

A Research Proposal

On

**PERSONAL GROWTH INITIATIVE AMONG UNDERGRADUATE
STUDENTS IN RELATION TO EMOTIONAL SELF EFFICACY
AND GENERAL WELL BEING**

Submitted to

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1. INTRODUCTION OF THE PROBLEM

Students constitute the backbone and valuable human resources of society. This period of life is period of passion, emotions, activities, vigor & energy, because of their frontline positions in any country, their input to any development program will go a long way in achieving desired objectives (International Institute for Sustainable Development, 2011). Students of the world participate actively in all relevant levels of decision making process because it affects not only their life but also the whole society, education is the best way to mould the minds of students positively, it is the best way of achieving success, as well as a deciding factor for any society. In order to sustain and survive in changing and competitive world societies must enhance the growth and development of the young generation.

PERSONAL GROWTH INITIATIVE

In this escalating word of ours, everyone isn't interested in understanding factors which contributes and boosts personal growth and development of individuals. In recent times, personal growth initiative (PGI) has appeared as a promising construct in more human development and individual's personal fulfillment. A person who has ability to change and adapt the every situation has the characteristic of healthy personality and continuous growth (Allport, 1955, 1961). For the development and construction of career and for gaining prominence it is important to have these abilities in the domains of life (Savickas, 1997; Super and Knasel, 1981). 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). This concept of personal growth is worldwide important for the lifelong intentional personal growth and it is captured in the consturt of personal growth initiative (Robitschek, 1998). Personal growth initiative is importantly different from other theoretical point of growth and it occurs purposefully rather than incidentally (Robitstchek, 1998, 1999). 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 behaviour over a period of time have high level of personal growth initiative.

Ryff (1989) describes, one should be open to explore new things and to gain experiences. Intentional self-change, which is inborn in personal growth initiative, is

distinctly different. In the light of this clear difference, both personal growth initiative and personal growth that people depict as intentional are significantly and positively related to psychological well-being, on the other hand the personal growth which people can identify easily but the growth is unintentional and they are completely unconscious about the growth process is significantly and negatively linked with the psychological well-being (Robitschek, 1999). Ryff (1989) explained that people whose growth process is unintentional probably have lower level of independence, self- acceptance and they have very less positive relations with others and purpose in life than as compare to those people who are conscious about their growth process. Many of times when people don't aware about their personal growth or when their growth is unintentional, they do not know how to maintain the changes they made mostly when encountering any stress.

Personal growth initiative is composed of transferable skills which can generally be used in the variety of growth opportunities in the domains of life. (Robitschek, 1999; Robitschek & Kashubeck, 1999). Personal Growth Initiative is defined as “active intentional engagement in the process of personal growth and self-change”, Robitschek (1998), according to this definition, individuals who can change themselves in the same directions which they want to desire or achieve are high in personal growth initiative. Advanced levels of hope and appreciation in students have predicts lower Personal Growth, and gambling desires (Jasmine *et al.*, 2014), on the other hand PGI and hope are associated to a preferred set of results measures (optimism, psychological distress and well-being) but for predicting these outcomes only hope accounted for a significant proportion of the variance (Shorey *et al.*, 2007). Personal Growth Initiative is a characteristic which helps in determining students and their lives in all its domains for progress (Robitschek, 1998). Callaghan (2005) revealed that initiative and responsibility for self-care of students is significantly related to their spiritual growth.

There is a relationship between intellectual development of college student and alumni perceptions of their personal growth (Erwin, 2012). Students must work intentionally to enhance their abilities and talents with the help of planning, available resources and must be ready to change according to situations. With the help of these qualities an individual achieves better psychological adjustment in multiple social settings and is able to reduce stress, as he/she can reframe challenges. Hardin *et al.*, (2007) suggest that the persons who are higher in Personal Growth Initiatives experience low social pressure by preserving lower self-inconsistencies. An individual is linked with

higher positive and lower negative effects of growth if he/she possesses higher level of personal growth initiative. Robitschek (1998) stated PGI as 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.

Personal Growth Initiative is hypothetically specified to possess features like behavioral and cognitive with aims of achieving plans and changes related to these features (Robitschek, 2003), it is recognized by the research that individuals with higher levels of well-being (social, emotional and psychological) possess 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). Soul searching phase for any individual is the time when he is receiving education in the college and passionately try to struggle for the ideas to answer personal questions regarding self, career and their roles in life. Personal growth initiative predicted environmental exploration and vocational identity and was explored that paths between professional identity and individuality is achieved by the outcomes and exploration of career (Hardin et al., 2007).

In the field of progress characteristically change occurs without an individual's consciousness or awareness, such as without being aware of occurring any change a child develops complex form of moral reasoning. Personal growth can occur with awareness if it is provoked by factors of environment despite his/her resistance to this growth. Personal growth initiative refers to a construct that reflects an individual's generic awareness and deliberate appointment in enhancement of growth, behavior and cognition in various aspects of one's life. High personal growth initiative is linked to an array of positive outcomes (Bhattacharya *et.al* 2013). The level of PGI interacts with the life satisfaction and greater life satisfaction means having high personal growth initiative (Sood *et al.*, 2012). Finally, when personal growth is due to well planned activity, an individual is completely aware of the occurring changes and involves him/herself actively in that process. Such as individuals unsatisfied with their professional preferences engages actively themselves in self exploration for something suitable for them.

Students who became victims of stress and anxiety regarding their future due to lack of initiation of personal growth mainly completes' the college degree without clear

insight to face the coming challenges of life. Nadia et al., (2012) concluded that personal growth initiative is absolutely linked with psychological well-being, while personal growth initiative is negatively linked with psychological distress among adolescents. Adolescents who possess high PGI and positive psychological well-being experience minor mental health issues.

Robitschek, (1998) conceptualized Personal Growth Initiative as a process of energetic and deliberate engagement which always helps in developing and changing any process of individual. Personal growth initiative is a worldwide inclination for the betterment of one's self through energetic quest of self-development experience and an orientation towards change and growth across life domains. PGI is combination of well developed skills, which includes factors like behavior, motivation, cognition and attitude which a person gains through the experiences of his/her life (Robitschek and Ashton *et al.*, 2009). A person is said to be on the path of personal growth initiative when he/she engages him/herself in the process of growth deliberately.

Construct of personal growth initiative in general represents similarity of a person towards growth and change in his/her life but is applied to real behaviors of areas of life and describe a particular direction for profitable engagement in process of growth. Personal growth initiative contains intellectual and behavioral features like motivation, knowledge, efficacy, general goals, plans to attain them (Robitschek, 2003; Martin, 2009). Personal growth initiative is obtained set of skills for ones improvement across aspects of life. It includes four components, Readiness, Planfulness, Using Resources and Intentional Behavior. These components optimize personal growth synergistically rather sequentially (Theon and Robitschek, 2012). Personal growth initiative is energetic and deliberate process of self-change while self-efficacy is belief of an individual in his/her capability to progress in any situation, self-efficacy and personal growth is positively related and self-efficacy effects the domains of personal growth (Sharma & Rani, 2013).

From the analysis of review of literature the researcher concluded that personal growth initiative is significantly related to a. psychological well-being; b. hope; c. intellectual development; and d. positive outcomes (a. Robitschek 1999, Nadia *et al.*, 2012. b. Shorey *et al.*, 2007, Jasmine *et al.*, 2014. c. Erwin, 2012. d. Bhattacharya *et al.*, 2013) respectively and PGI is also negatively associated with low social pressure and psychological distress (Hardin *et al.*, 2007; Nadia *et al.*, 2012)

EMOTIONAL SELF-EFFICACY

The contemporary social psychologist Albert Bandura gave the idea of perceived self-efficacy at the end of 1970 which gave the idea of an individual's perception towards anything or any movement. In other words perceived self efficacy is also known as the belief, decision or any emotion of a human being in carrying out the activity before its operation and completion to a certain level (Bandura, 1977). It is the level of ability to adjust emotions and self-confidence effectively (Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003). Caprara founder of emotional self-efficacy considered that managing the emotions and emotional experiences of daily life are not due to skill management of an individual but also because of his/her ability to adjust their emotions (Caprara *et al.*, 2008). In addition regulatory emotional self-efficacy consists of familiarization of emotional state, considering others feelings, and identifying positive and negative expression of emotions.

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) argued emotional self efficacy as an active functioning in the context of the stability of the emotional intelligence. They depict emotional self-efficacy as a concept, which represents how successfully an individual is in controlling or transforming his emotional life. The perception on the regulatory factors of emotional self efficacy within the affective field is the organization of negative feeling and expressing the positive ones (Capara & Gerbino, 2001 as cited in Caprara *et al.*, 2008).

The self-efficacy is defined as the belief about personal ability to perform behaviours that bring desired outcomes and cross sectional studies have reported a negative relationship between self-efficacy and depression (Muris, 2001) and Emotional self-efficacy is a construct of emotional regulation, it is an ability to control emotional responses in some particular situations (Suveg and Zeman 2004). Consequently, stress, when combined with depressive symptoms may reach a level where a suicide attempt is viewed as a means to cope with perceived insurmountable difficulties and emotional arousal (Spirito and Esposito-Smythers, 2006). Depression has been linked to a low sense

of emotional self-efficacy, an aspect of self-efficacy that pertains to the perceived capability of coping with negative emotions (Muris 2002). Specifically, emotional self-efficacy beliefs are operationalized as an individual's ability to avoid negative emotional states (e.g., preventing nervousness, suppressing negative thoughts) or restore a normal emotional state when experiencing a negative emotional state (e.g., self-talk to regain a positive attitude, calming your- self once scared or anxious).

Student burnout is significantly related with their personal and professional life (McCarthy, Pretty & Catano, 1990), one of the major contributing factor to loss of emotional self-efficacy and low grades is failure. Robert *et al.*, (2008) found that the students having low emotional self-efficacy are least interested in physical activity. Ability to manage emotions internally, rather externally is a mark of emotional self-efficacy, it is also related positively with emotional empathy, approach coping while approach coping in turn affects happiness positively (Totan *et al.*, 2013).

Immature Children express their emotions by screaming in anger for showing displeasure or twirl and dance to express their happiness, on the other hand developed students who have achieved emotional self-efficacy are able to manage emotions internally by reassuring and relaxing themselves, or by exploring solutions for their problems. The perceived self-efficacy is envisaged (predicted) by the ability of problem solving and self-blaming coping style by managing inferiority with the help of general self-efficacy, and it is also a mediating factor between self-blame coping and problem solving whereas gender also moderates perceived self-efficacy in maintaining reflection of inferiority that plays significant role to improve regulatory emotional self-efficacy (Changxiu *et al.*, 2014).

Emotional self-efficacy is expressed by demonstrating emotions in suitable and proper social circumstances, such as if an individual receives promotion in job, preferably he will express his emotions by expressing excitement. Dogan *et al.*, (2013) happiness is positively related with self-esteem furthermore, self esteem and happiness is positively affected by psychological well-being, similarly affect balance, emotional self-efficacy and psychological well-being are significantly related. Emotional self-efficacy and some domains of emotional intelligence ability can be increased within the framework of employability gratitude; people who join the gratitude working shortly their emotional functioning may increase (Pool *et al.*, 2012). MacGeorge *et al.*, (2002) reported that

women as compared to men produced higher messages of emotional support with high personal centeredness and self-efficacy in emotional support domains, self-efficacy also mediated gender differences in person centeredness. Every person possesses his/her own emotions so they are responsible for their own, as emotional self-efficacy possesses ownership of personal feelings in other words feelings symbolized experience both personal and subjective.

Tong *et al.*, (2004) found that college students with low Socio Economic Status achieved low scores than their peers on general self-efficacy and well-being, and influence of gender differences were also not found similarly Well-being, Life-satisfaction and General Affect were also found positively related with General self-efficacy of college students possessing low socio economic status (Jaclyn, 2007).

In the summary of the review the researcher 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

Well-being is a multi-layered concept, it is one of the trademarks of the complete skill experience, and from the educational point of view it guides the students in searching meaning and direction in life and makes them realize their real potential. Well-being is the attainment of one's full potential. Concept of well-being is central to humanistic tradition. Now a day's social scientists are anxious about the well-being of humans. According to Bradburn (1969) concept of well-being is as old as the dawn of human evolution Campbell (1976) and Warr (1978) reported that psychological well-being deals with people's daily life feelings. These feelings may vary from negative ones to positive ones. Bradburn (1969) made a distinction between positive and negative components of wellbeing. Positive components refer to one's level of favorable feelings regarding its current existence, while negative one refers to an individual's level of unfavorable feelings regarding present status. Overall well-being of an individual is also represented by the contradiction among positive and negative effects of well-being.

In the field of well-being one of the major concern is distinction among its approaches (hedonic and eudaimonic) (Ryan and Deci, 2001). The first one defines happiness in terms of pleasure seeking and pain avoidance. This tradition is supporters throughout the history of philosophy and psychology and is traced back to Aristippus, a Greek philosopher from BC fourth century. While the second tradition in contrast, defines happiness in terms of attaining ones full satisfaction and skills. This tradition has found favor in many religions and spiritual movements. It is similar to view of Aristortle that true happiness comes from what is morally worth doing and not from satisfying our appetites. Thus search of happiness with the help of gratification of needs and appetites may lead to well-being, this is not always the case, and in some cases well-being is prevented by the pursuit happiness, this is represented presently Carol Ryff (Ryff, 1989; Ryff and Kayes, 1995). Hedonic and eudaimonic research demonstrate that subjective well-being and personal growth are distinctly related factors (Compton et al., 1996; Keyes et al., 2000). This supports Seligmans (2002) distinction between the (hedonic) pleasure and the (eudaimonic) gratifications.

Well-being' is 'essentially contested'- its meaning and content fluctuates dependent on who is using it, and why they are using it (Seedhouse, 1995). There are number of definitions of well-being proposed by different authors like, According to Angner (2008), even the philosophical literature refers to the 'simple notion' of well-being (i.e. 'a life going well') in a variety of ways, including a person's good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, eudaimonia, utility, quality of life, and thriving. Seedhouse (1995: 65) who summarizes contemporary perspectives on well-being as follows: Either: (a) 'Well-being' is an empty notion, or (b) 'well-being' is an important and meaningful term which conveys meaning no other term conveys. Well-being as considered by Shaffer and Shoben (1956) is physically maintenance of well-being; accepting one's strengths and weakness; accepting other people; having sincere feeling to other people; personal association; attend actively; participate in social tasks; giving satisfying performance; inventive skill and use of scientific technique.

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.

Ayman *et al.*, (2007) students with physical pain, chronic infections and treatment of psychiatric illness perceives psychological well-being as moderator in their illness reports. Well-being is assimilation of various domains of human functioning like intellectual, social, physical and spiritual. Simply it is easy to understand concept of well-being is considered as happiness, satisfaction and morale and is measured by ability of an individual to manage stress and strains of life successfully with the help of self-appraisal, balance and harmony. Yuehua *et al.*, (2004) explored that higher levels of subjective well-being are reported by individuals having stronger self-efficacy.

Although this concept is understood to vacillate throughout one's lifetime due to external and internal pressures it still remains broad and unclear and well-being measures remain incomplete. Jiali, *et al.*, (2006) suggested that students who were more satisfied with their interpersonal support networks had less perceived discrimination, perceived hatred, and negative feelings caused by change, but not less fear (Misra, *et al.*, 2004). Student's subjective well-being is directly affected by perfectionism and also moderate through self efficacy (David, 2007). American students' possess greater self-imposed stressors and higher reactions towards the behavioral problems as compared to international students. Respondent's status and interaction of status and stressors emerged as the two strongest predictors of their behavioral, emotional, physiological, and cognitive reaction to stressors. The findings emphasized the need to recognize cultural differences in stress management. Overall, studies emphasizing these variables have found positive, negative, and curvilinear relationships between psychological distress, mental health, well-being and acculturation (Frevert, Miranda, & Kern, 1998).

Philip *et al.*, (1999) concluded the its two essential components, "will" and "ways," and the related constructs of self-efficacy and optimism; and (b) the ability of hope, self-efficacy, and optimism to predict general well-being. Maximum-likelihood factor analysis recovered will, ways, self-efficacy, and optimism as generally distinct and independent entities. Results of multiple regression analyses predicting well-being indicated that (a) hope taken as a whole predicts unique variance independent of self-efficacy and optimism, (b) will predicts unique variance independent of self-efficacy, and (c) ways predicts unique variance independent of optimism. Overall, findings suggest that will, ways, self-efficacy, and optimism are related but not identical constructs. Chao, (1999) explained the relationships among life stress, action-oriented behavior, social support, and personal factors influencing the general well-being.

Kapur & khosla, (2013) explored that participants with less depression have greater general well-being, greater life satisfaction, more optimistic affect and less negative affect and superior self-esteem as compared to intermediate depressed participants. The construct of well-being have received special patronage from last decade and is largely incorporated into the field of positive psychology (Seligman & Csikszentmihalyi, 2000). Lexical meaning of well-being is “a contented state of being happy, healthy and prosperous” and it refers “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 how assurance to existential challenges are perceived (Keyes at al., 2002). Psychological well-being can be interconnected to cognitive purpose, both positive and negative (Brown, 1992). Students who experience unique challenges as an ethnic and cultural minority group within the academic community often produced stress which affects students ' well-being (Jimenez, 2011).

Physical and emotional well-being is not influenced by mediation (kong, 2008), however general well-being is studied from a variety of aspects like cultural and personal differences affecting psychological well-being, predictors of psychological well-being and change of psychological well-being over lifespan, where as religiosity influence both quality of life and subjective well-being (Abdel-khalek, 2010). Personal Growth Initiative is significantly associated with psychological well-being of individuals. Personal Growth Initiative motivates individuals to seek the challenges and helps them to recognize the growth pattern that leads towards their achievement (Robitschek, 1997).

Analysis of literature reveals that well-being is positively related with self-efficacy, hope and positivism (Philip *et al.*, 1999 & Yuehna *et al.*, 2004), and general well-being is influenced by life stress, action oriented behavior and social support (Chao, 1999) it is also affected by perfectionism (Misra *et al.*, 2004).

2. SIGNIFICANCE OF THE STUDY

Youths are the priceless resources of any country, they are the corner stone of any developing civilization out of this human intellect a nation is built. Today's youth is tomorrow's nation. And today's youth are our students. Students do play a vital role in

the society and how a society is shaped generation after generations. The formative period of an individual is during the student phase and hence it is known to be the crucial time of life. What is being sown today is what shall be reaped later. Education is the only source which moulds the students. Education is in-fact character building in students. It is through education that they understand the facts and try to sort out the things and also try to understand the current scenario and many other relevant important factors. Based on these factors are what he redesigns his thoughts and ideas and this is what helps him in due course when being an adult. Any student is predicted by many factors during his career like personal, emotional, social, intellectual, physical etc. and these factors determine his/her growth and development.

Personal growth is influenced by many factors like, emotional intelligence, self-efficacy, general well-being, mental health, adjustment, nutrition, family environment, peer group relation, home and college climate and so on. Present societies are focusing on the growth of these human intellectuals know as students through education so that they are able to obtain best quality products in order to survive in this competitive world.

When we come to the research most of the studies are conducted on personal growth initiative, self-efficacy and general well-being of the students, like Personal growth initiative is significantly related to a. psychological well-being; b. hope; c. intellectual development; and d. positive outcomes (a. Robitschek 1999, Nadia *et al.*, 2012. b. Shorey *et al.*, 2007, Jasmine *et al.*, 2014. c. Erwin, 2012. d. Bhattacharya *et al.*, 2013) respectively and PGI is also negatively associated with low social pressure and psychological distress (Hardin *et al.*, 2007; Nadia *et al.*, 2012)

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) and well-being is positively related with self-efficacy, hope and positivism (Philip *et al.*, 1999 & Yuehna *et al.*, 2004).

General well-being is influenced by life stress, action oriented behavior and social support (Chao, 1999) it is also affected by perfectionism (Misra *et al.*, 2004). These

studies are helpful in exploring the relationship between Personal Growth Initiative with self-efficacy and Personal Growth initiative with Psychological well-being. This highlights the gap that there is no study conducted so far which measures Personal Growth initiative in relation to Emotional Self-efficacy and General Well-being. To fill this research gap present study has the core object to explore these prospects consecutively to enhance and understand the mechanism through which students General Well-Being and Emotional Self-Efficacy may predict Personal Growth Initiative among college going students.

The Present study will be useful in exploring the methods and procedures to increase personal growth initiative, as it is an important aspect of students life, it shapes the path of students and helps him to recognize the right way which leads towards the success of his life. This study will provide input for educationists and policy makers regarding involvement of students in development process. It will act as an empirical evidence for the further research because work needs to be done in this field as there is dire need to explore this area. It is hoped that the findings of the present study will help to open new avenues in educational practices.

3. STATEMENT OF THE PROBLEM

The problem of the study is stated as **“PERSONAL GROWTH INITIATIVE AMONG UNDERGRAUATE STUDENTS IN RELATION TO EMOTIONAL SELF EFFICACY AND GENERAL WELLBEING”**.

4. OPERATIONAL DEFINITION OF THE TERMS

Personal growth initiative (PGI) as conceptualized by Robitschek (1998) is an active and intentional engagement in the process of personal growth and in changing and developing as a person. PGI is a global inclination to improve one’s self through active seeking out of self-growth experiences and is an orientation toward change and growth across life domains. In the present study it is a measure on personal growth initiative scale by Robitschek.

Emotional self-efficacy is marked by the ability to manage emotions internally, rather than externally. It is demonstrated by expressing emotions in a manner that is socially

acceptable and appropriate to the circumstance. In the present study it is a measure on emotional self-efficacy scale by Kirk, Schutte & Hine.

General well-being is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; high well-being means that, in some sense, the individual or group's experience is positive, while low well-being is associated with negative happenings. In the present study it is a measure on general well-being scale by S. K. Verma and Anita Verma.

5. OBJECTIVES OF THE STUDY

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

6. HYPOTHESES

1. There exists no significant difference in the level of personal growth initiative of undergraduate boys and girls.
2. There exists no significant difference in the level of emotional self-efficacy of undergraduate boys and girls.
3. There exists no significant difference in the level of general well being of undergraduate boys and girls.
4. There exists no significance difference in the level of personal growth initiative between undergraduate students of arts, commerce, and science streams.
5. There exists no significance difference in the level of emotional self-efficacy between undergraduate students of arts, commerce, and science stream.

6. There exists no significance difference in the level of general well-being between undergraduate students of arts, commerce, and science streams.
7. There exists significant relationship between personal growth initiative of the undergraduate students and their emotional self-efficacy and general well-being.

7. DELIMITATIONS

1. Keeping in the view paucity, resources and time study will be limited to only three districts (Jalandhar, Ludhiana, Amritsar) of Punjab state.
2. Study will be confined to students studying in first year of graduation.
3. Study will be confined to co-educational colleges of selected districts only.

8. METHODOLOGY

Research methodology is a systematic way to investigate the research problem, including various steps. It is one of the most important aspects of any study. It describes the various steps to be adopted by the researcher in solving research problem in systematic and logical way. A well defined procedure provides the research a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's time, efforts and money. It is important to take up a systematic method for the collection of relevant data. Relevant data should be sufficient in quality and quantity.

8.1 RESEARCH METHOD

Keeping in the view the research evidences, objectives and hypotheses; the present study will be descriptive in nature. According to Dr. V. P. Agarwal, (2008) descriptive research is committed to gathering of information about current phenomena or circumstances or situations for the purpose of analysis, description and interpretation. This type of research method is not simply amassing and tabulating facts, but includes proper analysis, interpretation of trends and relationship.

8.2 SAMPLE

Sampling is the process of selecting units from a population of interest so that studying the sample fairly generalizes our results back to the population from which they were chosen. In order to achieve the objectives of the present study, multistage sampling will be utilized.

A sample of 480 college going students will be drawn from three districts of Punjab using multi stage sampling method.

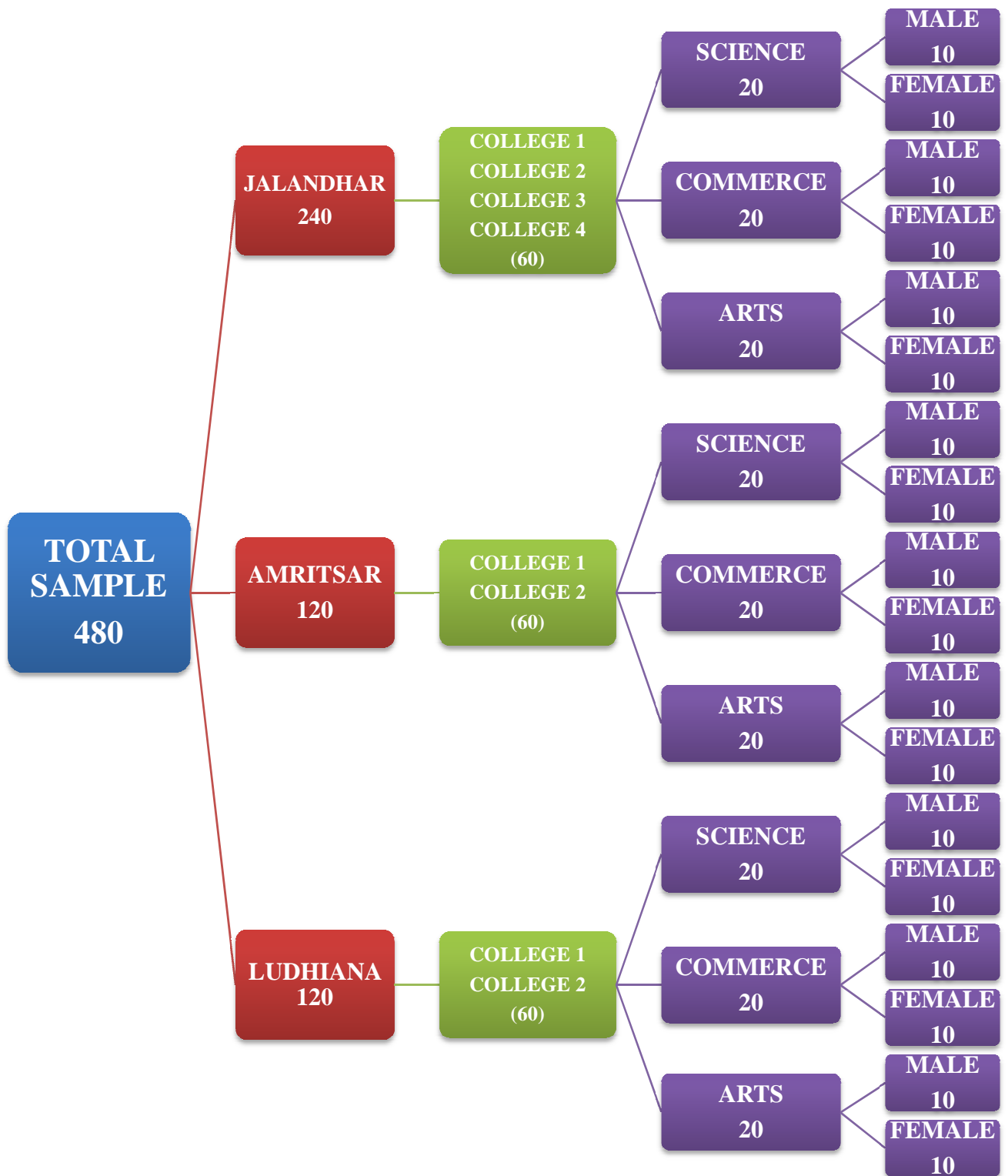
At first stage three districts will be selected using convenient sampling.

At second stage number of colleges from each district will be drawn using proportionate sampling.

At third various colleges will be drawn using convenient sampling.

And finally students of various streams enrolled in first year of selected colleges will be selected using random sampling.

The selection of the sample for the proposed study will be taken as per following breakups.



SAMPLING FRAME

8.3 TOOLS TO BE USED

Tools are used for collection of certain type of information and evidences. The tools are instruments that help the researcher to collect the data. In order to collect the data following tools will be used.

1. Personal Growth initiatives scale; the scale was developed by Robitschek (2012). The scale consists of 16 items having four dimensions intentional behavior, using resources, readiness for change and Planfulness. The reliability coefficient of the scale with Test-Retest method of reliability is 0.91. The scale was administered on the sample of 243 European American students enrolled in introductory and upper level psychology course. The investigator will use Indian adaptation of the scale.
2. General well-being scale was developed by S. K. Verma and Anita Verma (2012) containing 20 items. It is a standardized scale for adult students.
3. Emotional self-efficacy scale; the scale was developed by Kirk, Schutte & Hine (2008). The scale consists of 32 items having four dimensions Perceive, understand, facilitate and regulate. The reliability coefficient of the scale with Test-Retest method of reliability is 0.96. The investigator will use Indian adaptation of the scale.

8.9 STATISTICAL TECHNIQUE

A statistical technique refers to analytical techniques that employ statistical method. It is an assortment of methodologies for measurements and modeling's of data statistical techniques bring objectivity in interpretations and lead to reliability in results. Data collected by the investigator shall be subject to statistical treatment by applying various statistical techniques like;

- For exploring group trend mean, SD and percentage will be used.
- For analyzing difference between different groups ANOVA will be used.
- For finding relationship between variables multiple correlations will be used.

9. DESCRIPTION OF WORK DONE AND PLAN OF ACTION

1. Researcher has improved the first chapter in terms of review of literature, significance, statement of the problems, objectives and hypotheses as per the suggestions of panel.
2. Under the supervision of guide the investigator had done the Indian adaption of two tools because both the available tools are based on foreign conditions. Firstly the investigator took the Emotional Self-efficacy scale. According to foreign conditions the reliability coefficient of the scale is 0.96 and investigator adapted the emotional self-efficacy scale in Indian conditions by taking the sample of 300 undergraduate students from Jalandhar district. The investigator checked the reliability coefficient of the scale by split half method and the reliability coefficient of the scale came out as 0.85
3. In the same way the investigator had done the Indian adaptation of her second scale Personal Growth Initiative by taking the same sample of 300 undergraduate students of Jalandhar district. According to foreign conditions the reliability coefficient of the scale is 0.91 and as per Indian condition the reliability coefficient of the scale came out as 0.82.
4. To complete the adaptation process of the scales the investigator had done the item analysis of both the scales Emotional self-efficacy and Personal Growth Initiative respectively. Once the item analysis has been completed, one item has been removed from emotional self-efficacy scale because of having low discriminative index and no item was deleted from Personal Growth initiative scale.

PLAN OF ACTION

Sr.no	Work plan	Achievable targets
1.	31 st march, 2015	completion of data collection.
2.	12 th April, 2015	Scoring of collected data, rough draft of I & II chapter to guide.
3.	14 th April, 2015	Revision of I & II chapter as per guide suggestions.
4.	16 th April, 2015	Applying statistical techniques to data & finding result.
5.	18 th April, 2015	Discussion of result with guide.
6.	18 th - 21 th April,2015	Writing of 3 rd chapter & give rough draft to guide.
7.	22 th April,2015	Correction in 3 rd chapter as per guide suggestions.
8.	25 th April,2015	Complete draft of dissertation to guide.
9.	27 th April,2015	Corrections in the complete draft as per guide suggestions.
10.	28 th April,2015	Binding of the dissertation.
11.	29 th April,2015	Final submission of the dissertation.

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