*) which is significant at 0.05 level of significance. Therefore it can be concluded that stream and general well-being has significant difference. Therefore the hypotheses 'There exists no significant

difference between arts, commerce and science undergraduate students in their general well-being' stands rejected.

Further in order to examine the difference between the arts, commerce and science students on their general well-being, t-value has been calculated and has been presented in the table 12

Table 12

Variable	t-value			No. Of students
	Arts/ commerce	Arts/ Science	Science/ commerce	
Score of general well-being	5.67** (S)	14.13** (S)	10.51** (S)	160

A glance at the data presented in the table 12 makes it apparent that undergraduate arts and commerce students are significantly different on the t-value of general well-being. The t-value for GWB is 5.67 which is significant at 0.01 level of significance. The data infers that commerce undergraduate students have scored high mean value in contrast to arts undergraduate students. It means undergraduate commerce students are better than the arts students in their general well being.

- **Result relating to relationship of personal growth initiative of undergraduate students with their emotional self efficacy and general well-being.**

Table 13

Stream	**all three streams are combined**			
Gender	**Dependent Variable PGI, Independent Variable ESE and GWB**			**N**
Male	r_{12} .501*	r_{13} 0.470* $R_{1.23}$ 0.607*	r_{23} .699*	240
Female	r_{12} .505*	r_{13} 0.467* $R_{1.23}$ 0..483*	r_{23} .605*	240
Male + Female	r_{12} .523*	r_{13} 0.465* $R_{1.23}$ 0.583*	r_{23} .683*	480

It is observed that there exists a positive relationship of the male, female and the total (male + female) undergraduate students of arts, commerce and science streams with their personal growth initiative. This shows that personal growth initiative has positive influence on the emotional self-efficacy and general well-being of undergraduate students. Similarly it is observed that emotional self-efficacy of male, female and total (male + female) undergraduate students of arts have positive relationship with general well-being also. This can further be explained that the emotional self-efficacy and general well-being conjointly affect the personal growth initiative of the undergraduate students. If the students have high level of emotional self-efficacy and general well-being then they seem to be high on their personal growth initiative. This finding is in alignment with previous research in which PGI had shown significant relationship

with self-efficacy and psychological well-being. (Robitschek and Kashubeck, 1999; Ayub and Iqbal, 2012)

Conclusions

The study documented the following conclusions:

- Based on the result analysis, it can be concluded that undergraduate students possess average level of personal growth initiative, emotional self-efficacy and general well-being. Though a scattered trend is seen in all the three variables but then also maximum percentage in each variable falls in average level. This may be due to being the personal traits they differ from student to student. It is recommended to parents and teachers that they should put effort to increase personal growth initiative, emotional self-efficacy and general well-being so that they could be better placed in the dynamic environment.
- Significant difference is found in the emotional self-efficacy and general well-being of undergraduate students on the basis of gender and stream of study. Female students possess high emotional self-efficacy and general well-being as compared to male students. Whereas in personal growth initiative no statistical difference is found between male and female students. The finding of the study concluded the stronger association for undergraduate students of science than as compared to undergraduate students of arts and commerce streams between personal growth initiative, emotional self-efficacy and general well-being. And between arts and commerce students' commerce students possess high personal growth initiative, emotional self-efficacy and general well-being
- Significant relation was found between personal growth initiative, emotional self-efficacy and general well-being of undergraduate students. General well-being is a strong predictor of PGI and positively related with PGI, therefore, psychologists and counselors should design intervention program to foster general well-being of undergraduate students.

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