

PERSONAL GROWTH INITIATIVE AMONG UNDERGRADUATE STUDENTS

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Abstract

The present study on Personal Growth Initiative (PGI) of undergraduate students in relation to their gender was conducted with the objective to explore the interaction of gender and level of collegiate education among the undergraduate students on the PGI dimensions. Personal Growth Comprehensive Personal Growth Scale – PGI-I (Long Version) by Christine Robitschek (2008) was used to collect data. A sample of 192 undergraduate students studying in various colleges of Punjab, out of 200 students (100 males and 100 female). The two way ANOVA results indicate that undergraduate students having above average level on the PGI-I exhibited gender differences. Female students have comparatively high personal growth initiatives than the male students though at first year level have comparatively more PGI score than the other levels of education.

Keywords: Personal Growth Initiative, Undergraduate students

Personal Growth is the most recurring concept which frequently comes in the minds of college going students, because this is the exact stage from where they feel or start thinking about their personal growth and development. That's why the Psychologist and Educationist are also more interested for the contributory factors needed to secure success in recent times. The concept Personal Growth is emerging as an interesting topic. Personal Growth is a change with in a that is cognitive, behavioural or affective (Prochaska & Diclemente, 1986). When students think about their bright future then the idea of Personal Growth and Development comes in their mind. Personal Growth and Development is a transformational process, in which improvements are made in students physical, emotional, spiritual, social and financial state. Every person is a unique individual and because of this, a universal strategy for personal growth and development cannot exist. Personal growth and \development is a personalised journey. It involves the growth and enhancement of all aspects of the person, the feelings a person has about himself/herself and their effectiveness in living. Personal growth is the ability of an individual to work towards self-improvement or to initiate the process

of personal growth. Personal Growth include the activities that improve awareness and identity, develops talent and potential, build human capital, enhance quality of life and contribute to realization of dreams and aspirations. Personal growth is a sense of continued growth and development as a person (Ryff, 1989). Personal Growth refers to not only achieving a fixed state wherein all problems are solved, rather it is the process by which a person is continually developing and becoming (Ryff, 1989). Personal growth is awareness with in the individual that he or she is growing, changing and developing. Personal growth initiative refers to active and intentional engagement in the process of self-change (Robitschek, 1998). Thus from the definition personal growth initiative is the concept that personal growth is a purposeful and intention process rather from unintentional behaviours.

Ryff's theory of personal growth says that individuals are aware of the ongoing process of self-growth, but may or may not be intentionally engaging in the process. This makes the both concepts theoretically distinct from each other. However, both theories describe the orientation of an individual toward the process of personal growth, but more specifically, when personal growth

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changes are intentional as a result of therapy this process is called PGI (Robitschek, 1998, 1999 and Ryff's, 1989). Furthermore, Christine Robitschek defines personal growth initiatives as "Person's global inclination to intentionally improve one's self in different areas of his or her life. It is a skill set that every person carries into life experiences that influences each person to seek out opportunities for growth and to capitalize on these opportunities by engaging in intentional efforts to personally change and improve".

Personal Growth Initiative in terms of readiness for change, planfulness, using resources, intentional behaviour has emerged as an area of academic endeavour, and in personality structure (Loo et al., 2014). Personal Growth Initiative is positively associated with psychological well-being and negatively associated with psychological distress among adolescents. Adolescents who are high in personal growth initiative and psychological well-being experience less mental health issues (Ayub & Iqbal, 2012). University students who are lower in PGI found greater benefit from the traditional writing task than the BPS (best possible self writing group) task. In contrast, those higher in PGI found greater benefit from the BPS (best possible self) task than the traditional writing task (Martin, 2009).

OBJECTIVE

To explore the interaction of gender and level of collegiate education among the undergraduate students on the comprehensive personal initiative dimension.

METHOD

The purpose of this study was to study the Personal Growth Initiative of the undergraduate students. The descriptive method of research was adopted.

SAMPLE

The present study was delimited to the colleges of district Mansa of state Punjab. A representative sample of 192 undergraduate students studying at Government Nehru Memorial College, Mansa, S.D. Kanya Mahavidyala, Mansa and Guru Nanak Budhlada, Distt. Mansa out of the 192 students 92 males and 100 were females.

MEASURES

Comprehensive Personal Growth Initiative Scale - PGI-II (Long Version) by Christine Robitschek (2008).CPGI scale has 16 items with 6-point Likert scale responses of (disagree strongly) to 5 (agree strongly). There are four subscales: Using Resources (three items, e.g., "I ask for help, when I try to change myself"), Intentional Behaviour (four items, e.g., I take every opportunity to grow, as it comes up"), Planfulness (five items, e.g., "I set realistic goals, for what I want to change about myself"), Readiness for change (four items, e.g., "I can tell, when I am ready to make specific changes in myself").

Analysis and Interpretation:

Comprehensive Personal Growth Initiative of Undergraduate Students in Relation to Gender and Level of Collegiate Education

The mean score of comprehensive personal growth initiative of the subjects in relation to their gender and level of collegiate education along with their standard deviations in gender x level are given in table 1.

Table 1: Mean and SDs of Comprehensive Personal Growth Initiative Scores of Students in Relation to Gender and Level of Collegiate Education

Gender		Level of Education			Total
		I	II	III	
Male	N	32	30	30	92
	Mean	3.70	3.38	3.43	3.51
	SD	0.68	0.79	0.58	0.71
Female	N	27	38	35	100
	Mean	3.53	3.85	3.68	3.71
	SD	0.73	0.77	0.51	0.69
Total	N	59	68	65	192
	Mean	3.61	3.64	3.57	3.61
	SD	0.72	0.82	0.56	0.71

Table 1 indicates that the total mean score of the IInd year students ($M=3.64$) is higher than the Ist year ($M=3.61$) as well as the IIIrd year students ($M=3.57$). The female students ($M=3.71$) have comparatively high personal growth initiatives than the male students ($M=3.51$).

In order to study the main effect of gender and levels of collegiate education on comprehensive

personal growth initiative of the undergraduate students along with their interactional effect, statistical technique of two way – analysis of variance (2x3 factorial design involving two types of gender i.e., I, II, III year) was applied on the means of comprehensive personal growth initiative scores. The summary of ANOVA is given in table 2.

Table 2: Summary of Analysis of Variance (Gender x Level of Education) of Comprehensive Personal Growth Initiative Score

Sr. No.	Sources of Variance	SS	DF	MS	F
1	Gender (A)	1.68	1	1.68	3.43
2	Level of Education (B)	0.21	2	0.105	0.214
3	A x B	3.03	2	1.51	3.08*
4	Within	90.97	186	0.489	
5	Total	95.89	191	0.502	

The Table 2 indicates that the F-value for the gender came out to be 3.43, which is not significant, which shows that the mean difference with respect to gender is not significant. However, it is indicated from the mean scores of female students have high score comprehensive on personal growth initiative than the male students, but the difference is not significant.

Table 2 indicates that the F- Value for the level of education came out be 0.214, which is not significant, which shows that mean differences with respect to level of collegiate education is not significant, The first year students have comparatively more PGI score than the other two levels of education but again the difference is not significant. It may also be observed that the F- value for the interaction effects of gender x level of education came out to be 3.08 which is significant at 0.05 level . This shows that the significant effects of gender x level of education is dependent on each other to explain comprehensive personal growth initiative among the undergraduate students. Hence hypothesis there is no significant interaction in gender and level of collegiate education of undergraduate students on the mean scores of comprehensive personal growth initiative is rejected.

CONCLUSIONS

The undergraduate students are above average level on the comprehensive personal growth Initiative. Female students have comparatively high personal growth initiatives than the male students. The first year students have comparatively more comprehensive personal growth initiative score than the other levels of education. Gender and levels of collegiate education interact significantly on Personal Growth Initiative-II.

EDUCATIONAL IMPLICATIONS

The present study has an important counseling point. The counselors can measure personal growth initiatives of the students to explore their career and vocational growth. Students must be provided with value-oriented education. It helps them to develop among themselves various values like hard-work, self-confidence, self –esteem, punctuality, regularity, determination etc that will helpful in enhancing their personal growth initiatives.

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