

Personal Growth Initiative and Situation Motivation among Employees

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ABSTRACT

Growth is seen among everyone. Person growth is seen when there is active involvement in the process of growth by an individual (Robitschek, 1999). Motivation at work helps employees to grow in their professional and personal life. The objective of the study was to examine the relationship between Personal Growth Initiative (Readiness for change, Planfulness, Using Resources, Intention behavior) and situational motivation (Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees) and to see the difference among men and women employees. A purposive sampling technique was used to collect the data. 300 employees with 150 men and 150 women working in various organizations were selected for the study. Analysis of data was done using t –test and Pearson’s product-movement correlation coefficient. The results revealed that there was significant difference found between men and women employees with respect to Readiness for change, Planfulness, Using Resources, Intention behaviour, Identified regulation, External regulation and Amotivation.

Keywords: *Personal Growth- Situational Motivation*

There are constant changes that happen at work every now and then. An employee needs to adapt himself or herself to these changes to have successful work life and to grow in the organization. In order to stimulate motivation for work and achievement, employees commitment and spirit towards organization and improve the organizations effectiveness and efficiency and business school teachers, and theorist of business are continuously coming up with new ideas, proposals, change and innovation with new and exciting organizational structures, procedures, programs and technologies (Czander, 1993).

Personal growth entails continued self-improvement, achievement of self-knowledge, and actualization of potential in various life domains (Ryff, 1998). Intentional personal growth is related to well-being (Robitschek, 2012) and positive career outcomes (Robitshek & Cook, 1998). Understanding more about the context in which intentional personal growth relates to well-being at work would advance research in several domains, including positive psychology and vocational psychology. Work is important to well-being because it is a significant life domain and offers opportunity for growth and development across the lifespan (Blustein, 2006). Robitschek (1998) noted that personal growth initiative as it

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relates to transition in midlife and found it to be stable over short period of time. The more interesting fact about personal growth initiative however, is not just that it is stable overtime but that it is similarly manifested among men and women in different cultures.

Motivation represents “those psychological process that cause the arousal, direction, and persistence of voluntary actions that are goal oriented (Mitchell, 1982). Motivation is derived from the word motive which is defined as a need that requires satisfaction. These needs could also be wants or desires that are acquired through influence of culture, society, lifestyle, etc. or generally innate Motivation is one's direction to behavior, or what causes a person to want to repeat a behavior, a set of force that acts behind the motives. An individual's motivation may be inspired by others or events (extrinsic motivation) or it may come from within the individual (intrinsic motivation). Motivation has been considered as one of the most important reasons that inspires a person to move forward. Motivation results from the interaction of both conscious and unconscious factors. Mastering motivation to allow sustained and deliberate practice is central to high levels of achievement e.g. in the worlds of elite sport, medicine or music. Motivation can be conceived of as a cycle in which thoughts influence behaviors, drive performance affects thoughts, and the cycle begins again. Each stage of the cycle is composed of many dimensions including attitudes, beliefs, intentions, effort, and withdrawal which can all affect the motivation that an individual experiences. Most psychological theories hold that motivation exists purely within the individual, but socio-cultural theories express motivation as an outcome of participation in actions and activities within the cultural context of social groups. An unsatisfied need creates tension that stimulates drives within the individual. These drives then generate a search behavior to find particular goals that, if attained, will satisfy the need and lead to the reduction of tension (Robbins, 1993). The inference is that motivated employees are in a state of tension and to relieve this tension, they exert effort. Motivation impacts employee commitment towards the organization.

According to Job design theory the key to employee motivation is based on the task. A boring and monotonous job stifles motivation to perform well, whereas a challenging job enhances motivation. Variety, autonomy, and decision authority are three ways of adding challenge to a job. Job enrichment and job rotation are the two ways of adding variety and challenge (Ramlall, 2004). The challenging situation in job motivates the employee to work hard leading to employee to portray his skills leading to his personal growth in the organization.

The implications of Motivator-Hygiene Theory by Herzberg on employee motivation state that motivation can be increased through basic changes in the nature of an employee's job, that is, through job enrichment (Steers, 1983). Thus, jobs should be redesigned to allow for increased challenge and responsibility, opportunities for advancement, and personal growth, and recognition (Ramlall, 2004).

Motivation levels are determined by the situations (Hopwood Hall College, 2011). Situation factors include the probability of success depends on whom you play against or difficulty of task Value of success would be higher if playing against a more challenging opponent Provides high achievers most incentive for engaging in achievement behaviour. Low achievers don't see it this way, losing an evenly matched game will maximise embarrassment.

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Situational motivation by Gonzalez 2009 is the *motivation* one has in the actual moment of an activity. Contextual *motivation* is the *motivation* one has in the context of that activity. For example, one's *motivation* towards a specific activity such as a sport or a subject in school is contextual *motivation*. Situational Motivation Psychologists are interested in the causes that make people perform certain types of behaviors. Motivation is an important construct that links with behaviors. Georgiadis (2001) self-determination theory believes the foundation of motivation includes the needs for competence, relatedness, and autonomy. The need for competence is a basic desire of humans to be competitive while coping with their environment. The need for relatedness is a person's desire to interact with and care for others, as well as experience feelings of belongingness. The need for autonomy is a person's universal urge to be causal agents of their actions. SDT aims to explain human behavior through the understanding of three types of human motivation: intrinsic motivation, extrinsic motivation, and amotivation. Individuals with intrinsic motivation will engage in an activity that they feel is enjoyable. Individuals with extrinsic motivation will take part in an activity that allows them to gain reward or approval, or avoid guilt feelings. In contrast, individuals who are amotivated will not participate in an activity, since they do not see any relationship between their actions and the outcome of their behaviors and thus, they feel that there is no reason to do so. Situational motivation (SIMS) is a motivation that individuals experience while they engage in an activity.

According to the UK college of personal development personal growth and development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. Personal growth and development take place over the course of a person's entire life. Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When personal growth and development takes place in the context of institutions and organizations it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.

According to Robitschek (1998) PGI is defined as intentional involvement in changing and developing as a person (Robitschek & Keyes, 2009). A study conducted with the aim of analyzing the relationship between Self-confidence and Personal Growth Initiative Scale levels of employees and managers.

A study investigates the relationships between performance measures (nonfinancial measures and financial measures) and employee intrinsic and controlled extrinsic motivation to participate in target setting; and how these two contrasting forms of motivation, in turn, affect employee job performance (Chong & Roopnarain, 2014). The results indicated that with respect to employee intrinsic motivation to participate in target setting, nonfinancial measures and financial measures are both positively and significantly related to intrinsic motivation to participate in target setting. In contrast, with controlled extrinsic motivation to participate in target setting, the results indicate that only nonfinancial measures are positively and significantly relate to controlled extrinsic motivation in accordance with motivation theory (Deci & Ryan, 1985) and goal setting theory (Latham, 2009).

The study on the impact of employees motivation on organizational effectiveness was to find out the impact of employee motivation on organizational effectiveness. The study

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results show that in general, the respondents are motivated in their work. Money, personal growth, and a work-life balance are what motivate them the most (Nguyen, 2017).

A study done on Impact of employee motivation on work performance by Datuk (2017) found out that business function or their performance in the market can be evaluated by assess the level of motivation of employees. Motivation can play a lead role to get the professional milestone in each financial year in less effort manner.

A study on effect of motivation on employee performance: a case of Pam Goulding properties limited, Nairobi. the main purpose of this study was to examine the effect of motivation on the performance of employees by Waiyak (2017) concluded that money was a highly motivating factor for the employees and management should look into increasing the monetary and benefits package they give. The study concluded that the company partially used recognition and reward programs but they were not effective in motivating employees to perform.

A study on impact of motivation on employee performances by **Nabi, et al. (2017)** indicate that if employees are positively motivated, it improves both their effectiveness and efficiency drastically for achieving organizational goals.

A study by Robitschek (1999) showed that people can distinguish among ways of growing that are in vs out of awareness, intentional vs unintentional, or a combination of these possibilities. Also, the data validated that the PGI construct is most similar to growth that is in awareness and intentional.

A research study on operationalizing mental health and identifying parsimonious ways of predicting levels of mental health. The primary purpose of the study was to investigate the replicability of the structure Keyes's (2002) model of mental health in 2 samples of college. Results supported PGI as a parsimonious predictor of Keyes's multidimensional mental health model for men and women in both groups.

Research study on self-discrepancy and distress (the role of personal growth initiative by Hardin, Weigold, Robitschek, & Nixon, 2017) found that PGI was associated with lower social anxiety and negative affect, higher positive affect, and lower self-discrepancies. The results suggest that those higher in PGI experience less social anxiety in part by maintaining lower self-discrepancies.

A study on the protective function of personal growth initiative among a Genocide-Affected Population in Rwanda by Laura and Jayawickreme (2015); Forgeard (2015), Jayawickreme (2015) found that PGI was negatively associated with functional impairment when controlling for depression, PTSD, and other demographic factors it also suggest that PGI may constitute an important mindset for facilitating adaptive functioning in the aftermath of adversity and in the midst of psychological distress, and as such might have practical applications for the development of intervention programs.

A study tested the validity of scores on the personal growth initiative scale by Robitschek (2014) resulted that there were no significant difference between the men and women on any of the correlations of the PGIS with the cultural variables.

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Research Questions

- Is there difference between men and women employees on the dimensions of personal growth initiative (Readiness for change, Planfulness, Using Resources, Intention behavior) and on the dimensions of situational motivation (Intrinsic motivation, Identified regulation, External regulation and Amotivation)?
- Is there a relationship between personal growth initiative and its dimensions: Readiness for change; Planfulness; Using Resources; Intention behavior, and on the dimensions of situational motivation: Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees?

Objectives

- To find out if there is a difference between men and women employees on the dimensions of personal growth initiative (Readiness for change, Planfulness, Using Resources, Intention behavior) and on the dimensions of situational motivation: Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees).
- To find out if there is any relationship between personal growth initiative and its dimensions: Readiness for change; Planfulness; Using Resources; Intention behavior, and on the dimensions of situational motivation: Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees.

Hypotheses

- There will be difference between on the dimensions of personal growth initiative (Readiness for change, Planfulness, Using Resources, Intention behavior) and on the dimensions of situational motivation: Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees.
- There will be a relationship between personal growth initiative and its dimensions: Readiness for change; Planfulness; Using Resources; Intention behavior, and on the dimensions of situational motivation: Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees.

METHODOLOGY

Research Design

Non-probability purposive sampling technique was used to select the sample for the study. The sample consisted of 300 employees from organizations. Among them, 150 were men and 150 were women. The employees sample consisted of age group of 20 – 48 years.

The aim of the present study is to assess the difference between employees on the dimensions of personal growth initiative: readiness for change, planfulness, using resources, intention behavior and situational motivation.

Sample

The sample consisted of 300 working employees in an organization.

Inclusion Criteria

- Participants aged between 20 - 48 years were included in the sample.
- Participants working in MNC and BPO were included.
- Participants working in organisations in Hyderabad were included.
- Men and Women participants were included.

Exclusion Criteria

- Participants aged below 20 and aged above 48 years were excluded.
- Participants working outside Hyderabad were excluded.

Instruments

Personal growth initiative scale, and situational motivation scale were used in the study.

Demographic Details

The participants were asked to fill in the demographic details which asked them about their age, gender, marital status, name of the company, employment status years of experience in the current organization and their salary. The form was asked to be filled by them voluntarily.

Personal growth initiative scale

Personal Growth Initiative (PGI) was measured using the Personal growth initiative scale [PGIS] developed by Christine Robitschek (Robitschek, 1998). The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score. High scores on the instrument indicate high propensity for personal growth, and low scores indicate low personal growth initiative scale. The internal consistency of the PGIS ranges between 0.78 – 0.90. Robitschek (1998, 1999) found an 8 weeks test-retest reliability $r = 0.74$, and concurrent validity ranging between 0.24 – 0.56 with the Growth, assertiveness and internal locus of control scales. In the present study a Cronbach alpha of .84 and a Spearman-Brown split half reliability $r = .843$ was found for the PGIS. PGI is composed of a cognitive dimension, recognized in the “Readiness for change” and “Planfulness” factors, and a behavioral dimension, identified in the “Using Resources” and “Intentional Behavior” factors.

The “Readiness for Change” refers to the ability of the individual to identify or create situations with the potential to promote personal growth.

The “planfulness” factor can be comprehended as a person’s ability to organize strategies to facilitate their personal development.

The “Intentional Behavior” factor, in turn, evaluates the disposition and personal motivation to achieve the goals established for personal change.

The “Using Resources” factor covers the use of personal and external resources (e.g. help from others) in the promotion of personal growth (Robitschek et al., 2012).

Situational motivations scale (SIMS):

The questionnaire of SIMS was to develop and validate a situational (or state) measure of motivation, the Situational Motivation Scale (SIMS). The SIMS was designed to assess the constructs of intrinsic motivation, identified regulation, external regulation, and amotivation (Deci & Ryan, 1985, 1991) in field and laboratory settings. SIMS is composed of 4 internally consistent factors. The construct validity of the scale was also supported by correlations with other constructs as postulated by current theories. SIMS represents a brief and versatile self-report measure of situational intrinsic motivation, identified regulation, external regulation, and amotivation. The questionnaire consists of 16 items that are rated on a Likert scale from 1 = corresponds not at all, 2 corresponds a very little, 3 corresponds a little, 4 corresponds moderately, 5 corresponds enough, 6 corresponds a lot, 7

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corresponds exactly. Items are scored as per the subscales. Intrinsic motivation: Items 1, 5, 9, 13; Identified regulation: Items 2, 6, 10, 14; External regulation: Items 3,7, 11, 15; Amotivation: Items 4, 8, 12, 16. The items on the subscales are added to get the total of the subscale.

Procedure

After selecting the measures to be used for the study, the researcher approached the HR of the organizations and the employees fitting the criteria in person for permission. The researcher visited the organizations where permission was granted to administer the questionnaires on the scheduled dates. Employees from the organisations were approached and rapport was established with them. They were made aware that their participation in the study was purely voluntary and were also assured that confidentiality would be maintained through-out the study. Only those who agreed to participate in the study were requested to sign an Informed Consent Form. Next, the Demographic questionnaire was administered after which the researcher gave instructions about the questionnaires to the HR / Employee the employees requested for some time to get back to the researcher with the filled forms. The researcher also made use of the Google forms to reach out to the employees working in any organisations.

The data collected was then coded, entered in SPSS and statistically analyzed.

Data Analysis

The obtained quantitative data of this study were analyzed using independent *t*-test, and correlation using the Statistical Package for Social Sciences (SPSS) version 20.0. The results of this study are discussed in two tables in the following pages.

Descriptive Statistics of the employees with respect to gender and work experience in current organization are present in figures 1 and 2 respectively.

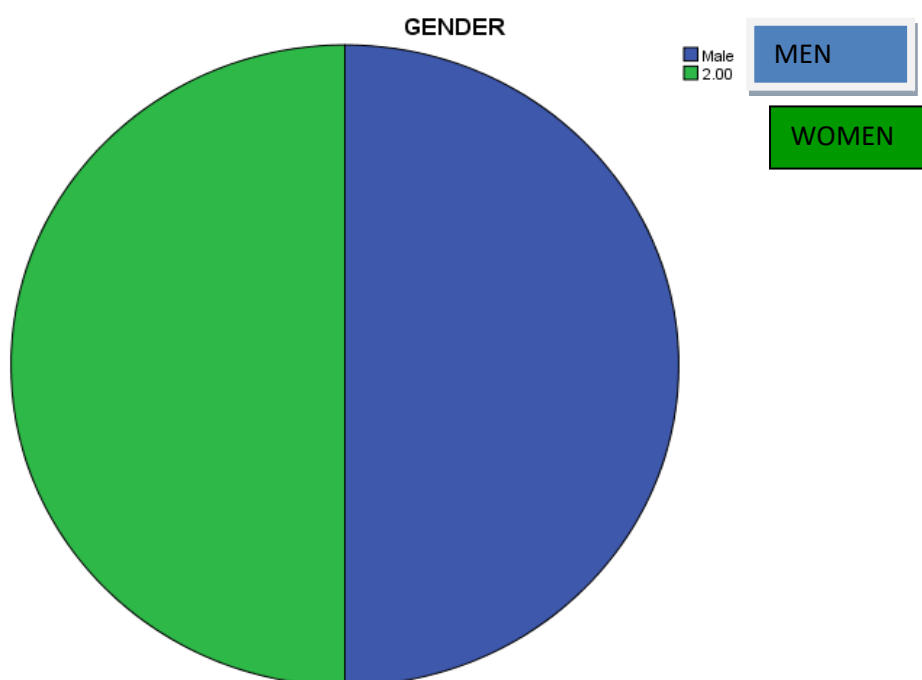


Figure 1: Pie Chart showing the gender distribution of employees

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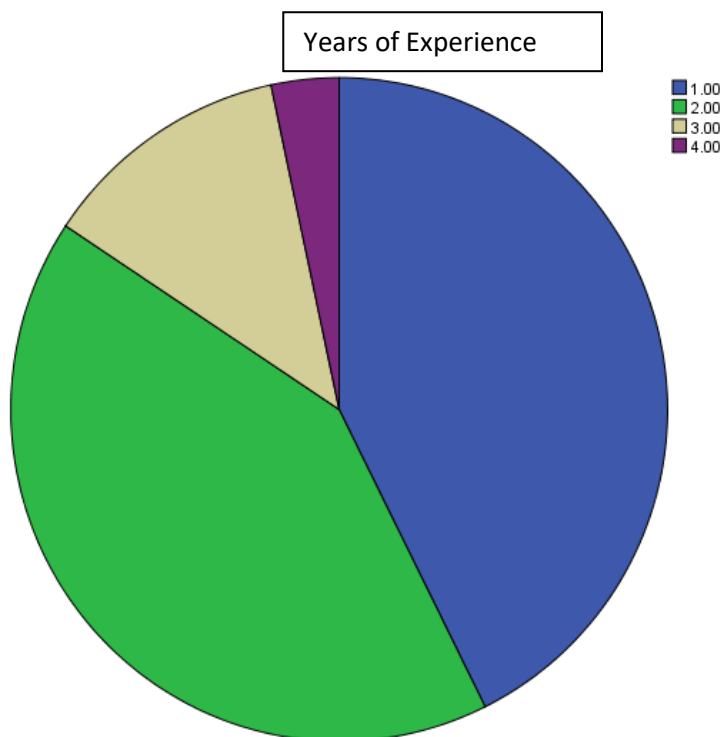


Figure 2: Pie Chart showing the years of experience of employees in the current organization

RESULTS

The obtained data of study was analyzed using correlation and independent sample t-test using the Statistical Package for Social Sciences (SPSS) version 20.

The first section has the result of t-test analyzing data collected from working employees to study gender differences with respect to personal growth and its dimension (viz. readiness for change, planfulness, using resources, and intention behavior) and situational motivation and its dimensions (viz. intrinsic motivation, identified regulation, external regulation and amotivation).

Followed by the results of correlation analyzing the relationship between personal growth and its dimension (viz. readiness for change, planfulness, using resources, and intention behavior) and situational motivation and its dimensions (viz. intrinsic motivation, identified regulation, external regulation and amotivation).

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Table 1: Showing t-test results of men and women with respect to dimensions of personal growth initiative: readiness for change, planfulness, using resources, intention behavior and dimensions of situation motivation: intrinsic motivation, identified regulation, external regulation and amotivation.

	Men (N=150)		Women (N=150)		t
	M	SD	M	SD	
Personal Growth Initiative	16.80	1.90	15.42	1.92	6.23**
Readiness for change					
Planfulness	21.06	1.76	18.54	2.08	11.30**
Using resources	12.88	1.74	10.54	1.95	10.93**
Intentional behavior	17.30	1.49	15.96	1.82	6.96**
Situational Motivation					
Intrinsic motivation	18.41	1.56	18.43	1.77	-0.10
Identified regulation	18.84	1.55	19.36	1.87	-2.62**
External regulation	18.24	1.43	17.66	2.16	2.73**
Amotivation	17.31	2.01	14.66	2.14	11.05**

Note: * $p \leq 0.05$. ** $p \leq 0.01$
M = Mean; SD= Standard

An independent t -it test was conducted to compare the scores of Men and Women employees on dimensions of Personal Growth Initiative: Readiness for change, Planfulness, Using Resources, Intention behavior and Situational Motivation: Intrinsic motivation, Identified regulation, External regulation and Amotivation. A statistically significant difference was found between men and women employees with men scoring higher than women on Readiness to learn ($t(300) = 6.23, p \leq 0.01$); Planfulness ($t(300) = 11.30, p \leq 0.01$), Using Resources ($t(300) = 10.93, p \leq 0.01$), Intention behavior ($t(300) = 6.96, p \leq 0.01$). Significant difference was found where women ($M=19.36$) scored higher than men ($M=18.84$) on Identified regulation ($t(300) = -2.62, p \leq 0.01$) on Identified regulation. Significant difference was found between men and women on External regulation ($t(300) = 2.73, p \leq 0.01$), and Amotivation ($t(300) = 11.05, p \leq 0.01$).

No significant difference was found between men and women on intrinsic motivation.
Hypothesis 1 and Hypothesis 2 were both accepted.

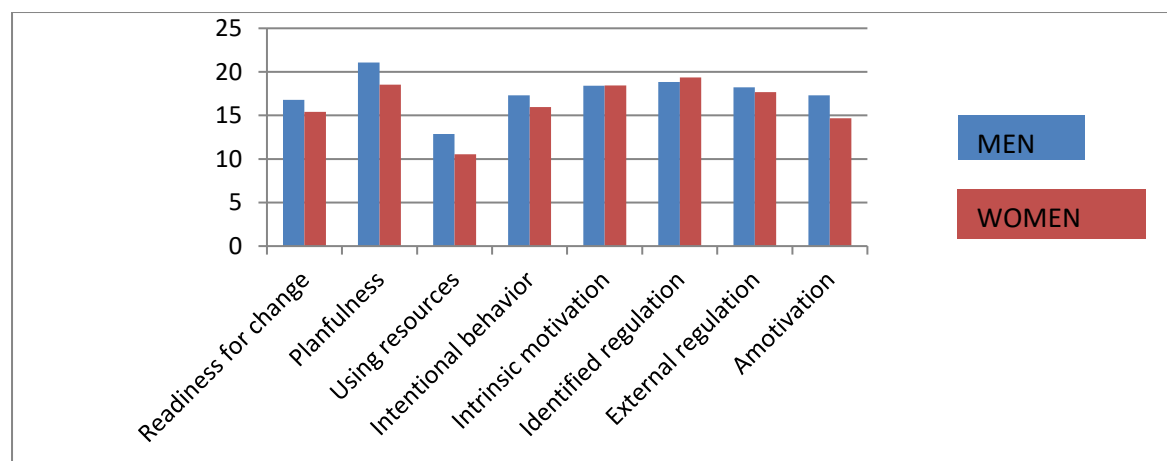


Figure 3 Showing t-test of men and women with respect to personal growth and situational motivation.

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Table 2. Correlation between the dimensions of personal growth initiative: readiness for change, planfulness, using resources, intention behavior and the dimensions of situation motivation: intrinsic motivation, identified regulation, external regulation and amotivation among employees.

Variables	<i>Re</i>	<i>Pl</i>	<i>Us</i>	<i>Inb</i>	<i>Inm</i>	<i>Id</i>	<i>Ex</i>	<i>Am</i>
<i>Re</i>	1	0.26**	0.40**	0.23**	-0.04	-0.06	-0.02	0.29**
<i>Pl</i>		1	0.47**	0.29**	0.01	-0.16**	0.04	0.33**
<i>Us</i>			1	0.34**	-0.04	-0.10	-0.03	0.50**
<i>Inb</i>				1	-0.06	0.02	0.09	0.24**
<i>Inm</i>					1	0.17**	0.14*	0.08
<i>Id</i>						1	0.10	-0.05
<i>Ex</i>							1	0.05
<i>Am</i>								1

Note:

**significant at 0.01 level

*significant at 0.05 level

Re - Readiness for change

Pl – Planfulness

Us – Using Resources

Inb – Intention behavior

Inm – Intrinsic motivation

Id – Identified regulation

Ex – External regulation

Am – Amotivation

The results in Table 2 shows that there exists a high significant correlation between Readiness for change and Planfulness ($r(300) = 0.26, p \leq 0.01$). There exists a high significant correlation between Readiness for change and Using Resources ($r(300) = 0.40, p \leq 0.01$). There exists a significant correlation between Readiness for change and Intentional Behavior ($r(300) = 0.23, p \leq 0.01$). There exists a high significant correlation between Readiness to change and Amotivation ($r(300) = 0.29, p \leq 0.01$). There exists a high significant correlation between Planfulness and Using Resources ($r(300) = 0.47, p \leq 0.01$). There exists a high significant correlation between Planfulness and Intentional Behavior ($r(300) = 0.29, p \leq 0.01$). There exists a high significant correlation between Planfulness and Identified regulation ($r(300) = -0.29, p \leq 0.01$). There exists a significant correlation between Planfulness and Amotivation ($r(300) = 0.33, p \leq 0.01$). There exists a high significant correlation between Using Resources and Intentional Behavior ($r(300) = 0.34, p \leq 0.01$). There exists a high significant correlation between Using Resources and Amotivation ($r(300) = 0.50, p \leq 0.01$). There exists a high significant correlation between Intentional Behavior and Amotivation ($r(300) = 0.24, p \leq 0.01$). There exists a high significant correlation between Intrinsic motivation and Identified regulation ($r(300) = 0.17, p \leq 0.01$). There exists a significant correlation between Intrinsic motivation and External regulation ($r(300) = 0.14, p \leq 0.05$).

SUMMARY OF RESULTS

Significant difference was noted between men and women working in organizations with respect to personal growth and situational motivation in Readiness for change, Planfulness, Using Resources, Intention behavior, Identified regulation, External regulation and Amotivation.

No significant different was found in men and women working in organization with respect to Identified regulation and Intrinsic motivation.

Among men and women working employees, significant differences within personal growth and situational motivation were found with respect to

- Readiness for change and Planfulness
- Readiness for change and Using Resources
- Readiness for change and Intentional Behavior
- Readiness to change and Amotivation
- Planfulness and Using Resources
- Planfulness and Intentional Behavior
- Planfulness and Identified regulation
- Planfulness and Amotivation
- Using Resources and Intentional Behavior
- Using Resources and Amotivation
- Intentional Behavior and Amotivation
- Intrinsic motivation and Identified regulation
- Intrinsic motivation and External regulation

DISCUSSION

The rationale of the current study is to see the difference between employees on personal growth initiative and its dimensions: readiness for change, planfulness, using resources, intention behavior and situational motivation and its dimensions: Intrinsic motivation, Identified regulation, External regulation and Amotivation among employees.

Results of the present study indicated that significant differences among men and women employees with respect to the dimensions of personal growth initiative: readiness for change, planfulness, using resources, intention behavior and situational motivation. Men scored higher than women on readiness for change, planfulness, using resources, intention behavior, external regulation and Amotivation among employees.

In a study conducted by Beri and Jain (2016) gender difference was seen between male and female undergraduate students for readiness for change & planfulness.

The study showed undergraduate female students are better than the undergraduate male students contradictory to the current study where men are better than women in these two dimensions. The previous research saw intentional behaviour & using resources to be approximately same in undergraduate male & female students whereas we could see slight difference in the present study on these dimensions. The previous study found insignificant difference between personal growth initiative of male and female students. In a study by Lauderdale, Piipari, Irwin and Layne (2015) showed male students have significantly higher levels of intrinsic motivation compared with females inconsistent with the current study which shows insignificant results. However, the results from this study are inconsistent with

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prior research in which the researchers discovered that female college students, when compared with male counterparts, had lower levels of identified regulation (Egli et al., 2011; Gao & Xiang, 2008).

Previous research by Robitschek *et. al.*, (2012) found stronger association for men than as compared to women between PGI components planfulness and intentional behavior. Thus, H1 is accepted.

Significant relationship was found between Readiness for change and amotivation; Planfulness and Identified regulation; Planfulness and amotivation; Using Resources and amotivation; Intention behavior and amotivation.

We could relate it to previous findings which showed personal growth initiative promoted better well-being, as higher level of PGI is a sign of eudemonic well-being, that is, the feeling conveyed when one employs actions endeavored at attaining one's prospective (Ayub & Iqbal, 2012). This can be seen through an intended behavior which could be the result of intrinsic or extrinsic motivation. According to Ryff (1989), personal growth involves self-improvement, achievement of self-knowledge, and actualization of potential in various life domains (Jurica, 2014). However, inconsistent to the present study, previous study by Igbokwe et.al., (2015), found no significant effect on personal growth initiative, however, the results revealed that the cultural expectations are important in people taking the initiative to grow themselves (Igbokwe et.al., 2015).

According to Jurica (2014) active engagement can be linked with growth to meaningful, pro-social work that emanates from a transcendent summons. It suggests that an intrinsic motivation for self-improvement and a striving for betterment, which is part of the eudemonic perspective of well-being (Frederickson, 2001) and is part of optimal functioning in general (Emmons, 2003), is associated with a sense of calling, which involves intrinsic motivation towards particular work (Dik et. al., 2009). Thus, we can say that H2 is accepted. Employees high on personal growth initiative are more intended in self-enhancement than low in PGI, they acknowledge themselves more, perceive more purpose in their life, have healthier relationships with others, have a superior sense of self-sufficiency, and perceive mastery over their environment. In the same way, they have a better feeling of association to the society, a superior sense of contributing to the society, more thoughtful of society around them, a progressive perception of the world, and a positive view of the world. They also have satisfaction in life and feel happier and generally more optimistic belief. Ebberwin's (2008) and Savickas' (1997) suggested that intentional growth is essential to career development.

The study could not explore the other factors like culture, age. This study was limited to *t* test to see gender difference. Further statistics can be done to see if we can find difference in age, years of experience and tenurity of the employees. Cross cultural study can be done along with other variables.

Intrinsic or extrinsic motivation can lead to personal growth. Personal growth initiative by employees will help them identify their needs at work and will help them to perform better and improved productivity at work.

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Conflict of Interest

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