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Research Paper

A Correlation Study of Personal Growth Initiative and Academic Motivation in Students

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ABSTRACT

Understanding the direction, one is headed towards and the academic motivation to persist is central for a student to flourish academically. This study investigated the role of personal growth initiative of students on their academic motivation. Three hundred students, with equal number of male and female participants were sampled from high schools and colleges in Kolkata. Data was collected via questionnaire containing standardized measures and following the inclusion criteria. The study was a correlational design. Personal Growth Initiative-II scale by Robitschek (2012) and Academic Motivation Scale by Vallerand (1992) were used for data collection. For analysing data, parametric statistical techniques were used. The study revealed a significant positive relationship between personal growth initiative and academic motivation ($r=0.24$, $p<0.01$). The study further revealed Intrinsic motivation dimensions had a stronger correlational relationship with Personal Growth Initiative, than Extrinsic motivation dimensions. Amotivation however, had no correlation with Personal Growth Initiative. This study concluded that nurturing personal growth initiative in students can improve their academic motivation. Thus, one of the possible interventions for students who struggle with academic motivation would be a workshop addressing personal growth initiative. Future directions for this research are discussed.

Keywords: *Academic Motivation, Personal Growth Initiative, Self-Development*

Today we find students chasing grades instead of pursuing knowledge and learning. They even resort to improper measures in the form of cheating in exams, cramming long learning hours before tests, thereby pursuing external rewards in the form of high grades. However, these students have difficulty relating their coursework to meaning in their lives. Such students feel lost and directionless. They do not know what they aspire for. For these students, education has no real personal impact on their growth. The path of personal growth gives one's life purpose and meaning. There is a need to make education personally meaningful. As it helps one stay focused on life goals and keeps one academically motivated. With a sense of purpose, students learn to accept challenges along the way as they have eyes set on what matters, the 'bigger picture'. When students make personal growth the primary goal of their lives, it helps remove clutter from life. Gaining clarity helps them to stay focused and not engage in anything that distracts them from their

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goal. Imagine climbing up a mountain; every hurdle one crosses motivates one to go higher. The same analogy holds true when it comes to personal growth. Every fear and weakness one overcome motivates one to continue on the path of personal growth and evolve further. Personal Growth and academic motivation go hand in hand. When students see themselves develop as human beings, they feel driven to do better. It is a continuous cycle that requires students to maintain their academic motivation levels and be committed to constant growth. Academic Motivation is the fuel that keeps students going as they discover and create the best version of themselves. Academic motivation is related to personal growth initiative because if students do not know the direction they are headed, they can hardly understand what the destination should be and the motivation they need to get there.

Academic motivation is defined as motivation, needs, and other factors that keep an individual in an educational environment, making them engage in activities to acquire an educational degree. An academically motivated student is seen as self-determined and finds success in academic work (Gesinde, 2000). There are different types of academic motivation and the level of motivation, varies from one student to another. Ryan and Deci (2000) noted that the quality of motivation concerns the 'why' of a student's behaviour. For example, a highly motivated student when studies out of curiosity and interest is said to be intrinsically motivated. In contrast, another student motivated to study to procure teacher's, or parent's approval is extrinsically motivated. Interestingly, there may be another student who may not value studies or feels incompetent to do it and lacks an intention to act. This student is said to be amotivated (Ryan & Deci, 2000). The difference in students' level and type of motivation may explain why some students fare better than their peers. Understanding what motivates a student is central to the study of educational psychology.

Humans are believed to be drawn by the future more than the past. In the last few years, there has been increasing scientific attention to the role of students in their own personal growth. Working towards one's goal in an active and meaningful way, in the form of a self-directed learner, forms a core aspect of **personal growth initiative**. Personal Growth Initiative (PGI) is a future-looking perspective. It involves a desire to engage in growth, a perceived ability to recognize the resources required, and a particular plan that will allow the individual to realize their personal growth goals (Robitshek, 1998). PGI contains cognitive components (e.g., motivation to change, knowledge of the change process, and efficacy related to the change process) and behavioural components (e.g., general goals relating to personal change and plans to attain those goals; Robitschek, 2003). Higher levels of personal growth is a critical resource for today's students facilitating academic and future career success (Oluyinka,2011). Students with a high level of personal growth initiative show wisdom for their directions and optimal roles of the future with an ample executable and rationale action plan for accomplishing specific goals (Robitscheck, 1998).

Motivation is the translation of a person's basic psychological needs and drives towards action with an anticipated result. Several motivation theories have tried to explain motivation ranging from the Attribution Theory (perceived causes of an event or outcome shape behaviour, affect and cognition) to the Expectancy-value Theory (positive expectations and the high value placed on task or outcome enhances motivation) and Goal Theory (all human actions and behaviour are motivated by a goal; it examines the reasons why individuals engage in a particular behaviour or pursue a particular goal). Several researchers of Humanistic Psychology have made considerable contributions to the concept of personal growth. According to Maslow (1968), humans are biologically equipped with tendencies that naturally drive them towards constant development and self-

improvement. Only after individuals satisfy their most basic needs, they can focus their capacities on their individual development and personal growth can take place. Rogers (1961) explains personal growth as a central need present in all individuals. The tendency to self-actualize is inherent to the human being. For Jung (2003), people must undergo a process of individuation, based on which they will achieve full awareness of who they are. Individuation, therefore, constitutes an essential process of personal maturation and self-knowledge to become oneself. Apart from humanistic approaches, other theoretical developments such as those of Erikson, Bühler, Neugarten, or Vaillant, argue that humans have a natural tendency toward personal growth. According to the self-determination theory, individuals have three basic needs: autonomy, relationships, and ability (Deci and Ryan, 2000). Autonomy refers to the need for an individual to act in response to their own will and sense of self-determination without being controlled by others. Personal growth initiative manifests the need for autonomy and is a core element of self-development (Van Woerkom et al., 2016). According to Ryan and Deci (2000), concepts of intrinsic motivation and personal growth share striking similarities as intrinsic motivation involves fulfillment of personal capacities, which is similar to Ryff's (1989) definition of personal growth. Intrinsic motivation in students focuses on building on and extending capacities while learning which is similar to the adaptive elements of personal growth (Frederickson, 2001). As a result, academic motivation may be integral to personal growth initiative in students.

However, Personal growth initiative and academic motivation are not same constructs, they differ conceptually. Like personal growth initiative, academic motivation's goals are also self-directed. However, personal growth initiative and academic motivation focus on different kinds of goals. Shorey and colleagues (2007) note that personal growth initiative focuses more specifically on self-improvement goals (e.g., "I know how to change specific things that I want in my life"; "I have a good sense of where I am headed in my life" (Robitschek, 1999). While academic motivation goals energises and directs behaviour towards success in academic work. Students with high personal growth initiative may use personal growth initiative in more discrete, transitory periods over their lifetimes, while students high in academic motivation may use motivation more frequently to add to already-present skills. Thus, academic motivation might be a subset of Personal Growth Initiative due to their similar aims and academic motivation's sharper focus. Personal Growth Initiative (Robitschek et al., 2012) further theoretically distinguishes itself from academic motivation by explicitly measuring individuals' intentional behaviours. While a highly academically motivated student may be in knowledge of the motive behind his academic aspirations, they do not necessarily habitually perform intentional behaviours to achieve personal growth goals. Therefore, personal growth initiative is theoretically distinct from academic motivation because it focuses specifically on improving the self and academic motivation focuses on finding success in academic work.

There is a significant relationship between personal growth initiative and academic motivation, as few studies have empirically corroborated. For example, Salim & Yuliawati (2021), conducted a study to examine the relationship between personal growth initiative and academic motivation. The study was conducted by taking samples from six universities in Surabaya, public and state universities (N = 207). The results showed that there was significant effect of Personal Growth Initiative on extrinsic academic motivation (βa = 0.459). However, the study did not take into account different qualities of academic motivation. In addition, Sharma et al. (2018) also believed that student's awareness of their life purpose (personal growth initiative, here) was an important predictor of the level of their sustained hard work in school. Therefore, enhancing a student's sense of purpose or direction

can not only give them meaning and power but also motivate them to study hard and make great achievements. Similarly, Kenku et al. (2009) investigated the role of Positive growth initiative in employees' work motivation. The study was a correlational design with Two hundred and fifty employees conveniently sampled from the non-academic staff of Ibarapa Polytechnic, Eruwa, Oyo-state. Pearson correlation was used to analysed the data at $p \leq 0.05$ significance. Results proved that work motivation increased with personal growth initiative ($r = 0.39$: $p < 0.01$). The study concluded that personal growth initiative was a positive psychological antecedent of work motivation. Likewise, Kashdan et al. (2004), proposed that work motivation initiates a process that leads to personal growth. Furthermore, Fagela-tiangco (2012) reported that students (N=48) enrolled in a higher Psychology course participated in a study to examine Academic Motivation and Psychological Well-Being. Academic motivation was found to correlate significantly with Personal growth dimension of psychological well-being ($r=0.36$, $p<0.01$). However, the six dimensions of well-being were loaded onto a single construct of psychological well-being in the study. Personal growth also appeared to be a strong element in students' motivation to learn the German language at university (Schmidt, 2014). Damon's (2008) research suggested that pursuit of purpose not only imparts meaning but also motivates students for long-term learning and achievement.

Personal growth initiative (PGI) and academic motivation are critical resources for student's academic achievement. The interest of educators and policymakers in personal growth initiative is on the rise, including recognizing the importance of personal growth in enhancing academic motivation.

Personal growth initiative has been shown to be associated with increased subjective well-being (Robitschek & Keyes, 2009). It has also been studied alongside psychological need satisfaction in a number of empirical studies (Negovan & Tomșa, 2018; Ryan et al., 1997). Personal Growth Initiative research to date includes looking at Personal Growth Initiative and career development, gender implications, coping, physical health, hope, well-being and family functioning (Hardin et al. 2007; Whittaker and Robitschek, 2001; Robitschek, 1998, 1999; Robitschek and Cook, 1999). However, the potential relationship between personal growth initiative and academic motivation has remained largely unexamined. Therefore, the present study examines the relationship between personal growth initiative and academic in students. The current research further advances the scientific literature on personal growth initiative as it is the first one to address whether the effect of academic motivation on personal growth initiative is stronger for students in the case of intrinsic motivation, as compared to extrinsic motivation and amotivation. The present study hypothesizes that higher PGI will correlate higher with intrinsic motivation in comparison to extrinsic motivation, while amotivation will not correlate with personal growth initiative.

Statement of the Problem

Today, we find students hung up on society's idea of being successful, and they are unaware of what it is truly that they want or aspire for in life. Many students find themselves not motivated to study, few find themselves motivated to attain good grades, and very few study for the sake of actual learning. Students simply comply with mandated demands to master a growing number of academic standards. They comply with what is expected of them but, in the process, become alienated from themselves. They feel lost in life. There is a need for new educational models where the students can reconnect with learning in the real sense. This requires a rethinking of current educational directions and practices. Students need to be self- aware and not just blindly chase educational degrees. Until now, researchers have

not focused on how students can best manage their personal growth so that their academic motivation can be in place. There is a need for students to balance their academic and personal growth goals.

Study Aim

The purpose of this study is to examine whether there exists a significant relationship between student's Personal Growth Initiative and academic motivation.

Objectives

To investigate the relationship between Personal Growth Initiative and Academic Motivation of students.

Hypotheses

There is no significant relationship between Personal Growth Initiative and Academic Motivation of students.

Operational Definition of Variables:

(i) Academic Motivation

Academic motivation is defined as motivations, needs, and other factors that keep an individual in an educational environment, making them get engaged in activities to acquire an educational degree. Academically motivated student is seen as self-determined to succeed in academic work (Gesinde, 2000). According to Pintrich and Zusho, "Academic motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals." Academic motivation in the present study is assessed through the Academic Motivation Scale by Vallerand.

(ii) Personal Growth Initiative

Personal growth initiative is an individual's motivation and skillset to grow as an individual in ways that are important to them (Robitschek, 1998), often toward self-actualization (Luyckx & Robitschek, 2014; Robitschek et al., 2012). Drawing from theories of intentional growth, personal growth initiative focuses on intentional growth (rather than environmentally dictated or nonconscious growth; Robitschek, 1998). This focus builds from the intentional assumption of individuals' capacities for self-knowledge of their own needs, individuals' capabilities to develop said knowledge, and individuals' capabilities to further develop skills for personal growth and change. Individuals with PGI identify areas where they wish to grow, plan strategies to utilize resources toward personal growth, and enact their plans to grow. Personal Growth Initiative in the present study is assessed through Personal Growth Initiative Scale-II by Robitschek.

METHODOLOGY

Research Design: This correlational study involves collecting cross-sectional data from a purposive sample of high school and college students. This study includes 300 students within the age group of 14-23, comprising of equal number of male and female students. The relationship between academic motivation and personal growth initiative of students is assessed. Place of study in Kolkata.

Sample Characteristic: In this study, purposive sampling is used. Purposive sampling is a form of non-probability samplings in which researchers rely on their judgement when choosing members of the population to participate in the study.

Inclusion Criteria:

(i)High school students within the age range of 14-17 and college students within the age range of 18-23 are included in the study.
(ii)Both male and female students are included in the study.
(iii)Students with the comprehension capability of understanding the questionnaire are included in the study.

Exclusion Criteria:

(i)Students below the age of 14 and above 23 are not included in the study.
(ii)Students with evidence of intellectual disability, attention deficit, and hyperactivity are not included in the study.

Tools used

(a) Academic Motivation Scale (AMS)

Vallerand et al. (1992,1993) developed the AMS with seven subscales, including three types of intrinsic motivation (i.e., knowledge, accomplishment, and stimulation), three types of extrinsic motivation (i.e., identified, introjected, and external), and amotivation. The AMS has demonstrated adequate to good reliability and validity in several studies among high-school students (Grouzet, Otis & Pelletier, 2006), college students (Fairchild et al., 2005), and university students (Vallerand et al., 1992), which reported alpha values for the AMS ranging between .62–.86 (Vallerand et al., 1992), .70–.86 (Cokley, Bernard, Cunningham & Motoike, 2001), and .70–.90 (Fairchild et al., 2005).

(b) Personal Growth Initiative Scale-II (PGIS-II)

The PGIS-II is developed by Christine Robitschek (2012) and is a self-report instrument that yields a single scale score for personal growth initiative. The PGIS consists of 16 items rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score.

Procedure

A letter from Amity University was collected to get permission to carry on the research work in concerned schools and colleges. Once obtained, the date and time were fixed to meet the students and explain the aims and objectives of the study. Written consent was obtained from them. Once the students agreed and give consent, they were visited, and a rapport was established with them. The date, time, and place of meeting of collecting demographic information and conducting tests were decided as per the convenience of the students. A self-report measure comprising academic motivation and personal growth initiative was administered. After the completion of the answer sheets, data were scored as per the norms of the test, and statistical treatment was done based on the obtained result.

Data Analysis and Statistics Used

Mean, S.D. and correlation is computed in the present study. Pearson correlation analysis is used to determine the relationship between student's academic motivation and personal growth initiative.

RESULTS

Table 1 Descriptive Statistics of Academic Motivation and Personal Growth Initiative

Domains	Mean	S.D.
Intrinsic motivation to know	22.63	4.58
Intrinsic Motivation Accomplishment	19.84	4.99
Intrinsic motivation to experience Stimulation	20.28	4.56
Extrinsic Motivation Identified	22.40	4.30
Extrinsic Motivation Introjected	18.97	6.12
Extrinsic Motivation External Regulation	22.09	4.98
Amotivation	11.27	6.97
Total Academic Motivation	5.29	4.62
Readiness For Change	14.74	3.34
Planfulness	18.21	4.26
Using Resources	9.93	2.93
Intentional Behaviour	15.25	3.50
Total Personal Growth Initiative	58.12	11.61

Table 1 presents the descriptive statistics of the observed variables, including means and standard deviations. The overall mean for Total academic motivation total was 5.29, with a standard deviation of 4.62. The mean for Intrinsic motivation to know was 22.63, with a standard deviation of 4.58. The mean for intrinsic motivation to accomplish was 19.84 (SD = 4.99), and the mean for intrinsic motivation to experience stimulation was 20.28 (SD = 4.56). The mean for Extrinsic motivation Identified was 22.40 (SD = 4.30), extrinsic motivation integrated was 18.97 (SD =6.12), extrinsic motivation external regulation was 22.09 (SD = 4.98) and amotivation was 11.27 (SD = 6.97). The overall mean for Total Personal Growth Initiative was 58.12, with a standard deviation of 11.61. The mean for Readiness for Change was 14.74, with a standard deviation of 3.34. The mean for Planfulness was 18.21 (SD = 4.26), Using Resources was 9.93 (SD = 2.93) and Intentional Behaviour was 15.25 (SD = 3.50).

Table 2 Relationship of Academic Motivation with Personal Growth Initiative

Domains	ImTK	ImTA	ImES	EmId	EmIn	EmER	AM	TAM
Readiness For Change	0.31**	0.17**	0.22**	0.22**	0.08	0.13*	-0.12*	0.23**
Planfulness	0.33**	0.30**	0.31**	0.22**	0.16**	0.17**	0.01	0.16**
Using Resources	0.27**	0.29**	0.33**	0.20**	0.21**	0.13*	0.02	0.13*
Intentional Behaviour	0.41**	0.38**	0.36**	0.27**	0.23**	0.16**	-0.09	0.27**
Total PGI	0.40**	0.35**	0.37**	0.28**	0.21**	0.18**	-0.05	0.24**

Note: IMTK-Intrinsic Motivation to Know; IMTA-Intrinsic Motivation Towards Accomplishment; IMES-Intrinsic Motivation to Experience Stimulation; EMId- Extrinsic Motivation Identified; EMIn- Extrinsic Motivation Introjected; EMER-Extrinsic Motivation External Regulation; AM- Amotivation; TAM-Total Academic Motivation; Total PGI- Total Personal Growth Initiative

*** Correlation is significant at the 0.01 level (2-tailed).*

** Correlation is significant at the 0.05 level (2-tailed).*

In order to establish a relationship existing between the seven domains of Academic Motivation and four domains of Personal Growth Initiative, bivariate correlation analysis was done to obtain the correlation matrix, and the results are presented in **Table 2**. From table 2, total PGI had a significant positive relationship with total Self-determined Motivation ($r=0.24$, $p<0.01$). It was also analysed that total Personal Growth Initiative had significant positive relationships with Intrinsic motivation to know ($r=0.40$, $p<0.01$), intrinsic motivation to accomplish ($r=0.35$, $p<0.01$), and intrinsic motivation to experience stimulation ($r=0.37$, $p<0.01$). Further, total PGI had significant positive relationships with extrinsic motivation identified ($r=0.28$, $p<0.01$), extrinsic motivation introjected ($r=0.21$, $p<0.01$) and extrinsic motivation external regulation ($r=0.18$, $p<0.01$). Total PGI was not

found to be significantly correlated with Amotivation dimension. Further, it was revealed that four dimensions of PGI i.e. Readiness For Change, Planfulness, Using Resources and Intentional Behaviour had positive relationships with Intrinsic motivation to know ($r=0.31$, 0.33, 0.27, 0.41 respectively, $p<0.01$), intrinsic motivation to accomplish ($r=0.17$, 0.30, 0.29, 0.38 respectively, $p<0.01$), intrinsic motivation to experience stimulation ($r=0.22$, 0.31, 0.33, 0.36, respectively, $p<0.01$) and extrinsic motivation identified ($r=0.22$, 0.22, 0.20, 0.27, 0.28 respectively, $p<0.01$). It was analysed that three dimensions of PGI, i.e., Planfulness, Using Resources, and Intentional Behaviour had positive relationships with extrinsic motivation introjected ($r=0.16$, 0.21, 0.23 respectively, $p<0.01$). It was also examined that two dimensions of PGI, i.e. Planfulness and Intentional Behaviour had positive relationships with extrinsic motivation external regulation ($r=0.17$ and 0.16, $p<0.01$) and the other two dimensions of PGI, i.e. Readiness For Change and Using Resources had ($r=0.13$ and 0.13, $p<0.05$). It was also examined that three dimensions of PGI, ie. Planfulness, Using Resources, and Intentional Behaviour were not found to be significantly correlated with Amotivation. Only Readiness for change dimension had a significant negative relationship with Amotivation ($r=-0.12$, $p<0.05$). From the above table, it is clear that Total PGI is showing the highest positive correlations with Intrinsic motivation dimensions, followed by extrinsic motivation dimensions, and no correlation with Amotivation.

DISCUSSION

The study of the results demonstrates that personal growth initiative is significantly related to student's academic motivation ($r=0.24$, $p<0.01$). It implies that students' personal growth initiative has a significant effect on their level of academic motivation. The findings of the study are in line with other researchers, such as Salim & Yuliawati (2021), where Personal Growth Initiative had a significant relationship with extrinsic academic motivation. Study done by Sharma et al. (2018) also proved that students life purpose (personal growth initiative, here) was an important predictor of the level of their hard work they put in school. Therefore, enhancing a student's sense of purpose will provide their life meaning and also motivate them to study hard and make great achievements. The findings of this study also align with Kenku et al. (2009) whose results proved that work motivation increased with personal growth initiative. His study concluded that personal growth initiative was a positive psychological antecedent of work motivation. The findings find support in Kashdan et al. (2004) study too, who propose that work motivation initiates a process that leads to personal growth. The findings also align with Damon's (2008) suggestion that pursuit of purpose not only imparts meaning but also motivates students for long-term learning and achievement.

Tinto (1993) also emphasized that students' underlying intentions and overarching purpose impact their decision to persist. A Students' sense of purpose regarding what motivates them, what they want to do, and where they are going contributes to their level of college persistence and personal development (Chickering, 1994). Empirical studies have shown that certainty of purpose and goal commitment contribute to college students' persistence (Hill, Burrow, & Bronk, 2016).

The present study also investigated the role of intrinsic, extrinsic, and amotivation quality of academic motivation in Personal Growth Initiative in students. The findings revealed Intrinsic Motivation to Know, Intrinsic Motivation Towards Accomplishment and Intrinsic Motivation to Experience Stimulation have a higher correlation with Personal Growth Initiative than Extrinsic Motivation Identified, Extrinsic Motivation Introjected, and Extrinsic Motivation External Regulation. However, Amotivation dimension does not

correlate with Personal Growth Initiative. This infers that Intrinsic motivation has a stronger relationship with Personal Growth Initiative than extrinsic motivation. While study findings do not explain this phenomenon, a possible explanation is that Self-Determination Theory demonstrates that intrinsic motivation and adaptive functioning are enhanced by pursuing personally meaningful life goals or aspirations (Deci & Ryan, 2000). Therefore, if one has direction in life, the intrinsic motivation will be higher than extrinsic motivation, as he will pursue personally meaningful goals than society led or externally motivated rewards goals.

Motivation is created by the learner's desire to reduce the discrepancy between theirs 'actual selves' i.e. the way the learners perceive themselves, and 'ideal selves'' i.e., the vision learners have of themselves (Dörnyei, 2005). Dörnyei (2010) explained in his study the shift of extrinsic motivation from learner's goal to attain good grades to their goal to develop themselves closer towards their own 'ideal self'. Therefore, we can infer that Personal Growth Initiative can be the motivation or direction towards what one wants to be. To achieve that, intrinsic motivation is the motivation that one experiences in the process of learning which provides a learning goal, and extrinsic motivation is the motivation which provides a reward goal.

Therefore, students with high personal growth initiative, will be more academically motivated than students with low personal growth initiative.

As hypothesized, the results of this study confirmed a statistically significant relationship between student's academic motivation and their personal growth initiative.

Implications and Limitations of the Study

The results of the present study highlight the importance of personal growth initiative in the context of academic motivation. The results of this study are expected to help educational psychologists and educators to be more intensive and creative in assisting and guiding students, so they can achieve their full potential in learning process. Career counsellors hired by schools and colleges could help students in developing self-awareness, identify and pursue their self-development which will help in building their academic motivation. Personal Growth Initiative may also lead to greater self-reflection and introspection in students, which would promote exploration of congruence between their personalities, values, and needs. It may help students broaden their perspective by increasing their awareness to understand if their currently pursued activities or learning graph fits with their future vision. For example, it may help students recognize how knowledge gained through course work could be applicable to future work. Fostering personal growth initiative in career counselling may help students learn to overcome obstacles related to academic motivation. Intervention programs for students could include personal growth and motivation building workshops. Personal growth initiative is particularly relevant for students, as it may help them take a more active approach towards career development.

This research is an early step in examining the relationship between academic motivation and Personal Growth Initiative. Future longitudinal studies are needed to explore the relationship between these variables further.

The results of this study should be interpreted in light few potential limitations that can cause insignificant results. This study applies a cross-sectional research design; therefore, drawing any conclusions about causality would be difficult. Consequently, it is recommended for future research to use a longitudinal design to examine the nature of

constructs properly and, in addition to that be able to conclude causality. Since data was gathered within a city, generalizing the research finding to other organizations is complex and should be done with great caution. At last, data was collected through self-reported measures since students filled in a survey about their behaviour and attitudes, thereby increasing the possibility of giving socially desirable answers or faking, which can lead to a greater risk of bias.

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