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PERSONAL GROWTH INITIATIVE, SELF-EFFICACY AND
SOCIAL SUPPORT AS PREDICTORS OF LIFE SATISFACTION
AMONG UNDERGRADUATE STUDENTS IN MALAYSIA

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A RESEARCH PROJECT SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE BACHELOR OF SOCIAL SCIENCE (HONS) PSYCHOLOGY
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN
AUGUST 2023

Personal Growth Initiative, Self-efficacy
and Social Support as Predictors of Life Satisfaction
among Undergraduate Students in Malaysia

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This research project is submitted in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Submitted on August 2023

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Acknowledgement

We want to extend our heartfelt appreciation to Dr. Gan Su Wan, our supervisor for this final year undergraduate project. Her unwavering commitment to guide us throughout both semesters served as a driving force in successfully wrapping up this project. Without her insightful feedback and counsel, which accompanied us every step of the way, this project would not have come to fruition.

Furthermore, our gratitude goes out to all the individuals who willingly dedicated their time to participate in the survey, a pivotal element in collecting the necessary data for our study. Your active involvement and valuable input are deeply cherished.

Lastly, we would like to express our thankfulness for the unwavering support from our peers and families, who provided us with emotional, psychological, and societal support during the course of this research. We recognize the contributions of each peer and the mutual encouragement that propelled us to complete this final year project.

We sincerely thank each and every one of you for your priceless time and contributions.

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Approval Form

This research paper attached here to, entitled “Personal Growth Initiative, Self-efficacy and Social Support as Predictors of Life Satisfaction among Undergraduate Students in Malaysia” prepared and submitted by “Chow Wen Chung, Diu Jia Suan, and Tneh Sin Lin” in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

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Abstract

University students experience major changes during the transition from secondary to university life thus it is crucial to investigate the contributing factors of undergraduate students' life satisfaction. This study aimed to look into the relationships and predictive effects of personal growth initiatives, self-efficacy and social support on life satisfaction among undergraduate students in Malaysia. A non-probability sampling method which is the purposive sampling method was applied. A total sample of 176 undergraduate students was recruited in the study but only 140 samples were used in data analysis after the data cleaning. The results also show that there are significant and positive relationship between personal growth initiatives, self-efficacy and social support with life satisfaction among undergraduate students in Malaysia. Also, the linear regression results showed that personal growth initiative, self-efficacy and social support significantly predict the life satisfaction of undergraduate students in Malaysia. Therefore, it can be said that all six hypotheses have been supported in this study. In conclusion, this study gains a more profound comprehension of the importance of personal growth initiatives, self-efficacy and social support on life satisfaction among undergraduate students in Malaysia, which is crucial for formulating effective intervention initiatives that provide the necessary personal and social resources to increase the life satisfaction of the undergraduate students during their university period.

Keywords: Personal growth initiatives, self-efficacy, social support, life satisfaction, undergraduate students, Malaysia

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Declaration

We declare that the material contained in this paper is the end result of our own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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List of Abbreviations

Abbreviations	
PGI	Personal Growth Initiative
SDT	Self-Determination Theory
IV	Independent Variable
DV	Dependent Variable
SWLS	Satisfaction with Life Scale
PGIS-II	Personal Growth Initiative Scale – II
GSES	General Self-Efficacy Scale
MSPSS	Multidimensional Scale of Perceived Social Support
MLR	Multiple Linear Regression
P-P plot	Probability-Probability plot
K-S test	Kolmogorov-Smirnov test
Pearson's r	Pearson Correlation Coefficient
VIF	Variance Inflation Factor
B	Unstandardized Coefficient
β	Standardized Coefficient

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Chapter I

Introduction

Background of Study

Life satisfaction refers to an individual's cognitive judgment of the quality of self-life or in a specific area (Tan et al., 2012). According to the Helliwell et al. (2018), there are around 82% of young adults aged 18-26 have low happiness compared with other age groups in 2018. The majority of undergraduate students show unhappiness because of their academic stress and unsatisfied with the campus environment (Ramachandran et al., 2018). Moreover, an individual with low life satisfaction is found to have high levels of stress, depression, and loneliness (Noor et al., 2020). Ilhan et al. (2019) mentioned that young adults experience major changes during the transition from secondary to university level and this transition period can be one of the most stressful experiences in their lives. Therefore, it is important to examine the predictors of undergraduate students' life satisfaction.

Personal growth initiative (PGI) can be defined as a deliberate and positive desire to grow in an area that is important to a person (Noor et al., 2020). In detail personal growth initiative (PGI) can be referred to as an individual has intended behaviour to increase their own cognitive and playfulness skill through self-improvement planning to experience the feeling of fulfilment (Robitscheket et al., 2012). According to Çakır and Demirel (2019), the level of personal growth initiative (PGI) is important for university students to meet the obstacles of university life. This can be explained by the fact that personal growth planning is a set of consciously engaged skills that drives individuals to pursue new challenges and growth, thereby experiencing greater life satisfaction (Noor et al., 2020). People with greater personal development initiative (PGI) will experience greater life satisfaction because they will be more adaptive than others (Noor et al., 2020). This may allow them to better handle

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the tasks they need to develop, make desired changes, and concentrate more on self-improvement (Noor et al., 2020).

Besides, self-efficacy is an individual's internal assessment of their capacity to successfully perform an activity in order to attain the desired outcome (Bandura, 1977). Self-efficacy has a tremendous influence on a person's ability to cope with obstacles and the decisions they are most likely to make (Poorbaferani et al., 2018). The strong relationship between life satisfaction and self-efficacy can be explained by the fact that people with high levels of self-efficacy have a greater ability to overcome stressful situations because they have the desired attitude of "I can do this" and work hard to achieve their life goals (Poorbaferani et al., 2018). Self-efficacy affects the level of challenge that undergraduate students set for themselves. Undergraduate students might experience some cognitive challenges as a result of changes in their educational environment (Zyl & Dhurup, 2018). Undergraduate students can improve their self-efficacy and reduce the pressure brought by challenges undergraduate students, which helps to set goals and improve their level of satisfaction in life (Zyl & Dhurup, 2018). This is because beliefs about self-efficacy affect the way people think and respond internally, determining individual motivation and behavior. The problems need to be solved in real life in order to gain life satisfaction and joy (Çakar, 2012). Therefore, there is an association between self-efficacy and life satisfaction.

Social support is also an important variable that affects undergraduate students' life satisfaction. Social support refers to an individual network of social resources to provide support and mutual assistance when facing difficulties (Saifuddin et al., 2019). Saifuddin et al. (2019) also mentioned that social support encourages proactive coping and overall enhanced quality of life. According to the research of Talwar and Fadzil (2013), perceived social support in multiple aspects such as academic, emotional, and economic are very important factors and they will be affecting the success of university students. University life

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will face a lot of difficulties and affect the happiness and stressfulness of undergraduate students. Thus, getting social support from multiple resources such as peers, family members, and school may be able to improve the adjustment and outcome of life satisfaction of undergraduate students (Awang et al., 2014).

Research Objectives

1. To examine the correlation between personal growth initiative and life satisfaction among undergraduate students in Malaysia.
2. To examine the correlation between social support and life satisfaction among undergraduate students in Malaysia.
3. To examine the correlation between self-efficacy and life satisfaction among undergraduate students in Malaysia.
4. To examine the predicting effects of personal growth initiative, social support, and self-efficacy on life satisfaction of undergraduate students in Malaysia.

Research Hypothesis

H₁ - There is a significant relationship between personal growth initiative and life satisfaction among undergraduate students in Malaysia.

H₂ - There is a significant relationship between self-efficacy and life satisfaction among undergraduate students in Malaysia.

H₃ - There is a significant relationship between social support and life satisfaction among undergraduate students in Malaysia.

H₄ - Personal growth initiative significantly predicts life satisfaction among undergraduate students in Malaysia.

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H₅ - Self-efficacy significantly predicts life satisfaction among undergraduate students in Malaysia.

H₆ - Social support significantly predicts life satisfaction among undergraduate students in Malaysia.

Research Questions

1. Does personal growth initiative significantly correlate with life satisfaction among undergraduate students in Malaysia?
2. Does self-efficacy significantly correlate with life satisfaction among undergraduate students in Malaysia?
3. Does social support significantly correlate with life satisfaction among undergraduate students in Malaysia?
4. Does personal growth initiative significantly predict with life satisfaction among undergraduate students in Malaysia?
5. Does self-efficacy significantly predict life satisfaction among undergraduate students in Malaysia?
6. Does social support significantly predict with life satisfaction among undergraduate students in Malaysia?

Significance of Study

This research may contribute knowledge by understanding the predictors of life satisfaction for undergraduate students in Malaysia. Life satisfaction is affected by many factors, but personal growth initiative (PGI), social support, and self-efficacy predict undergraduates' life satisfaction less in Malaysian studies than in foreign studies. Therefore, this study hopes to use personal growth initiative (PGI), social support, and self-efficacy as

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factors to predict the life satisfaction of undergraduates to provide some useful information and data, so that researchers can provide guidance for future development.

Apart from this, life satisfaction among undergraduate students is gradually decreasing with time and other factors. Therefore, this research provides good awareness to parents and educators in order to provide better help for undergraduate students. This is because most of the life satisfaction of undergraduate students will be affected by academic pressure. Through this study, educators can appropriately intervene from personal growth initiative (PGI), social support, and self-efficacy in order to improve the life satisfaction of undergraduate students. Besides, this research may help undergraduate students increase their self-awareness by knowing the association of personal growth initiative (PGI), social support, and self-efficacy with life satisfaction. Therefore, they might take steps to prevent their lower life satisfaction after studying this research.

Problem Statements

Life satisfaction of an individual will be influenced and keep changing in this difficult-to-predict era. The level of life satisfaction among undergraduate students was major influenced by their academics and peers. An online poll conducted by YouthSays shows that only a total of 22% of the young adults in Malaysia agreed that there have there were satisfied in their life (Ang & Mansor, 2011). However, during COVID-19, undergraduate students' life satisfaction were negatively affected by learning levels and physical activity, and exposure to the COVID-19 pandemic (Rogowska et al., 2021). This shows that each undergraduate student's satisfaction with life has been changing under different circumstances. In addition, Research on effecting life satisfaction in other factors among undergraduate students in Malaysia still lacking. During the period from 2018 to 2022, most of the research on undergraduate students' life satisfaction tends to be academic pressure that

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leads to undergraduate students' dissatisfaction with life (Aftab et al., 2018, Karaman et al., 2017).

In addition, the research on personal growth initiatives (PGI) is not yet comprehensive in Malaysia. Most studies focus on other countries. Research on personal growth initiative (PGI) among undergraduate students in Malaysia is still very lacking. Chang et al. (2017) have done research on personal growth initiative and life satisfaction among China and American university students and found that personal growth initiative (PGI) and life satisfaction were significantly associated. China undergraduate students and American undergraduate students have different personal growth initiative and the effect differences in life satisfaction because of the differences in the cultural and environmental factors in both countries (Chang et al., 2017). Chinese people will have higher life satisfaction because of the utilization resources of for personal growth initiative (Chang et al., 2017). This result is not suitable to apply for the United States because Americans pay more attention to the readiness for change, planfulness, and initiation behaviour, so their level of life satisfaction will be different (Chang et al., 2017). However, there is less research regarding personal growth initiative (PGI) and life satisfaction in Malaysia (Noor et al., 2020). Thus, this research would like to examine the personal growth initiative (PGI) and life satisfaction among undergraduate students in Malaysia context.

Self-efficacy is significantly associated with life satisfaction among undergraduate students. Elias et al. (2009) mentioned that students with high academic self-efficacy are more capable of managing their learning. Therefore, students with strong self-efficacy beliefs are more likely to achieve academic achievement (Bandura et al., 2001). Undergraduate students' life satisfaction tends to be academic pressure that leads to undergraduate students' dissatisfaction with life (Aftab et al., 2018). However, there is very less research on self-efficacy and life satisfaction among undergraduate students in the Malaysia context (Ansari

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& Khan, 2015). Thus, this research wants to test the association between self-efficacy and life satisfaction among undergraduate students in Malaysia context.

Apart from that, after the period of the COVID-19 outbreak, many groups have been affected, particularly students, they may need additional support in overcoming emotional and learning challenges (Menon, 2021). As evidence, according to Menon (2021), a study conducted in Malaysia shows that 85% of the participants were emotionally stressed due to COVID-19. The reasons included studying from home and facing difficulties of online classes (Menon, 2021). Another study conducted by Liu & Cao (2022) also found that online learning and COVID-19 have significantly decreased the social support of students. The absence from campus and fewer social gatherings may cause the students to have a low sense of belongingness and less chance to get support from their friends (Arslan et al., 2021). However, although there are many studies conducted during the COVID-19 outbreak, there are fewer studies conducted in the relevant contexts (Malaysia, undergraduate students, perceived social support). Thus, while perceived social support is associated with one's life satisfaction (Ali et al., 2010), this research wants to test the association between perceived social support and life satisfaction during the recovery period of COVID-19 among undergraduate students in Malaysia context.

Conceptual Definitions

Life Satisfaction

Life satisfaction refers to an individual's cognitive evaluation towards their life (Diener et al., 2002). According to Veenhoven (2016), life satisfaction is also defined as individuals' positive evaluation of their overall quality of life.

Personal Growth Initiative

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Personal growth initiative refers to one's intentions in actively engage in their personal growing process (Freitas et al., 2016; Robitschek, 1998; Weigold et al., 2018).

Self-efficacy

Self-efficacy refers to one's belief in their capability in completing and succeeding in given tasks (Wilde & Hsu, 2019). According to Michael and Andrew (2015), self-efficacy is individuals' belief that they have control over their motivation, actions, and social environment.

Social Support

Social support refers to one's perception in how readily available members in one's social network are to provide social support (Adamczyk & Segrin, 2014).

Undergraduate Students

Undergraduate students refer to students who enrolled in a university or college to study their bachelor's Degree (Collin Dictionary, n.d.). The age range of undergraduate students in this research is 18 years old to 24 years old.

Operational Definitions

Life Satisfaction

The life satisfaction of undergraduate students would be measure by using Satisfaction with Life Scale (SWLS) which developed by Diener et al. (1985). The purpose of this measurement is to measure the cognitive judgements of satisfaction with one's life and it contains 5 items. The higher the total score indicates a higher level of satisfaction that one perceived with his or her life.

Personal Growth Initiative

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The personal growth initiative of undergraduate students would be measure by using Personal Growth Initiative scale-II (PGIS-II) which developed by Robitschek et al. (2012). The purpose of this measurement is to evaluate skills for one's intentional cognitive, behavioral or affective change in their life. There are four subscales in PGIS-II which are readiness for change, planfulness, using resources and intentional behaviour.

Self-efficacy

The self-efficacy of undergraduate students would be measured by the General Self-efficacy Scale (GSES) which developed by Schwarzer and Jerusalem (1995). It consists of 10 items and it is to evaluate the strength of one's belief in their ability when dealing with obstacles. The higher the score, the greater the individual's generalized self-efficacy.

Social Support

The social support of undergraduate students would be measured by using the Multidimensional Scale of Perceived Social Support which was developed by Zimet et al. (1988). It contains 12 questions, and it accesses one's perception of support from 3 sources which as family, friends, and their significant other.

Undergraduate students

Undergraduate students who are studying in public or private universities in Malaysia that is aged 18 to 24 would be recruited in this research regardless of genders and ethnicity.

Chapter II

Literature Review

Life satisfaction

Life satisfaction is defined as an evaluation of an individual's life that has achieved their desired goals (Kong et al., 2014). This shows that it does not only meet the basic criteria of our life such as food, water, shelter (Alorani & Alradaydeh, 2017). However, it extends into our desire such as relationships, self-concepts, goal achievement and so on which brings the result of life satisfaction (Alorani & Alradaydeh, 2017). Hence, this indicates that life satisfaction is highly associated with the quality of life. (Prasoon & Chaturvedi, 2016b).

A local study by Khalid (2021) stated that our life is a combination of various aspects and issues which will affect our evaluation and satisfaction in life. Good academic performance, being optimistic, maintaining a good physical health, good sleeping quality and other aspects would contribute to the life satisfaction of an undergraduate student (Darling et al., 2007; Extremera et al., 2009; Samaranayake et al., 2014). This shows that every single aspect in our life is important to achieve life satisfaction.

At the same time, life satisfaction of undergraduate students would be affected by different factors and mental health plays one of the important roles (Kumar, 2016). As mentioned by Malaysian researchers, the life of undergraduate students is not easy, because they have to struggle with their academic achievement, financial problems, relationship with peers and so on (Manap et al., 2019). With the stress having and without a solution on it, it will slowly influence them to have depression, anxiety, and others mental health issues (Kumar, 2016). According to Diener et al. (1985), the needs of undergraduate students are not only limited to money, but perceived happiness and life satisfaction are actually more

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important than money. When undergraduates have high life satisfaction levels, it will help them to maintain their health and build a good relationship with family and friends as they have nothing to worry about in their respective life (Kong et al., 2014).

Personal Growth Initiative (PGI)

Personal growth initiative refers to the process of self-change or self-development that involves active and intentional engagement (Kugbey et al., 2018). Personal growth initiative includes four components which are readiness, planfulness, using resources, and intentional behaviour (Meyers et al., 2015). Readiness refers to how well a person is in preparing for the specific changes in himself, planfulness is the ability of an individual in making effective plans for the engagement of personal growth, using resources is the ability of an individual in managing the resources that are available for personal growth and the intentional behaviour refers to the desire for personal development (Chang et al., 2017). Each of the components are important for the process of personal growth because the personal growth initiative is a transformational process where it involves the improvement of physical, emotional, spiritual, and financial state of an individual (Gohlan & Singla, 2016). This change was a personalised journey as every individual is unique, thus, the enhancement of changes on a person has to be personalised. (Gohlan & Singla, 2016). According to Ryff (1989), people high with personal growth initiative tend to have the desire for continued development, sense of self-expanding, have realization of their own potential and improvement of themselves. People with healthy personal growth initiative are able to deal with the challenges and stressors in their life (Beri & Jain, 2016).

The transition between secondary school life and university life would be challenging for students (Ilhan et al., 2019). Personal growth initiative would help the undergraduate student to overcome the challenges and obstacles in university life by contributing the

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characteristics of a sense of adapting, flexibility and staying positive in learning (Cakir & Demirel, 2019; Robitschek, 1998). The local study done by Noor et al. (2020) shows that the personal growth initiative of first-year university students is high which leads them to have better ability to cope with the developmental task in their life. Hence, when they face difficulties such as stress, academic problems, they will have the desire to seek for the solutions (Loo et al., 2014). In contrast, people with low personal growth initiative will experience higher levels of depression and anxiety (Stevic & Ward, 2008).

Self-efficacy

Self-efficacy is defined as the capacity of an individual being aware of making a difference in their life and taking initiatives to act it out (Siddiqui, 2015). The well-known concept by the community is the concept proposed by Albert Bandura from the Social Learning Theory which is defined as “beliefs of an individual on his own capabilities in executing a set of behaviours in managing a certain task”. (Bandura, 1986). In extent, there are a total of four sources for self-efficacy which are performance accomplishments, vicarious experience, verbal persuasion, and physiological and affective states (Bandura, 1986; Raelin et al., 2011; Heslin & Klehe, 2006).

Generally, self-efficacy annotates us that we have the ability to control over our daily tasks in our life, and this belief provides us a sense of security and pride (Farmer et al., 2022). This was supported by Heslin & Klehe (2006) where when we decided to put effort in completing a task such as public speaking or losing weight, self-efficacy plays an important role in sustaining the effort. High self-efficacy improves the value and capability of an individual in every field (Farmer et al., 2022).

In the aspects of academics, self-efficacy is associated with the academic achievement and performance of an individual (Siddiqui, 2015). Self-efficacy plays an important role

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among undergraduates as self-efficacy allows them to encounter the difficulties that they are facing (Jaafar & Ayub, 2010). A local study on the undergraduate study shows that the students' self-efficacy will affect the academic performance (Jaafar & Ayub, 2010). Study shows that when an individual has high interest in a certain subject, they are more likely to achieve a higher level of self-efficacy (Waldman, 2003). In extent, a local study from Ramayah & Aafaqi (2004) concluded that when an undergraduate has high self-efficacy, he will put more effort and commitment to accomplish the task. In contrast, people with low self-efficacy will tend to be more violence, abide by destructive behaviour, stealing and robbery (Oladipo et al., 2013).

Social Support

In our daily life, we will face many difficulties that require the assistance from others to support and this refers to the social support (Faleel et al., 2012b). Social support is defined as having someone to offer us help when we need it. Based on a local study, the sources of the social support might be various which included parents, teachers, friends, society, colleagues, and others (Awang et al., 2014). This indicates that support from all resources is important so that the individual is able to cope with the challenges in a different environment just like the one of the tough periods recently which is COVID-19 (Rathakrishnan et al., 2022).

The care from the social support includes the elements such as, emotional support, appraisal and affirmation, informational assistance, intimacy, comfort, and physical affection (Faleel et al., 2012b). Meanwhile the study from Friedlander et al. (2007) categorised social support into four types which are guidance and feedback, non-directive support, positive social interactions, and tangible assistance. Guidance and feedback refer to the verbal comment from other people such as advice and instructions; non-directive support defined as

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the support from the inner heart such as trustworthy, intimacy and respect; positive social interactions which is about the action of the support shown by others towards an individual such as spending time with family and friends; and tangible assistance indicate the material support such as shelter, transport, and money (Abdullah et al., 2014). All these support from inner heart to the outer material support are all important in order to fully satisfy a person (Abdullah et al., 2014).

Based on the local study among the undergraduate, social support served to increase the student's adjustments and outcomes (Awang et al., 2014). Social support from the family members plays a role of promoting a sense of security for the undergraduate hence, those who receive the support from family have more opportunity for personal growth and initially it tends to improve the self-confidence and self-esteem (Wan et al., 1996). Furthermore, peer support and the significant one such spouse is the moderator in reducing the undergraduate stress and the negative mental problem through providing them with sufficient concern (Day & Livingstone, 2003; Jenkins et al., 2013). Thus, we can conclude that different social support plays an equally important role in providing guidance for both the distressing and satisfying experience of undergraduate students (Morris, 2020). Manap et al. (2019) mentioned that current university students encounter great stress due to the education system and personal factors. Therefore, a high level of social support helps to reduce the negative effect of the stress experienced among the undergraduate in Malaysia public university (Abdullah et al., 2014). Especially to the undergraduate students during the pandemic season, social support plays an essential role to help the student keep going (Rathakrishnan et al., 2022).

Personal Growth Initiative and Life Satisfaction

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Personal growth initiative is one of the most frequent concepts that comes into the mind for a college going student and for the group of university students because they will start to think about their own personal growth and development to achieve their future goal (Gohlan & Singla, 2016). When they have the priority and goals in their life, they will tend to be actively seeking for the method for them to achieve it (Ayub & Iqbal, 2012a). The individual with personal growth initiative will improve their self-identity, improve self-potential, build human capital, enhance quality of life and realization of aspirations (Gohlan & Singla, 2016).

Personal growth initiative plays a role of urging an undergraduate to step out of their comfort zone in order to achieve their goal (Thoen & Robitschek, 2013). Hence, the students in university are often encouraged to participate in different activities in order to find out their identity, potential and build their skills in various aspects. This led to a person who has higher personal growth initiative will join more activities for their own benefit as they desire in changing their life and life satisfaction will be achieved (Kugbey et al., 2018).

Besides that, to achieve life satisfaction, continual changes of life are needed. As a result, undergraduate students with personal growth initiative will adopt better coping strategies towards difficulties, experience lower self-discrepancies, and lesser psychological problems in their life (Guse & Vermaak, 2011; Mason, 2015; Wilson & Somhlaba, 2016). When individuals with high personal growth initiative, they tend to feel motivated in life events and report having a greater level of life satisfaction. Personal growth initiative that acts as an intentional self-change can help and motivate individuals to identify life direction and meaning (Thoen & Robitschek, 2013). When an individual tends to make changes in their life or grow with plan, they tend to actively participate in life events and contribute to higher life satisfaction (Kugbey et al., 2018). Based on research about the first-year

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undergraduate students, it found that a person with higher personal growth initiative will achieve higher level of life satisfaction because they able to manage their emotional problem such as anxiety, depression, and others (Robitschek, 1999; Noor et al., 2020; Loo et al., 2014). In contrast, when an undergraduate student enhances with a high level of personal growth initiative it will contribute to better life satisfaction due to the high levels of emotional, psychological, and social well-being (Noor et al., 2020; Hardin et al., 2007; de Freitas et al., 2016).

Self-efficacy and Life Satisfaction

Study shows that the use of self-efficacy will affect the satisfaction of an individual life in every setting such as, working, sports, business, education, and others (Moke et al., 2018). People with high self-efficacy tend to enjoy life more than the people with low self-efficacy because it helps them in sustaining and improve their persistency in their difficulties (Raelin et al., 2011). A person with higher levels of self-efficacy would bring out better performance of an individual in all settings because people with higher self-efficacy are more persistent and less intermittent (Moke et al., 2018). During stressful moments, it was hard for an individual to sustain well during the period, thus, self-efficacy plays an important role in it from those negative emotions and experiences thus, life satisfaction achieved (Raelin et al., 2011; Capri et al., 2012).

Undergraduate students are often to have lower levels of life satisfaction when they are having high stress in their academic achievement, performance, assignment and social (Kurupparachchi et al., 2012; Gopal et al., 2018). In this case, self-efficacy plays an important role in life satisfaction by enhancing stronger motivation, more concentration, and deeper processing on study (Ommundsen et al., 2005). When undergraduate students adapt with self-efficacy, they will tend to put more effort in the certain task because they want to

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achieve the goal that they have set (Kuruppuarachchi et al., 2012) and achieve life satisfaction. Life satisfaction is achieved because the progress of development is in their control and it provides a sense of security for the undergraduate student (Farmer et al., 2022). Furthermore, when students have lower performance on the study this will lead to lower life satisfaction, because of fail in enhancing their ability in managing certain tasks (Siddiqui, 2015; Komarraju & Dial, 2014). There are few studies that found that students who enhance self-efficacy and social support during the university period, can lead them to have life satisfaction because of the improvement in adjustment and academic performance (Chermers et al., 2001; Friedlander et al., 2007; Meyers et al., 2010).

Social Support and Life Satisfaction

There are various social and cultural challenges that a university student needs to face. Environment, overwhelming academic stress, social interactions, and economic demand have contributed to the challenges that a student needs to face (Alorani & Alradaydeh, 2017). Although some students may be able to manage these challenges well without having the social support, however some may struggle with it (Weigold et al., 2020). Through some studies, it did mention that the undergraduate student who enhance self-efficacy and social support during the university period, can lead them to have improvement in adjustment and academic performance (Chermers et al., 2001; Friedlander et al., 2007; Meyers et al., 2010). Faleel et al. (2012b) mentioned that the undergraduate often face difficulties in confronting the new environment because this is the first step of leaving our comfort zone when the individual enrol in undergraduate study. The life transition of undergraduate students will affect them to face the academic and social challenge (Abdullah et al., 2014). In order to achieve life satisfaction, they need to build a new relationship under a new environment and develop new learning styles (Abdullah et al., 2014).

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Alsubaie et al. (2019), found that the essential role of social support towards the quality life of undergraduate students. This is because undergraduates are required to face multiple demands and cope with the challenges around them (Morris, 2020). If all these problems are not solved in time, it will lead to negative consequences such as anxiety and depressions (Rathakrishnan et al., 2022). Hence, with the sufficient social support, it can be an encouragement to all the undergraduate students in coping with the educational attainment and help in reducing their psychological stress from life challenges (Rathakrishnan et al., 2022). Hence, it shapes the overall life satisfaction of an undergraduate student during university because they experience the supportive encouragement from their friends and family (Kong et al., 2014). Social support contributes to life satisfaction as it helps us to feel connected with one another (Kong et al., 2014). In few local studies by Abdullah et al. (2019), Awang et al. (2014), Yusoff (2011) and Faleel et al. (2012b) provide the same result that social support plays an important role in regulating the stress among undergraduate life and contribute to life satisfaction. This is because with sufficient social support, the undergraduates are more likely to experience happiness, enjoyment (Awang et al. 2014) and have a higher level of willingness in sharing problems (Faleel et al., 2012b) throughout his undergraduate life.

Theoretical Framework

Self-Determination Theory (SDT)

Self-determination theory (SDT) is a framework that has been widely used for human motivation (Ryan & Deci, 2000). A recent study also applied SDT in examining an individual's motivation, development, and wellness (Al-Jubari et al., 2018). This indicates that every individual has the natural tendency of motivation for their own growth and achievement (Stone et al., 2009). Individuals have a high sense of learning new knowledge

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and developing new skills (Deci & Ryan, 1985). Furthermore, according to Ryan & Deci (2017), SDT propositioned the importance of three basic psychological needs which are autonomy, competence, and relatedness that can relate to well-being of individuals.

Autonomy refers to the experience of controlling one's own choices, competence means the sense of efficacy in achieving desirable outcomes while doing a task, and relatedness concern about an individual's experiences with others (Deci & Ryan, 2000). These three components are essential for an undergraduate student in contributing to their life satisfaction which are supported by a study in Malaysia public university. (Al-Jubari et al., 2018).

SDT mentioned that the characteristics of intentional development under the personal growth initiative indicate the individual with higher PGI will help in achieving personal basic needs (Arnett, 2000). In addition, people with higher PGI are more likely to be part of taking opportunity in personal development and result in experiencing life satisfaction (Weigold et al. 2020). Based on the local study from Al-Jubari et al. (2018), it stated that personal growth initiative was associated with the self-determination theory. The research on the public and private universities in Malaysia found that personal growth initiative plays a role in self-determination theory in enhancing the components of autonomy (Negovan & Bogdan, 2013). Personal growth initiative contributes to the need for satisfaction and sense of commitment within an undergraduate student; thus, it will lead to life satisfaction (Weigold et al., 2020).

In SDT, it mentioned that self-efficacy can be referred to as one of the basic psychological needs, competence as both are related to the self-belief in executing the behaviour towards the certain task (Deci & Ryan, 2013). Self-efficacy enhances the ability of regulating their learning skills in their academic activities and SDT plays a role of providing the motivation to these undergraduates to sustain their ability (Rosli & Saleh, 2022). Undergraduates with high self-efficacy will work for the goal once they feel that they have

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the capabilities to do so (Sweet et al., 2012). Moreover, Komarraju & Dial (2014), mentioned that an undergraduate student who has a higher level of self-efficacy is linked to a higher sense of motivation, accumulates better concentration and is able to process study material deeper. Hence, to ensure an individual has a high level of life satisfaction, coping with all these abilities are beneficial for them (Ommundsen et al., 2005; Komarraju & Dial, 2014). Moreover, a student who understands the effects of self-efficacy will have the tendencies in maximizing the learning tools which are beneficial for them in attaining the goal (Rivers, 2021; Qashou, 2020). Through the pursuit of life satisfaction, SDT is able to strengthen the undergraduate's thoughts and provide valuable enforcement towards the process of seeking improvement in attaining life satisfaction (Komarraju & Dial, 2014).

An individual with social support will tend to be more confident which enables them to have the willingness in taking risk, admitting self-errors, and seeking help throughout the learning process (Abdullah et al., 2019). SDT widely applied the educational setting, where it can help to promote positive outcomes among the university students (Hassan, 2014). Social support is one of the important human psychological needs as relatedness is important to contribute to a better well-being of an individual. A local study states that one of the outcomes of promoting higher levels of social support is to contribute to the experience of learning from each other by working in a group (Abdullah et al., 2019). Hence, when an undergraduate is living under a supportive environment, they will tend to report perceiving higher levels of social support and thus, promote life satisfaction (Deci & Ryan, 2013). SDT proposed that the theory of motivation was an important key in linking social support and life satisfaction (George et al., 2013). Social support as an external encouragement is able to act as a motivation for the undergraduate student to manage the difficulties in life and lead to life satisfaction (Stupnisky et al., 2018).

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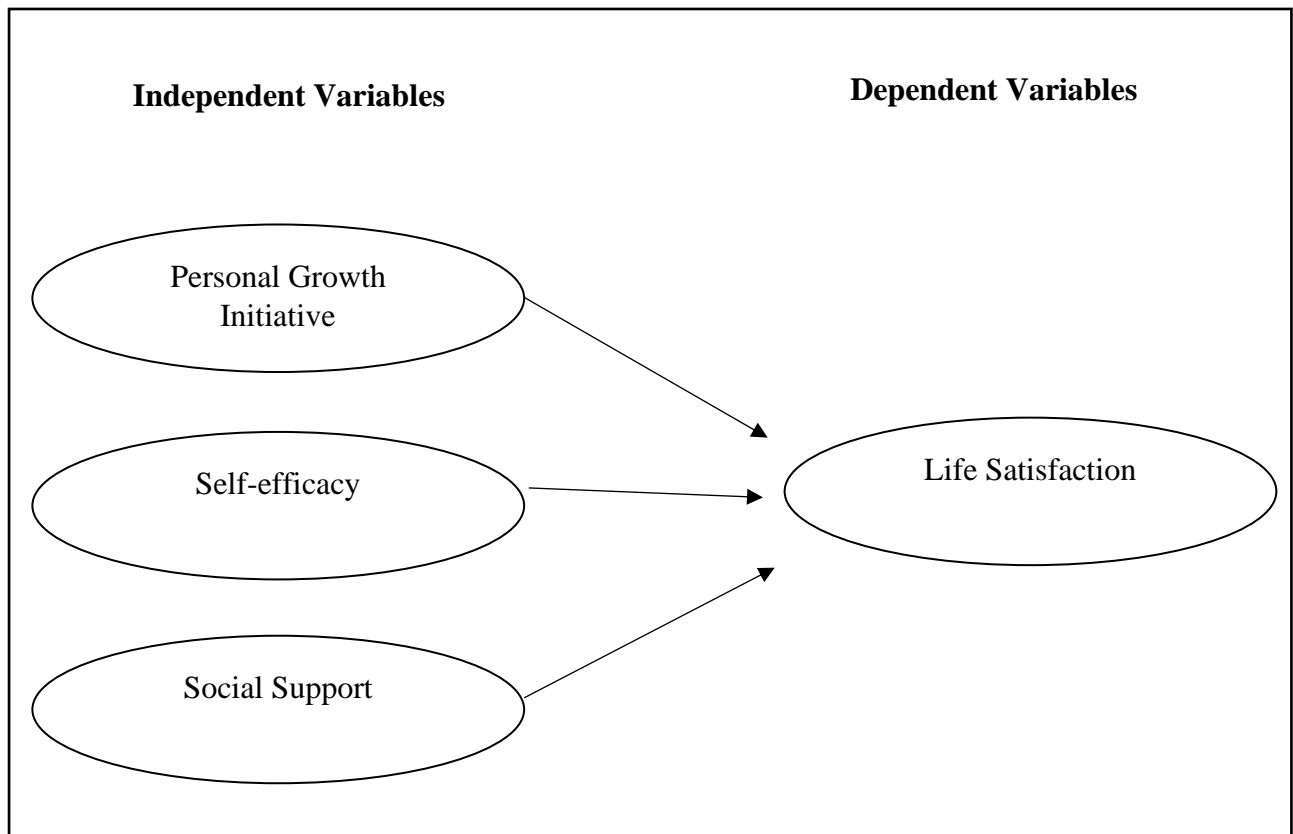
Conceptual Framework

Figure 1. *Predictors of life satisfaction among undergraduate students in Malaysia.*

The figure above indicates that self-efficacy, social support, and personal growth initiative (PGI) are the predictors of life satisfaction among undergraduate students in Malaysia. Self-efficacy, social support, and personal growth initiative (PGI) are the independent variables (IV) for the study while the dependent variable (DV) of the study is life satisfaction.

Chapter III

Methodology

Research Design

This research utilized a quantitative and cross-sectional study design to examine the life satisfaction of undergraduate students based on three predictors: personal growth initiative, social support, and self-efficacy. A cross-sectional study uses to evaluate outcomes and exposures in a population, allowing researchers to measure associations between outcomes and exposures (Sedgwick, 2014; Setia, 2016). Furthermore, due to its lack of follow-up requirements and faster results, a cross-sectional study is both time and cost-effective compared to other designs (Sedgwick, 2014; Wang & Cheng, 2020; Zangirolami-Raimundo et al., 2018).

Additionally, self-reported online questionnaires were employed in this research. This choice was based on the fact that a cross-sectional study primarily relies on questionnaire surveys (Sedgwick, 2014). According to Codó (2009), questionnaires are more suitable for collecting quantitative data and are less expensive and more efficient for gathering data on sensitive issues compared to interviews (Codó, 2009).

Research Sample

Participants

This research targeted and recruited undergraduate students who were pursuing their bachelor's degrees in Malaysia. Several inclusion criteria were set for this research. Firstly, the participants were required to be university or college students enrolled in a bachelor's degree program. Secondly, the participants' ages ranged from 18 to 24, as this age range had been commonly used in previous studies for samples of undergraduate students (Anusha et al., 2017; Tan & Intan, 2015). Also, according to a survey, about 60 percent of individuals aged 18 to 24 had a greater likelihood of enrolling in college in Asian context (U.S.

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Department of Education, Institute of Education Sciences, 2023). Other than that, a few exclusion criteria were also being set. Firstly, participants who were university or college students but not under a bachelor's degree program would be excluded. Other than that, participants who were not in the range of 18 to 24 would be excluded as well.

Sampling Method

While some statistics show the annual enrolment of undergraduates in public universities (Statista, 2022), the exact number of undergraduate populations in both public and private universities remain unknown. Therefore, this research applied a non-probability sampling method, specifically the purposive sampling method. As described by Etikan et al. (2016), the purposive sampling method, also known as judgment sampling, involves purposefully selecting participants based on specific traits. For example, this research targeted participants who were Malaysian university or college students enrolled in a bachelor's degree program whose age ranged from 18 to 24. In other words, the researchers established the criteria and actively sought out participants who met these criteria and were willing to provide the necessary information.

Sample Size

After calculating the total effect size, the suggested sample size from G*power by Faul et al. (2009) was 40 samples (referred to Appendix A). However, in order to increase generalizability, this research also sought to apply Cohen's d to determine the sample size for the research. As outlined by Cohen (1988), the suggested minimum sample size was 105 samples, given a statistical power level of .95, an effect size of .5, and an alpha error probability level of .05 (refer to Appendix B).

Nevertheless, this research aimed to incorporate a 20% buffer to account for the potential occurrence of missing or invalid data. Therefore, by adding 20% ($105 \times 20\% = 21$)

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of the minimum sample size from Cohen's d , the resulting minimum sample size for this research was 126 ($105 + 21 = 126$).

Research Location

The researchers recruited participants who fulfilled the inclusion criteria across the states of Malaysia, including both east Malaysia and west Malaysia. In other words, participants were recruited within the geographical scope of Malaysia, as this research targeted undergraduate students in the country. Moreover, the targeted participants were recruited from both private and public universities or colleges. To ensure the inclusion of participants from both east and west Malaysia, an online survey was utilized for recruitment purposes.

Instrumentations

The questionnaire of this research consisted of five sections. Participants were required to provide with the informed consent on the cover page before proceeding to answer the questionnaire. The five sections of the questionnaires included Part A (Satisfaction with Life Scale, SWLS), Part B (Personal Growth Initiative Scale – II, PGIS-II), Part C (General Self-Efficacy Scale, GSES), Part D (Multidimensional Scale of Perceived Social Support, MSPSS), and Part E (demographic data). In Part E, participants were asked about their demographic information. For example, age, gender, nationality, ethnicity, current education level, current year and semester, course name, and educational institution. Participants were instructed to dedicate approximately 15-20 minutes to complete the questionnaire.

Satisfaction with Life Scale (SWLS)

SWLS is developed by Diener et al. (1985) and the purpose of this scale is to evaluate the overall cognitive judgments of individuals towards their life. It consists of 5 items, for example, "I am satisfied with my life.". The scale uses a 7-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). By summing up the scores, participants would get a total score. The score can be interpreted as the higher the score, the higher the level of

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satisfaction. Alternatively, if there is a need for cut-off scores, the scores can be categorized into 6 categories which are extremely dissatisfied (5-9), dissatisfied (10-14), slightly dissatisfied (15-19), neutral (20), slightly satisfied (21-25), satisfied (26-30) and extremely satisfied (31-35). The reliability coefficient of SWLS is $\alpha = .84$ while the concurrent validity is $r = .77$ (Galanakis et al., 2017).

Personal Growth Initiative Scale-II (PGIS-II)

PGIS-II developed by Robitschek et al. (2012) is a revised multidimensional instrument that evaluates an individual's intention to be actively involved in their growth process. It contains a total of 16 items and the items can be categorized into four subscales which are readiness for change, planfulness, using resources, and intentional behavior. An example of the items for each subscale is "I figure out what I need to change about myself." (readiness for change), "I know steps I can take to make intentional changes in myself." (planfulness), "I use resources when I try to grow." (using resources), and "I am constantly trying to grow as a person" (intentional behavior). PGIS-II uses a 6-point Likert scale ranging from 0 (*disagree strongly*) to 5 (*agree strongly*). Prior to obtain total mean score, first, calculate the subscale scores, add up the item responses within each subscale and then divide by the number of items in the subscale. This yields an average response value representing the subscale score. Next, the total mean score is determined by summing up these subscale scores and subsequently dividing by 4, which corresponds to the number of subscales. A greater total mean score indicates a higher level of personal growth and development. The reliability of PGIS-II is $\alpha = .91$ (Borowa et al., 2018) and it shows a good convergent validity (Freitas et al., 2018).

General Self-efficacy scale (GSES)

GSES is a scale developed by Schwarzer and Jerusalem (1995) that evaluates the strength of an individual's belief in their ability to overcome the challenges and difficulties faced. It

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included a total of 10 items and a 4-point Likert scale has been applied, ranging from 1 (*not at all true*) to 4 (*exactly true*). An example of the items is “I can solve most problems if I invest the necessary effort.”. A total score can be calculated by summing up the scores and The greater the score, the more elevated the individual's overall belief in their own efficacy. The reliability of this scale is $\alpha = .91$ and it possesses a good criterion validity (Zeng et al., 2020).

Multidimensional Scale of Perceived Social Support (MSPSS)

MSPSS is a 12-item scale developed by Zimet et al. (1988) to examine the individual's perceived support from three sources (family, friends, and significant other). An example of the items is “My friends really try to help me.”. This scale uses a 7-point Likert scale, ranging from 1 (*very strongly disagree*) to 7 (*very strongly agree*). Also, this scale contains three subscales which are family (items 3, 4, 8, & 11), friends (items 6, 7, 9, & 12), and significant other (items 1, 2, 5, & 10). By summing up the scores across all items, a total score would be calculated. The scores can be interpreted as the higher the score, the higher level of perceived social support. According to Wang et al. (2017), the reliability values of the subscales are $\alpha = 0.87$ (family subscale), $\alpha = 0.88$ (friend subscale), and $\alpha = 0.89$ (significant other subscale). This scale also shows good concurrent validity (Wang et al., 2017).

Research Procedure

Procedure

Before data collection commenced, an ethical approval letter (Re: U/SERC/02/2023) (see appendix D) to conduct the research was obtained from the UTAR Scientific and Ethical Review Committee (SERC). An online questionnaire was created using Qualtrics. This online questionnaire was distributed to participants through various platforms for a pilot study. The platforms utilized included Instagram, Facebook, Microsoft Teams, and Whatsapp.

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Prior to participants answering the questionnaire, the informed consent and research briefing were presented on the first page of the questionnaire. Through giving their consent, participants indicated their agreement with the terms and conditions and granted the researchers permission to process the data they provided. Participants were made aware that their data would be processed anonymously and treated confidentially. The potential participants were assured of their full rights to withdraw from the data collection process without facing any penalties. Additionally, the research topic and purpose were clearly outlined on the first page.

Once they had completed the informed consent section, participants were able to proceed with the survey. The survey was expected to take approximately 15-20 minutes to complete. The data collection period is from 4th July 2023 to 22nd July 2023.

Pilot Study

Before the research was conducted, the researchers conducted a pilot study. As outlined by Thabane (2010), a pilot study is a smaller-sized study aimed at aiding researchers in modifying and planning the main study to ensure its feasibility. In this pilot study, participants from a specific group or institution were recruited, while these particular undergraduates were excluded from the actual study by employing filtered questions. The targeted sample size for the pilot study was 30 samples, and the questionnaires were distributed through online platforms. Subsequently, the collected data were analyzed to test the reliability of each instrument.

For the pilot study, the present research collected 40 responses from a specific group of undergraduates (i.e. undergraduate students from Universiti Utara Malaysia) in Malaysia, utilizing virtual platforms such as Whatsapp. A filtered question (i.e. I am Malaysian undergraduate student) was included and participants who are from other universities would

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be excluded. After the pilot study data were collected, IBM SPSS Statistics version 23 was employed to analyze the reliability of each instrument.

Data Analysis

The collected data were exported in SPSS format and analyzed using IBM SPSS Statistics version 23. Data cleaning, a procedure aimed at identifying missing values and incomplete data (Shamsuddin et al., 2013), was conducted. Those who did not meet the inclusion criteria and those with incomplete data were excluded during the data cleaning process.

Descriptive statistics were used to analyze the demographic data of the participants. Prior to conducting Linear Regression analysis, normality tests were performed on each variable to determine if the data were normally distributed. As described by Gupta et al. (2019), the normality test involved five indicators: skewness, kurtosis, and the Kolmogorov-Smirnov test (K-S test), histogram and P-P plot. Following the normality test, descriptive statistics were analyzed to ascertain the frequency distribution of demographic data such as age, university courses, year, and semester.

Additionally, Pearson correlation coefficient (Pearson's r) was calculated to examine the relationships among the study variables. Subsequently, multiple linear regression analysis was applied to check the assumptions of the variables and simple linear regression analysis was utilized to analyse the regression coefficient understand the predicting effects of the predictors.

Reliability

Table 3.1 displayed the reliability, measured using Cronbach's alpha coefficient, for both the pilot and real study. The results of the real study indicated that life satisfaction ($\alpha = .81$), personal growth initiative ($\alpha = .92$), self-efficacy ($\alpha = .86$), and social support ($\alpha = .90$) exhibited very good reliability. This aligns with the assertion of Khairul et al. (2018) that Cronbach's alpha values above .8 are indicative of very good reliability.

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Table 3.1*Cronbach's Alpha of Each Variable in the Pilot Study (N=40) and Real Study (N=140)*

Variables	Cronbach's Alpha, α	
	Pilot study (N = 40)	Real study (N = 140)
Life satisfaction (5 items)	.88	.81
Personal growth initiative (16 items)	.94	.92
Self-efficacy (10 items)	.93	.86
Social support (12 items)	.95	.90

Chapter IV

Results

Assumptions of Normality Test

Normality assumptions of this research were examined by using five indicators which are skewness and kurtosis values, Kolmogorov-Smirnov test, histogram, and P-P plot.

Skewness and Kurtosis Values

Table 4.1 shows the values of skewness and kurtosis of each variable. The values are all within ± 2 which is the acceptable value suggested by Field (2009). The values of skewness and kurtosis ranged from -.63 to -.02 and -.09 to .89 respectively. Hence, all variables have no violation in skewness and kurtosis. All four variables have a negative value of skewness which may indicate that there are many high scores in the distribution. The variables of life satisfaction, social support, and personal growth initiative have shown Leptokurtic kurtosis while the variable of self-efficacy has shown a platykurtic kurtosis. Leptokurtic kurtosis refers to a more positive kurtosis which indicates a pointy and heavy-tailed distribution while platykurtic kurtosis refers to a more negative kurtosis which indicates a flat and light-tailed distribution.

Table 4.1

Skewness and Kurtosis Values

Variables	Skewness	Kurtosis
Life satisfaction	-.38	.17
Self-efficacy	-.02	-.09
Social support	-.63	.89

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Personal Growth Initiative	-.36	.21
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Kolmogorov-Smirnov test

In the Kolmogorov-Smirnov test, if the test is non-significant ($p > .05$), it indicates that the sample distribution is not significantly different from a normal sample distribution.

According to Table 4.2, the test values showed that life satisfaction, $D(140) = .078$, $p < .05$ was significantly non-normal. This indicates that the variable of life satisfaction is significantly different from a normal distribution. However, Kolmogorov-Smirnov test is only one of the indicators of the normality tests, the violation of the variable of life satisfaction is still acceptable if it does not violate more than two normality tests. As for the other three variables which were self-efficacy, $D(140) = .063$, $p > .05$, social support, $D(140) = .068$, $p > .05$ and personal growth initiative, $D(140) = .061$, $p > .05$ showed significantly normal distributions which indicates these three variables were not significantly different from a normal distribution. Thus, it can be concluded that the variable of life satisfaction has violated the Kolmogorov-Smirnov test while self-efficacy, social support, and personal growth initiative do not show violations in the test.

Table 4.2*Kolmogorov-Smirnov Test*

Variable	Kolmogorov-Smirnov test		
	Statistic	<i>df</i>	Sig.
Life Satisfaction	.078	140	.037
Self-efficacy	.063	140	.200*
Social support	.068	140	.200*

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Personal growth initiative	.061	140	.200*
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Note. * is a lower bound of the true significance.

Histogram

The histograms showed that all four variables have bell-shaped curves which indicated that all four variables are normally distributed. Thus, it can be concluded that the histogram showed no violation in the normality assumption (Appendix E3).

P-P plot

The P-P plots of the variables of all variables which are life satisfaction, self-efficacy, social support and personal growth initiative showed good normality as the observed values fall closely to the diagonal line. Thus, there is no violation of the normality assumptions of the P-P plot (Appendix E4).

Summary of the assumptions of normality tests

The skewness value, kurtosis value, histogram and p-p plot of each variable have been tested and shown no violation and good normality assumptions. However, the Kolmogorov-Smirnov test shows that the variable of life satisfaction was not within the acceptable range and violated the assumption. In conclusion, the normality assumptions of each variable are still considered met as only the variable of life satisfaction violate one out of the five indicators.

Descriptive Statistics

The total sample used in this study was 140 undergraduate students which males and females accounted for 37.9% ($n = 53$) and 62.1% ($n = 87$) respectively. Also, according to Table 4.3, the average mean age of the samples collected was 21.69. Among the samples, 87.9% of them are Chinese ($n = 123$), followed by Indian ($n = 15$) and Malay ($n = 2$). Moreover, about 82.8% of the samples come from Universiti Tunku Abdul Rahman ($n = 116$) and the other

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samples come from other universities based in Malaysia. Furthermore, about 29.4% of the samples are students from Psychology course and 28.6% of samples were in year 3/trimester 3.

Table 4.3

Distribution of Participant Frequencies in Demographic Variables (N = 140)

	<i>n</i>	<i>%</i>	<i>Mean</i>	<i>SD</i>
Age			21.7	1.2
Gender				
Male	53	37.9		
Female	87	62.1		
Ethnicity				
Malay	2	1.4		
Indian	15	10.7		
Chinese	123	87.9		
University				
Han Jiang University	1	0.7		
<i>Institut Pendidikan Guru kampus Perlis</i>	1	0.7		
New Era University College	1	0.7		
Sunway University	3	2.1		
Taylor's University	2	1.4		
Tunku Abdul Rahman University of Management and Technology (TARUMT)	5	3.5		
<i>Universiti Selangor (UNISEL) Bestari Jaya</i>	1	0.7		
<i>Univerisiti Malaya</i>	3	2.1		

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<i>Universiti Kebangsaan Malaysia</i>	1	0.7
<i>Universiti Malaysia Kelantan</i>	1	0.7
<i>Universiti Malaysia Sabah</i>	4	2.8
<i>Universiti Putra Malaysia</i>	1	0.7
<i>Universiti Tunku Abdul Rahman</i>	116	82.8

Courses

Accounting	6	4.2
Accounting and Finance	1	0.7
Agricultural Science	1	0.7
Banking and Finance	2	1.4
Biomedical Science	6	4.2
Business	3	2.1
Business Administration	3	2.1
Business Information Systems	1	0.7
Chinese Studies	1	0.7
Civil Engineering	1	0.7
Commerce Accounting	5	3.5
Communication	1	0.7
Communication Broadcasting	1	0.7
Computer Science	1	0.7
Early Childhood Education	3	2.1
Electronic Engineering	3	2.1
Engineering	3	2.1
English Language	1	0.7
Finance	2	1.4

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Financial Economics	1	0.7
Food Science	1	0.7
Food technology and bioprocessing	2	1.4
Guidance and Counselling	10	7
Healthcare Management	1	0.7
Human Resource Management	3	2.1
Information System	1	0.7
International Business and Marketing	1	0.7
Law	1	0.7
Logistics and International Shipping	14	9.8
Logistics and Supply Chain	1	0.7
Marketing	5	3.5
Mass Communication	2	1.4
Medical	3	2.1
Pharmacy	1	0.7
Psychology	42	29.4
Public Relations	2	1.4
<i>Reka Bentuk and Teknologi</i>	1	0.7
Statistical Computing and Operations Research	3	2.1

Year and Semester

Year 1/Sem1	5	3.6
Year 1/Sem 2	11	7.9
Year 1/Sem 3	19	13.6
Year 2/Sem 1	2	1.4
Year 2/Sem 2	12	8.6

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Year 2/Sem 3	10	7.1
Year 3/Sem 1	17	12.1
Year 3/Sem 2	20	14.3
Year 3/Sem 3	40	28.6
Year 4/Sem 1	1	0.7
Year 4/Sem 2	2	1.4
Year 4/Sem 3	1	0.7

Note. n = Frequency; SD = Standard Deviation

Outliers

Multivariate Outliers

In this study, casewise diagnosis has been carried out. It shows that case 18, 20, 21, 85, 102, 109, and 140 are outliers (Appendix G). Moreover, Mahalanobis Distance, Cook's Distance, and Centered Leverage Value have been applied to detect the influential cases. According to Barnett and Lewis (1978), the acceptable cut-off value for Mahalanobis Distance is less than 15 and all the 7 cases has a value that is within 15. Thus, there is no violation in the Mahalanobis Distance. Furthermore, for Cook's distance, the cut-off point should not exceed 1 (Cook and Weisberg, 1982). The value of all 7 cases was within 1, thus all 7 cases do not show violation in the Cook's Distance. In addition, the cutoff point of the Centered Leverage Value should be calculated by using $\frac{(p+1)}{n} = \frac{(3+1)}{140} = 0.029$ which developed by Hoaglin and Welsch (1978). Then, multiple the value by 2 (0.029×2) to get the cut-off value which is 0.058 (Hoaglin and Welsch, 1978). In this study, it showed that all the cases are within the value of 0.058. In conclusion, all the cases do not show any violation in the Mahalanobis Distance, Cook's Distance and Centered Leverage Value. Thus, case 18, 20, 21, 85, 102, 109 and 140 were not removed from the dataset.

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Correlations among self-efficacy, social support, personal growth initiative and life satisfaction

A Pearson's correlation coefficient analysis was done to examine the relationship between self-efficacy, social support, personal growth initiative and life satisfaction (H_1 - H_3). Table 4.4 shows the results of relationships among variables.

H₁ - There is a significant relationship between personal growth initiative and life satisfaction among undergraduate students in Malaysia.

As hypothesized, the results showed that the relationship between life satisfaction and personal growth initiatives is significant and positively correlated, $r(138) = .51, p < .001$. Thus, H_1 was supported.

H₂ - There is a significant relationship between self-efficacy and life satisfaction among undergraduate students in Malaysia.

As hypothesized, The Pearson's correlation results concluded that life satisfaction and self-efficacy have a significant and positive relationship, $r(138) = .56, p < .001$. Thus, H_2 was supported.

H₃ - There is a significant relationship between social support and life satisfaction among undergraduate students in Malaysia.

Moreover, the result indicated that there was a significant and positive relationship between life satisfaction and social support among the samples collected, $r(138) = .56, p < .001$.

Thus, H_3 was also supported.

Table 4.4

Pearson's Correlations for Predictors of Life Satisfaction

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Variable	1	2	3	4
1. Life Satisfaction	-			
2. Self-efficacy	.56**	-		
3. Social Support	.56**	.52**	-	
4. Personal Growth Initiatives	.51**	.56**	.48**	-

** $p < .001$ (2-tailed).

Linear Regression Assumptions

Multicollinearity

Collinearity statistics which are Tolerance and Variance Inflation Factor (VIF) were implemented to analyze the correlation among the predictors. The threshold for Tolerance should exceed .10, while for VIF, it should be below 10, as indicated by Hair et al. (2010). In this study, it shows that all variables are in the acceptable range of Tolerance and VIF. Thus, it can be concluded that there is no violation of the assumptions of multicollinearity.

Independence of Errors

In the independence of errors test, Durbin Watson was applied. To prevent the violation of the assumption, the value should fall within the range of 1 to 3, as recommended by Champion et al. (1998). If the value is closer to 2, it means the more congruent of assumption that the residual terms were not correlated. This study showed a Durbin Watson value of 2.103, which falls within the range of 1 to 3 and is in close proximity to 2. Thus, it can be determined that there is no violation of the assumption.

Homoscedasticity, Normality of Residual and Linearity of Residuals

The scatterplot illustrates a scatterplot where the majority of residuals are concentrated around the center (Appendix H3). The dispersion and spread of these residuals closely align with the line. Thus, it is concluded that the three assumptions were met.

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Linear Regression Analysis

Linear regression analysis was utilized to examine whether personal growth initiative, self-efficacy and social support significantly predict the life satisfaction of undergraduate students in Malaysia (H_4 - H_6). The results were shown in Table 4.5, 4.6, and 4.7.

H₄ - Personal growth initiative significantly predicts life satisfaction among undergraduate students in Malaysia.

According to Table 4.5, the model was statistically significant, $F(1, 138) = 48.04$, $p < .001$, and accounted for 25.3% of the variance. Personal growth initiative ($\beta = .51$, $p < .001$) significantly predicted the life satisfaction of the undergraduate students in Malaysia. Thus, H_4 was supported.

Table 4.5

Predictors of Personal Growth Initiative on Life Satisfaction (N=140)

	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Regression	1	48.04			< .001
Residual	138				
Personal growth initiative			3.93	.51	< .001

Note. Dependent Variable: Life Satisfaction. *B* = Unstandardized Coefficients; β =

Standardized Coefficients.

H₅ - Self-efficacy significantly predicts life satisfaction among undergraduate students in Malaysia.

According to Table 4.6, the model was statistically significant, $F(1, 138) = 63.9$, $p < .001$, and accounted for 31.2% of the variance. Self-efficacy ($\beta = .56$, $p < .001$)

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significantly predicted the life satisfaction of the undergraduate students in Malaysia. Thus, H_5 was supported.

Table 4.6

Predictors of Self-efficacy on Life Satisfaction (N=140)

	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Regression	1	63.90			< .001
Residual	138				
Self-efficacy			.60	.56	< .001

Note. Dependent Variable: Life Satisfaction. *B* = Unstandardized Coefficients; β = Standardized Coefficients.

H₆ - Social support significantly predicts life satisfaction among undergraduate students in Malaysia.

According to Table 4.7, the model was statistically significant, $F(1, 138) = 62.25$, $p < .001$, and accounted for 30.6% of the variance. Social support ($\beta = .56$, $p < .001$) significantly predicted the life satisfaction of the undergraduate students in Malaysia. Thus, H_6 was supported.

Table 4.7

Predictors of Social Support on Life Satisfaction (N=140)

	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Regression	1	62.25			< .001
Residual	138				
Social support			.27	.56	< .001

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Note. Dependent Variable: Life Satisfaction. B = Unstandardized Coefficients; β = Standardized Coefficients.

Summary of Findings

Table 4.8 is a summary of the findings of this study. To sum up, the current study validated all of the hypotheses.

Table 4.8*Summary of findings*

Hypothesis	β	p	Decision
H_1 - There is a significant relationship between personal growth initiative and life satisfaction among undergraduate students in Malaysia.	-	< .001	Supported
H_2 - There is a significant relationship between self-efficacy and life satisfaction among undergraduate students in Malaysia.	-	< .001	Supported
H_3 - There is a significant relationship between social support and life satisfaction among undergraduate students in Malaysia.	-	< .001	Supported
H_4 - Personal growth initiative significantly predicts life satisfaction among undergraduate students in Malaysia.	.51	< .001	Supported
H_5 - Self-efficacy significantly predicts life satisfaction among undergraduate students in Malaysia.	.56	< .001	Supported
H_6 - Social support significantly predicts life satisfaction among undergraduate students in Malaysia.	.56	< .001	Supported

Chapter V**Discussion**

H₁ - There is a significant relationship between personal growth initiative and life satisfaction among undergraduate students in Malaysia.

Personal growth initiative demonstrated a significant positive correlation with life satisfaction and it supported Hypothesis 1 in the study. An individual with a personal growth initiative tends to seek opportunities for development (Sood & Gupta, 2014). Undergraduate students with personal growth initiative are the people who respond proactively to changing their life into better ones (Mason, 2019). Besides that, individuals with personal growth initiative will have more confidence in identifying and resolving the problem (Hardin et al., 2007). The intentional growth of the personal growth initiative serves as an essential resource for an undergraduate student to cope well with their university life because it helps students to embrace ongoing learning and continual problem solving throughout their university life (Mason, 2019; Beri & Jain, 2016). Hence, we conclude that there is a close relationship between the undergraduate student's personal growth initiative and their life satisfaction where they will provide great influence on each other throughout the university life.

H₂ - There is a significant relationship between self-efficacy and life satisfaction among undergraduate students in Malaysia.

Our second hypothesis is aligned with our result where there is a significant relationship between self-efficacy and life satisfaction among undergraduate students in Malaysia. There are some studies that support the result of positive influence between self-efficacy and life satisfaction such as the finding of Cakar (2012), Sahan et al. (2012), and Santos et al. (2014). In the past studies, it indicates that undergraduate students often face

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high levels of stress due to various factors such as school performance, school adjusting, academic performance, and relationships with peers (Yuan et al., 2012). However, an undergraduate student with high self-efficacy can maintain persistence in their study life and is linked to life satisfaction when the outcome is achieved (Coffman & Gilligan, 2002). Therefore, individuals who reported to have a greater level of self-efficacy possess a strong sense to persist with all threatening situations and putting such commitment in achieving positive results for it (Balogun & Olanrewaju, 2016). Thus, the undergraduate student who believe in their own capability in overcoming the difficulties and accomplishing tasks tend to evaluate evaluate their life positively as well as experience higher life satisfaction (Afolabi & Balogun, 2017).

H₃ - There is a significant relationship between social support and life satisfaction among undergraduate students in Malaysia.

The result revealed the significant relationship between social support and life satisfaction among undergraduate students in Malaysia. The social support that acts as an external resource contributes to a harmonious interpersonal relationship with an individual and is related to life satisfaction (Gan et al., 2020). This is because support from family and friends would provide encouragement in their life to deal with the challenges that they faced (Gan et al., 2020). Studies show that university students often have difficulty adjusting to their university life or difficulties overcoming it (Akammi & Oduaran, 2018; Zhou & Lin, 2016). Therefore, with the existence of social support, university students can manage the challenges they faced during their life of pursuing studies. An individual would experience a quick adaptation towards challenges when they received external resources which is social support (Shallcross et al., 2014). This was supported where an individual such as social support would have better control towards the difficulties and challenges in their life with the

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social assistance and resources (Zhou & Lin, 2016). Hence, social support and life satisfaction are correlated because the challenges and changes of the environment are manageable and adaptable for an individual with social support.

H₄- Personal growth initiative significantly predicts life satisfaction among undergraduate students in Malaysia.

Based on our study results, personal growth initiative significantly predicts life satisfaction among undergraduate students in Malaysia. Hence, Hypothesis 4 is supported. Undergraduate students who enhance with higher personal growth initiatives are more likely to better adapt university life and reported to have higher life satisfaction. Personal growth initiative is an individual's active involvement (Diner et al., 1999) where it will trigger an individual to actively seek to continually improve in their personal lives (Green & Yildirim, 2022). Meanwhile life satisfaction involves cognitive evaluation of an individuals' lives which are determined by their personally chosen standards (Dordi & Purandare, 2018). Therefore, undergraduate students that are experiencing the life changes have to learn to deal with their own choices in university life in order to achieve life satisfaction (Demirtas, 2020). This was supported by Diener et al. (1999), where he indicates that an individual's life satisfaction is highly affected by the eagerness to change attitude.

Almatar et al. (2023) revealed that individuals who possess a high level of personal growth initiative are more adaptable to handling the challenges of post-conflict life and promoting more favorable results. This is because personal growth initiative will change the perspective of an undergraduate student by seeing the problem from a brighter side and taking initiative in searching for a solution which provides them a growing opportunity (Freitas et al., 2018). Thus, undergraduate students tend to perceive difficult situations as opportunities for self-development, and often embrace a positive and meaningful outlook of

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the world which led them to exhibit a fundamental target of life (Freitas et al., 2018).

Therefore, undergraduate students with personal growth initiative contribute a strong sense of life planning, thus, that they can accomplish the specific goals in their respective life (Stevic & Ward, 2008). Undergraduate students who uphold personal growth initiative voluntarily dedicate substantial effort to pursuing their studies in achieving their goals or solving their life challenges (Ogunyemi & Mabekoje, 2007). Hence life satisfaction will be achieved because they are actively learning, facing, and solving the difficulties in their studies life (Hardin et al., 2007).

H₅ - Self-efficacy significantly predicts life satisfaction among undergraduate students in Malaysia.

Self-efficacy was found to be significant in predicting life satisfaction among undergraduate students in Malaysia and matched with the fifth hypothesis in the present study. This study shows that life satisfaction among undergraduate students in Malaysia is predicted by self-efficacy. Increased self-efficacy creates a feeling of control by instilling individuals' beliefs in the attainability of positive outcomes (Joseph et al., 2014). As a result, it leads to positive encouragement, performance support, reduced susceptibility to stress and negative thought patterns, and the ability to persist in challenging situations, ultimately fostering achievements (Yap & Baharudin, 2016). This was supported when undergraduate students with high levels of self-efficacy tend to have a positive life perspective where they see the stressful environment as a challenge rather than a threat (Coffman & Gilligan, 2002). Undergraduates with high self-efficacy are highly motivated to take on difficult tasks and gain experience through all these challenges; meanwhile undergraduate students who have a lower level of self-efficacy will tend to avoid the tasks which they do not have confidence in accomplishing (Ansari & Khan, 2015). Furthermore, students with high self-efficacy are

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predicted to achieve greater success in their learning endeavours as they have the ability in receiving and applying the knowledge (Annuar & Shaari, 2014; El-Gilany & Abusaad, 2012; Fisher & King, 2010). Hence, the ability of the individual in organizing and performing the task that led to the goals accomplished contribute to the resulted in satisfaction on life (Bandura, 2012; Annuar & Shaari, 2014).

On the other hand, the undergraduate student with lower self-efficacy may encounter more moments of uncertainty or unease when assigned individual projects or case studies and low life satisfaction will be achieved due to the anxiousness in the involving school projects (Yuan et al., 2012). However, undergraduate student with self-efficacy tend to achieve life satisfaction because they tend to exert greater effort in their studies, in order to achieve their own goal (Kurupparachchi et al., 2012; Farmer et al., 2022) and life satisfaction will be achieved because they are capable to control the advancement of development throughout their study goal achievement (Balogun & Olanrewaju, 2016; Farmer et al., 2022). As a result, an undergraduate student with self-efficacy contributes towards the results of possessing a strong belief in their ability to fulfil their responsibilities and duties in their tasks which drives them towards experiencing life satisfaction (Ngui & Lay, 2020).

H₆ - Social support significantly predicts life satisfaction among undergraduate students in Malaysia.

The results show that the variable of social support significantly predicts life satisfaction among undergraduate students in Malaysia and is aligned with Hypothesis 6. Getting more social support from others is important in our undergraduate's life because undergraduate students are predicted to be dependent on social support throughout their university life (Kong et al., 2015; Nabavi & Bijandi, 2018). The lives of university students are marked by diverse social and cultural obstacles such as adapting to a new environment or

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managing the pressures of academics (Hamdan-Mansour et al., 2009). Besides that, a local study shows that university students are possessing fewer coping skills for life's challenges, experiencing transition phase, struggle to acclimate to new surroundings, rebuilding friendship, and find difficulties in adjusting the university's academic structure (Radeef & Faisal, 2016).

According to Thompson (1999), it indicates that an individual who engages with a higher level of social support would rate themselves having a successful interpersonal relationship and vice versa. When an undergraduate student enhances with a high level of social support, it can help the individual to cope with the surroundings more easily compared to the individual who does not have good interpersonal relationships with others (Jenkin et al., 2013). The result of perceiving the social support in our undergraduate life contributes to more social comfort, lesser stress in academic life, and increased in relationship which all these will fulfil an undergraduate's life satisfaction (Alorani & Alradaydeh, 2018). Enhancing healthy relationships in the school environment plays an essential role in an undergraduate's life because it encourages them whom with negative emotions (Alorani & Alradaydeh, 2018). Social support from our friends, family members and the significant one as a resource for undergraduates can help the undergraduate students to actively deal with various problems where the sense of concern provided from the supportive environment will make them feel more satisfied in their life (Gan et al., 2020). Hence, an undergraduate student with higher social support means that they received care and support from their social circle and more likely to evaluate their social life domain positively (Gan et al., 2020). Another study also proved that undergraduate students who feel more secure, more love, and less stress throughout their university life reported to have higher level of life satisfaction (Nabavi & Bijandi, 2018). Hence, it is essential for an individual to improve their social support so that they are able to experience greater life satisfaction in their life (Shahyad et al., 2011).

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Theoretical Implications

This study enabling the filling of literature gap in life satisfaction of undergraduate students in Malaysia context. There was limited research that study in personal growth initiative (PGI), self-efficacy and social support as predictors of life satisfaction among undergraduate students in Malaysia (Ansari & Khan, 2015; Noor et al., 2020) and many of the research study are from other countries. Hence, our research findings can fill this void by applying self-determination theory (SDT) on explaining Malaysian undergraduate's life satisfaction.

This study used Self-Determination Theory (SDT) to support the relationship between PGI, self-efficacy and social support as predictors of life satisfaction among undergraduate students in Malaysia. SDT is widely used for human motivation, development, and wellness. SDT emphasizes that individuals have an inherent motivation for growth and achievement which reflects PGI of the undergraduate students in this study. Undergraduates with higher PGI are more inclined to fulfil their basic psychological needs by engaging in personal development, resulting in increased life satisfaction. Self-efficacy, regarded as a fundamental psychological need, shares a close connection with competence, both rooted in the belief in one's ability to accomplish tasks. This belief enhances their academic performance and learning skills, ultimately contributing to higher life satisfaction of undergraduate students during their university life. Increased levels of self-efficacy can lead to improved motivation and focus, which ultimately contribute to greater life satisfaction. Besides, social support boosts confidence and willingness in abilities and decisions among students. Social support from peers and educators fosters a sense of relatedness and positively influences well-being, ultimately enhancing well-being and life satisfaction. Undergraduates in supportive environments tend to experience increased levels of social support, which is consistent with SDT that fulfil one of their basic psychological needs relatedness can provide support and

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encouragement to the individuals. This external encouragement enables students to deal with life's challenges, ultimately increasing life satisfaction. Essentially, social support acts as a catalyst within the framework of SDT, fostering motivation on solving problem they have faced and well-being, thereby increasing life satisfaction among undergraduate students.

Self-Determination Theory (SDT) functions as a comprehensive framework that illuminates the interplay between personal growth initiative, self-efficacy, and social support, collectively shaping the life satisfaction of undergraduate students. This study underscores how SDT effectively elucidates the theoretical implications of personal growth initiative, self-efficacy, and social support, offering insights into their combined impact on the life satisfaction of undergraduates. By comprehending this theory, researchers gain a nuanced perspective on the mechanisms through which these factors influence life satisfaction. Moreover, researchers can consider applying this theory in their study when interested in examining the relationship or influences of perceived personal growth initiative (PGI), self-efficacy and social support toward life satisfaction. The findings of this study indicate that the proposed model is relevant and can serve as a reference for future researchers seeking to gain greater theoretical knowledge of undergraduate students in Malaysia.

Practical Implications

This research holds practical implications in terms of raising awareness among undergraduate students, their families, educational institutions, and the general public regarding the personal growth initiative, self-efficacy, and social support on the life satisfaction of undergraduate students. Third-party entities such as families and educational institutions play a crucial role in supporting undergraduate students' life satisfaction. Through this research they may have a basic idea on how personal growth initiative, self-efficacy, and social support impact on life satisfaction of undergraduate students and recognizing the

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importance of life satisfaction among university students. Thereby, this research aids in shedding light on the various factors impacting the life satisfaction of undergraduate students.

First, undergraduate students can foster personal growth initiatives and positively improve life satisfaction by embracing the idea of seeking out new experiences. By stepping out their comfort zone, students can have self-discovery and development in different activities that they have not experienced before. For example, involve exploring different interests, getting involved in unfamiliar activities, taking on leadership positions, talk in public etc. When they face new challenges, they not only expand their skills, but also cultivate active intention in adapting the change. These experiences encourage them to develop a wider perspective and a deeper understanding of their own abilities, thereby promoting personal growth and life satisfaction. Besides of personal growth initiative, undergraduate student can embrace the principle of setting realistic goals in order to increase their self-efficacy and life satisfaction. As self-efficacy is referred to one's belief in one's ability to succeed in specific situations or accomplish a task. By breaking down larger goals into manageable and attainable steps, individuals can more easily achieve incremental goals, increase belief in their abilities, and achieve self-efficacy. Not only does set realistic goals allow them to overcome challenges with renewed determination, but it also brings them a deep sense of life satisfaction when they see their efforts translate into tangible results. Furthermore, strong social support networks can significantly enhance life satisfaction. Therefore, undergraduate students can connect with peer and build relationships with their peers by participating in group activities, engaging in clubs or student organizations aligned with their interests. Simultaneously, they can take the initiative to foster relationships with fellow students, professors, and mentors, extending their connections beyond the classroom setting. By actively participating and building meaningful associations, students create a

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robust social network that not only enhances their sense of belonging but also contributes to an enriched college experience, ultimately nurturing higher levels of life.

Apart from that, family members and friends may encourage to provide social support to undergraduate students in order to increase their life satisfaction. Family members can offer assistance when undergraduate students are facing difficulties. This includes providing practical help when needed. For example, parents and friends can offer a helping hand or offer thoughtful advice when undergraduate students facing academic difficulties. This sends a powerful message of genuine care and support. This willingness to be with each other creates a solid foundation of trust and dependability, fostering a sense of belonging and security. As undergraduates navigate the complexities of university life, constant support from parents and friends creates a supportive environment that not only enhances their social connections, but also their sense of fulfilment and life satisfaction.

Furthermore, this study findings can be a guideline for educational institutions for helping undergraduate students their personal growth initiative, self-efficacy and social support in order to increase their life satisfaction. Educational institutions can provide experiential learning opportunities to undergraduate students to increase their personal growth initiative and self-efficacy. By offering avenues such as internships, research projects and other practical applications of classroom knowledge, the institution creates an environment where students can actively participate in their field of study. These experiences not only deepen their understanding on the knowledge they have learn in university, but also develop important skills to increase their ability to succeed in specific situations or accomplish a task in their future. Encouraging students to step out of the realm of theory and into practical scenarios allows them to develop a deep sense of self-efficacy. Additionally, these opportunities can help undergraduate students to explore new interests, build professional networks and take on challenges outside their comfort zone. By having those

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past knowledge and practical experiences, they embark on a journey of personal growth that sharpens their abilities, broadens their perspectives, and ultimately fosters a greater sense of fulfilment and life satisfaction. Apart from that, education institutions can organize some workshops or seminar to enhance undergraduate personal growth initiatives and self-efficacy, ultimately improving life satisfaction. By offering the workshops or seminar such as integrating personal development topics into the curriculum can have a profound impact on undergraduate student life satisfaction in increasing their level of personal growth life satisfaction. These events expose students to experts and motivational speakers who share real-world experiences, inspiring them to explore personal growth avenues. Furthermore, integrating personal development topics into the curriculum ensures students to receive structured guidance and assistance in self-development and enhancement; this can equip students with essential life skills through increasing their competence and confidence. This hands-on technique from curriculum not only improves their academic performance, but also increase their self-efficacy. Strengthening these skills not only contributes to personal growth, but also increases confidence in one's own abilities, which increases overall life satisfaction. When students receive support and guidance from their social circles as well as expand their social support network, their life satisfaction will be increased as the supportive social network navigates undergraduate students' experience with confidence and a sense of community.

Limitations

The study is subject to several limitations that warrant consideration. To begin with, the research findings reveal an imbalance in the demographic proportions of ethnic groups among the respondents. While the study focuses on undergraduate students in Malaysia, this population encompasses diverse ethnic backgrounds. Although the survey collected responses from three main ethnic groups which are Chinese, Malay, and India, it is evident that a

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significant disparity exists, with Chinese respondents forming the majority, compared to Malay and Indian participants. This discrepancy introduces a potential bias, rendering the results less representative of the entire spectrum of undergraduate students in Malaysia. In essence, the outcomes might lack generalizability in reflecting the viewpoints of the Malay and Indian ethnic groups.

Furthermore, the distribution of respondents across different universities in Malaysia is imbalance. A substantial majority of respondents come from Universiti Tunku Abdul Rahman (UTAR), leading to an imbalance. This disparity could introduce bias, potentially undermining the comprehensive representation of other university students' perspectives.

In addition, the questionnaire in this study only accepts self-reported responses as a form of response. This could force the researcher to just rely on the questionnaire that was given to them for analysis, and the way they collected their data or how they measured their variables may have restricted their capacity to perform a complete analysis of the findings.

Recommendations

The study's recommendation involves implementing stratified sampling techniques to achieve a more representative sample, ensuring balanced results across demographic proportions and various universities in Malaysia. Given the research's focus on the country's diverse culture, ethnicity, and numerous universities, stratified sampling is well-suited. This approach would guarantee that the diversity among undergraduate students is accurately reflected. Additionally, it would ensure a proportional representation of students from different universities, thus reducing the risk of bias stemming from insufficient respondents at particular institutions.

Apart from this, other recommendation for this study is to enhance data reliability, a mixed-methods approach can be considered, incorporating both self-reported responses and

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objective measures to gather a more comprehensive understanding of the study variables.

This approach would strengthen the analysis and offer a more nuanced perspective. With mixed method approach, researchers can understand deeper on how personal and social factors can determine undergraduate students' life satisfaction in their daily life, providing a richer content on the topic of life satisfaction from both qualitative and quantitative data, thereby mitigating the potential limitations associated with relying solely on the questionnaire-based data collection method.

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Appendices

Appendix A

G*Power Calculation

Table 1

Descriptive statistics and intercorrelations for NGSES, CPS, CFCS and SWLS.

Variables	M	SD	1	2	3	4
1. General self-efficacy	3.72	0.87	.84	.41 ^{***}	.64 ^{***}	.67 ^{***}
2. Continuous planning	1.97	0.65		.63	.15 [*]	.22 ^{**}
3. Consideration of future consequences	3.37	0.84			.77	.49 ^{***}
4. Satisfaction with life	4.64	1.47				.84

Note: Cronbach's alpha for each scale reported along the main diagonal.

* Indicates significance at $p < .05$.

** $p < .01$.

*** $p < .001$.

Azizli, N., Atkinson, B. E., Baughman, H. M., & Giammarco, E. A. (2015). Relationships between general self-efficacy, planning for the future, and life satisfaction. *Personality and Individual Differences*, 82, 58-60. <http://dx.doi.org/10.1016/j.paid.2015.03.006>

	Perceived social support	Life satisfaction	Self-compassion	Infertility self-efficacy
Life satisfaction	0.57 ^{***}			
Self-compassion	0.44 ^{***}	0.50 ^{***}		
Infertility self-efficacy	0.45 ^{***}	0.57 ^{***}	0.54 ^{***}	
Age	-0.02	0.02	0.11	0.10
Types of infertility (t)	0.85	0.50	0.61	-0.67
Causes of infertility (F)	0.41	1.17	0.32	1.66
M	68.30	24.42	88.10	112.94
SD	11.90	6.32	13.17	23.49

$N = 290$; *** $p < 0.001$.

Chu, X., Geng, Y., Zhang, R., & Guo, W. (2021). Perceived Social Support and Life Satisfaction in Infertile Women Undergoing Treatment: A Moderated Mediation Model. *Frontiers in Psychology*, 12, 651612.

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For mediation analysis conditions laid down by Baron and Kenny (1986) were checked. Correlation analysis was carried out using Pearson's Product Moment method. In the first step, relationship between the independent variable and the mediator was assessed. PGI is found to be significantly correlated with subjective happiness ($r=.346, p<.01$). The next step was to confirm the relationship between the mediator and the dependent variable. The mediating variable "subjective happiness" is significantly correlated with dependent variable "life satisfaction" ($r=.388, p<.01$). The relationship between independent and dependent variable was also calculated. **The PGI and life satisfaction is also significantly correlated ($r=.343, p<.01$).** The hypotheses H1, H2, and H3 are confirmed. All the variables show significant positive relationships. Similar findings were reported in previous studies for PGI and life satisfaction (Bauer & McAdams, 2004; Brink, 2012; Hardin, Weigold, & Robitschek, 2007; Sood, Gupta, & Bakhshi, 2012; Stevic & Ward, 2008); for PGI and happiness (Hardin, Weigold, & Robitschek, 2007; Neff, Rude, & Kirkpatrick, 2007); for happiness and life satisfaction (Barrett, 1980, Unpublished Master's Dissertation; Poursardar, Sangari, Abbaspour, & Alboukurdi, 2012) in a study demonstrated effect of happiness on life satisfaction.

Sood, S., & Gupta, R. (2014). Subjective happiness as mediator between personal growth initiative and life satisfaction in adolescents. *International Journal of Psychological Studies*, 6(4), 89.

$$f^2_{self - efficacy} = \frac{(0.67)^2}{1 - (0.67)^2}$$

$$= 0.815$$

$$f^2_{social support} = \frac{(0.57)^2}{1 - (0.57)^2}$$

$$= 0.481$$

$$f^2_{personal growth initiative} = \frac{(0.34)^2}{1 - (0.34)^2}$$

$$= 0.129$$

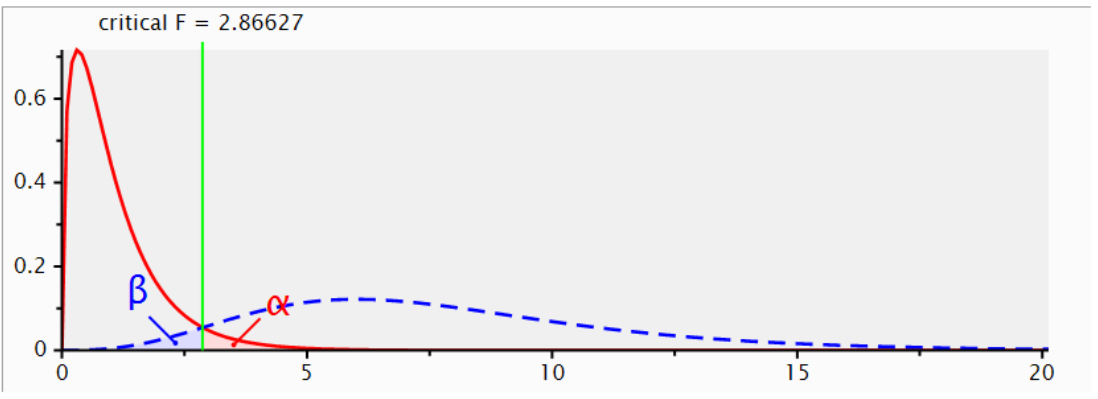
$$f^2 = \frac{0.129 + 0.481 + 0.815}{3} = 0.48$$

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G*Power 3.1.9.7

File Edit View Tests Calculator Help

Central and noncentral distributions Protocol of power analyses



critical F = 2.86627

Test family: F tests

Statistical test: Linear multiple regression: Fixed model, R² deviation from zero

Type of power analysis: A priori: Compute required sample size – given α , power, and effect size

Input Parameters		Output Parameters	
Determine =>	Effect size f^2	Noncentrality parameter λ	19.2000000
	α err prob	Critical F	2.8662656
	Power (1- β err prob)	Numerator df	3
	Number of predictors	Denominator df	36
		Total sample size	40
		Actual power	0.9503257

X-Y plot for a range of values

Calculate

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Appendix B

Power	.10	.20	.30	.40	.50	.60	.70	.80	1.00	1.20	1.40
.25	332	84	38	22	14	10	8	6	5	4	3
.50	769	193	86	49	32	22	17	13	9	7	5
.60	981	246	110	62	40	28	21	16	11	8	6
2/3	1144	287	128	73	47	33	24	19	12	9	7
.70	1235	310	138	78	50	35	26	20	13	10	7
.75	1389	348	155	88	57	40	29	23	15	11	8
.80	1571	393	175	99	64	45	33	26	17	12	9
.85	1797	450	201	113	73	51	38	29	19	14	10
.90	2102	526	234	132	85	59	44	34	22	16	12
.95	2600	651	290	163	105	73	54	42	27	19	14
.99	3675	920	409	231	148	103	76	58	38	27	20

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Routledge.

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Appendix C: Questionnaire**Appendix C1: Part A - Satisfaction with Life Scale (SWLS)**

Instructions: Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

	1 (Strongly disagree)	2 (Disagree)	3 (Slightly Disagree)	4 (Neither Agree nor Disagree)	5 (Slightly Agree)	6 (Agree)	7 (Strongly Agree)
1. In most ways my life is close to my ideal.							
2. The conditions of my life are excellent.							
3. I am satisfied with my life.							
4. So far I have gotten the important things I want in life.							
5. If I could live my life over, I would change almost nothing.							

Appendix C2: Part B - Personal Growth Initiative Scale (PGIS-II)

Instructions: Please mark how much you agree or disagree with each statement.

	0 (Disagree Strongly)	1 (Disagree Somewhat)	2 (Disagree a Little)	3 (Agree a Little)	4 (Agree Somewhat)	5 (Agree Strongly)
1. I set realistic goals for what I want to change about myself.						

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2. I can tell when I am ready to make specific changes in myself.						
3. I know how to make a realistic plan in order to change myself.						
4. I take every opportunity to grow as it comes up.						
5. When I try to change myself, I make a realistic plan for my personal growth.						
6. I ask for help when I try to change myself						
7. I actively work to improve myself.						
8. I figure out what I need to change about myself.						
9. I am constantly trying to grow as a person.						
10. I know how to set realistic goals to make changes in myself.						
11. I know when I need to make a specific change in myself.						
12. I use resources when I try to grow.						
13. I know steps I can take to make intentional changes in myself.						
14. I actively seek out help when I try to change myself.						
15. I look for opportunities to grow as a person.						
16. I know when it's time to change specific things about myself.						

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Appendix C3: Part C - General Self-Efficacy Scale (GSES)

Instructions: Please mark how much you agree or disagree with each statement.

	1 (Not at All True)	2 (Hardly True)	3 (Moderately True)	4 (Exactly True)
1. I can always manage to solve difficult problems if I try hard enough				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution.				
10. I can usually handle whatever comes my way.				

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Appendix C4: Part D - Multidimensional Scale of Perceived Social Support (MSPSS)

Instructions: Rate the following statements using the following scale: 1=Very Strongly

Disagree, 2=Strongly Disagree, 3=Disagree, 4=Neither agree nor disagree, 5=Agree,

6=Strongly Agree, 7=Very Strongly Agree

	1 (Very Strongly disagree)	2 (Strongly Disagree)	3 (Mildly Disagree)	4 (Neutral)	5 (Mildly Agree)	6 (Strongly Agree)	7 (Very Strongly Agree)
1. There is a special person who is around when I am in need.							
2. There is a special person with whom I can share my joys and sorrows.							
3. My family really tries to help me.							
4. I get the emotional help and support I need from my family.							
5. I have a special person who is a real source of comfort to me.							
6. My friends really try to help me.							
7. I can count on my friends when things go wrong.							
8. I can talk about my problems with my family.							
9. I have friends with whom I can share my joys and sorrows.							
10. There is a special person in my life who cares about my feelings.							
11. My family is willing to help me make decisions.							

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12. I can talk about my problems with my friends.							
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Appendix C5: Part E - Demographic Information

Instructions: Please fill in your personal details.

1. Age: _____

2. Gender: 1. Male 2. Female

3. Nationality: 1. Malaysian 2. Non-Malaysian

4. Ethnicity: 1. Malay 2. Indian 3. Chinese
4. Others (*Specify:* _____)

5. Are you taking undergraduate program?

1. Yes 2. No

6. Current Year and Semester: Year _____ (Ex. Year 1 Semester 3, Y1S3)

7. Course Name: _____

8. Educational Institution: _____

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Appendix D: Ethical Approval Form


UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)

Wholly owned by UTAR Education Foundation Co. No. 578227-M

Re: U/SERC/02/2023

10 January 2023

Dr Pung Pit Wan
 Head, Department of Psychology and Counselling
 Faculty of Arts and Social Science
 Universiti Tunku Abdul Rahman
 Jalan Universiti, Bandar Baru Barat
 31900 Kampar, Perak.

Dear Dr Pung,

Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your students' research project from Bachelor of Social Science (Honours) Psychology programme enrolled in course UAPZ3013/UAPZ3023. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

No	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	Personality Traits and Masculinity as Predictors of Homophobia Among Malaysian Young Man	1. Chiew Yee Kuan 2. Esther Ching Qian Han 3. Ling Chui Hong	Dr Chie Qiu Ting	10 January 2023 – 9 January 2024
2.	Social Media Use and Self-esteem as Predictors of the Risk of Experimentation with e-cigarettes Among University Students in Malaysia: Peer Influence as Mediator	1. The Xin Rou 2. Tam Jing Yi Evelyn 3. Yap Xue Li		
3.	"The Soft Things That We Hold Onto" – A Study on the Association Between Attachment Styles, Presence of Transitional Objects and Psychological Security Among Malaysian Young Adults	1. Poon Ying Ying 2. Chow Yu Ying 3. Sam Hei Man		
4.	The Predicting Effects of Attitudes, Subjective Norms, Perceived Behavioral Control on the Intention Towards Food Waste Reduction Behavior Among Malaysian Young Adults	1. Chan Hooi Mui 2. Shirley Lok Xiao Rui 3. Tee Hui Lin	Dr Gan Su Wan	
5.	Parent-Child Relationship, Perceived Social Support, and Perceived Discrimination as Predictors of Well-Being Among LGBTQ Emerging Adults in Malaysia	1. Haw Ying Hwei 2. Lee Nie 3. Yashnevathy a/p Govindasamy		
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9.	Determinants of Psychological Well-being Among Single Young Adults in Malaysia: Attitudes Towards Singlehood, Stereotypes and Social Support	1. Kan Vivian 2. Ngo Du Long 3. Wong Jia Man	Dr Nurul Iman Binti Abdul Jalil	
10.	Self-control, Chronotype, and Future Time Perspective as Predictors of Bedtime Procrastination Among Malaysian Young Adults	1. Isaac Lai Lik Jun 2. Leong Syn Jieh 3. Tan Hor Yinn	Dr Nurul Iman Binti Abdul Jalil	
11.	Perceived Stress, Resilience, Self-esteem as Predictors of Life Satisfaction Among University Students in Malaysia	1. Chueh Di-An 2. Hen Cavin 3. Lim Ya Xuan	Dr Nurul Iman Binti Abdul Jalil	
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13.	Pornography Use, Body Image, and Relationship Satisfaction Among Malaysian Young Adults	1. Wong Wan Ching 2. Hen Zi Wei 3. Teeba Suriya a/p Kumar	Dr Ooh Seow Ling	
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15.	Loneliness and Perceived Social Support as the Predictor of Internet Addiction Among Undergraduates in Malaysia	1. Tan Jia Chyi 2. Tan Tong Yen 3. Wong Yang Yi	Dr Pung Pit Wan	
16.	Depression and Self-efficacy as Predictor to Academic Procrastination Among Undergraduate Students in Malaysia	1. Ricken Chung Li Ken 2. Tay Chong Leng 3. Joel Lee Xin Wei	Dr Pung Pit Wan	
17.	Parenting Style as Predictors of Prosocial Behaviours Among Undergraduates in Malaysia	1. Wendy Tan Syn Yao 2. Liong Chu Lam	Dr Pung Pit Wan	
18.	Relationship Among Self-control, Grit and Academic Procrastination Among Undergraduates in Malaysia	1. Cheow Pui Kei 2. Lim Jo Yee 3. Yap Yee Qi	Dr Siah Poh Chua	
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The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,



Professor Ts Dr Faiz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Arts and Social Science
 Director, Institute of Postgraduate Studies and Research



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Appendix E: Normality Assumptions

Appendix E1: Skewness and Kurtosis Value

Descriptives		Statistic	Std. Error	
TotalMean_PGIS	Mean	3.54	.062	
	95% Confidence Interval for Mean	Lower Bound	3.42	
		Upper Bound	3.66	
	5% Trimmed Mean	3.57		
	Median	3.52		
	Variance	.532		
	Std. Deviation	.730		
	Minimum	1		
	Maximum	5		
	Range	4		
	Interquartile Range	1		
	Skewness	-.355	.205	
	Kurtosis	.165	.407	
Total_GSES	Mean	28.04	.447	
	95% Confidence Interval for Mean	Lower Bound	27.16	
		Upper Bound	28.93	
	5% Trimmed Mean	28.06		
	Median	28.00		
	Variance	27.926		
	Std. Deviation	5.285		
	Minimum	13		
	Maximum	40		
	Range	27		
	Interquartile Range	7		
	Skewness	-.023	.205	
	Kurtosis	-.087	.407	
Total_MSPSS	Mean	62.21	.997	
	95% Confidence Interval for Mean	Lower Bound	60.24	
		Upper Bound	64.18	
	5% Trimmed Mean	62.66		
	Median	62.00		
	Variance	139.245		
	Std. Deviation	11.800		

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	Minimum		17	
	Maximum		84	
	Range		67	
	Interquartile Range		17	
	Skewness		-.626	.205
	Kurtosis		.892	.407
Total_SWLS	Mean		22.81	.476
	95% Confidence Interval for Mean	Lower Bound	21.87	
		Upper Bound	23.75	
	5% Trimmed Mean		22.94	
	Median		23.00	
	Variance		31.768	
	Std. Deviation		5.636	
	Minimum		7	
	Maximum		35	
	Range		28	
	Interquartile Range		7	
	Skewness		-.381	.205
	Kurtosis		.017	.407

Appendix E2: Kolmogorov-Smirnov Test for Each Distribution

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TotalMean_PGIS	.061	140	.200*	.976	140	.016
Total_GSES	.063	140	.200*	.990	140	.417
Total_MSPSS	.068	140	.200*	.972	140	.005
Total_SWLS	.078	140	.037	.985	140	.143

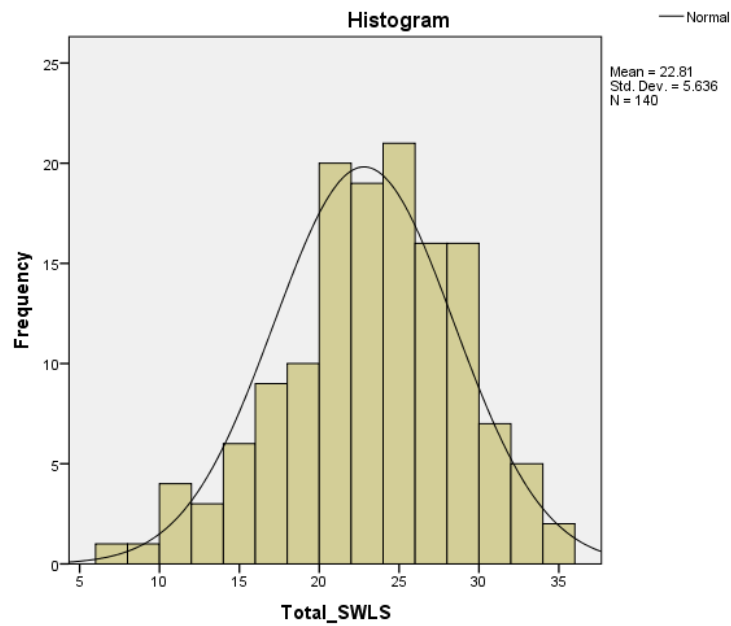
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

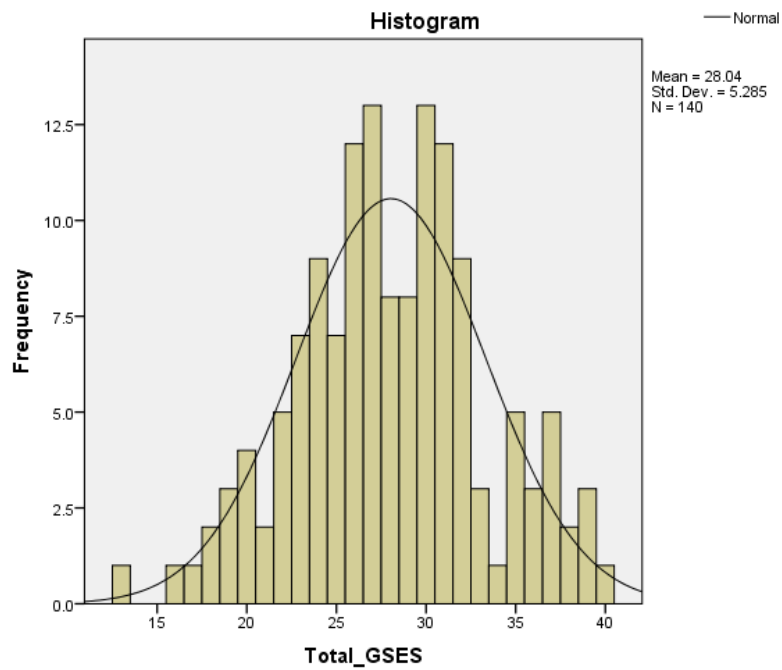
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Appendix E3: Histogram for Each Distribution

Life Satisfaction

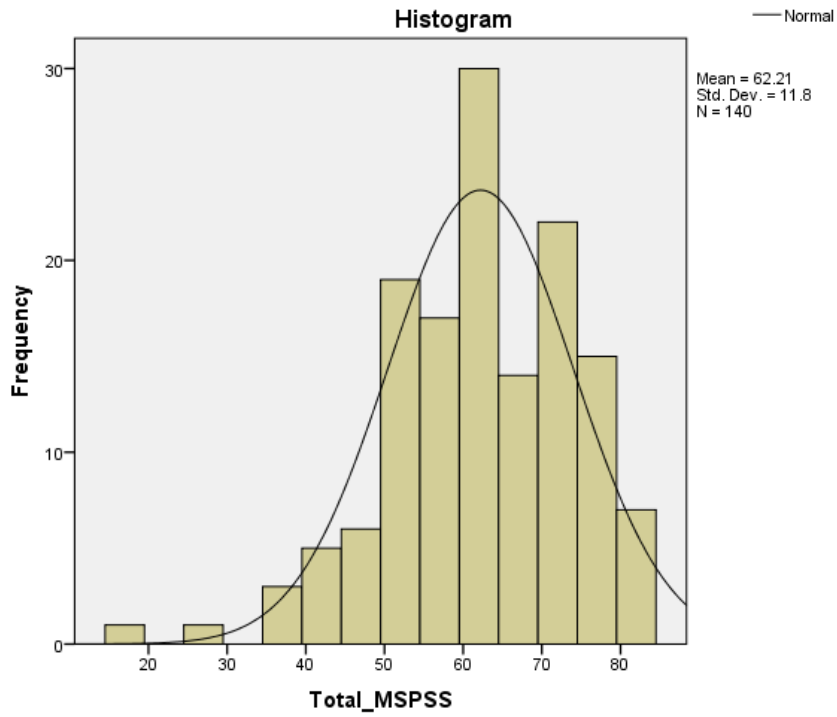


Self-efficacy

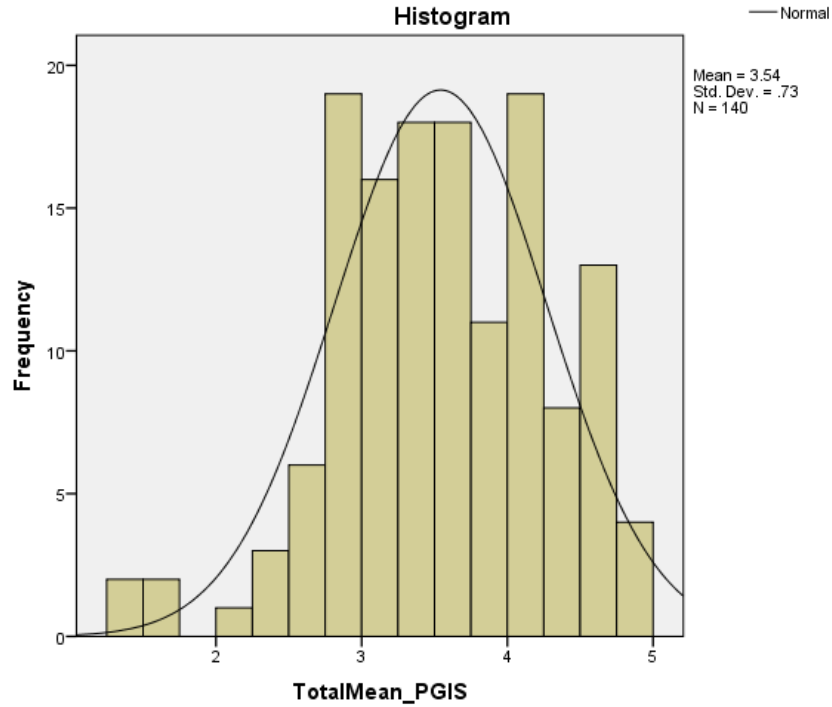


Social Support

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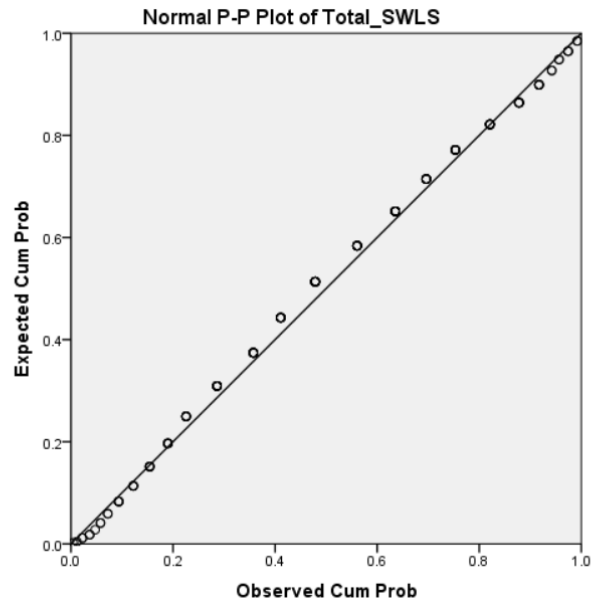
Personal Growth Initiative



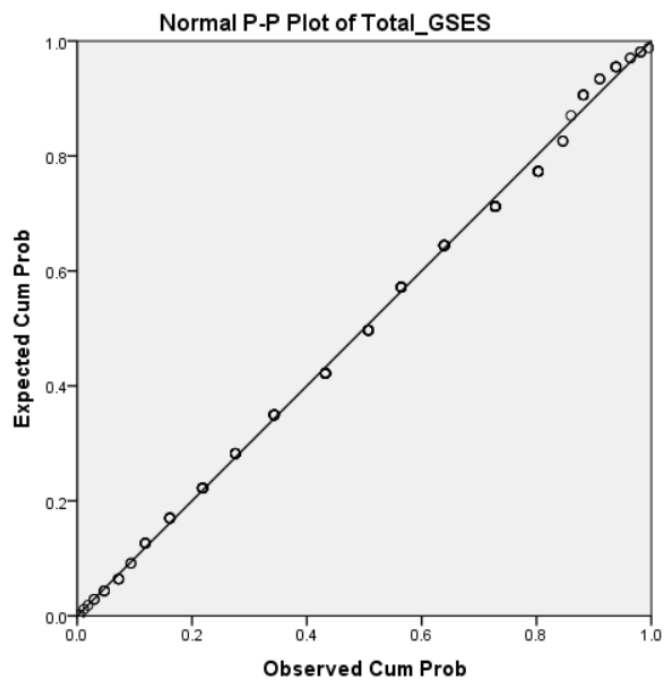
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Appendix E4: Normal P-P Plot for Each Distribution

Life Satisfaction

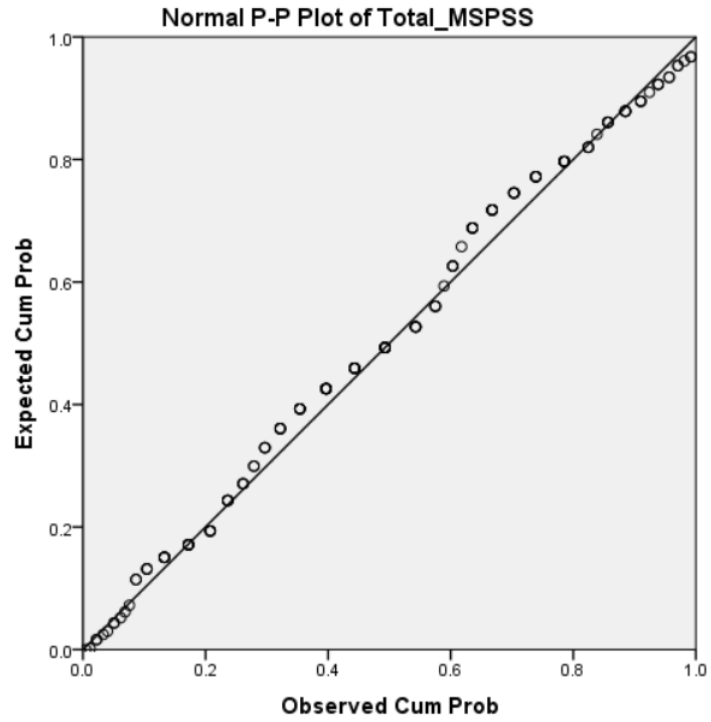


Self-efficacy

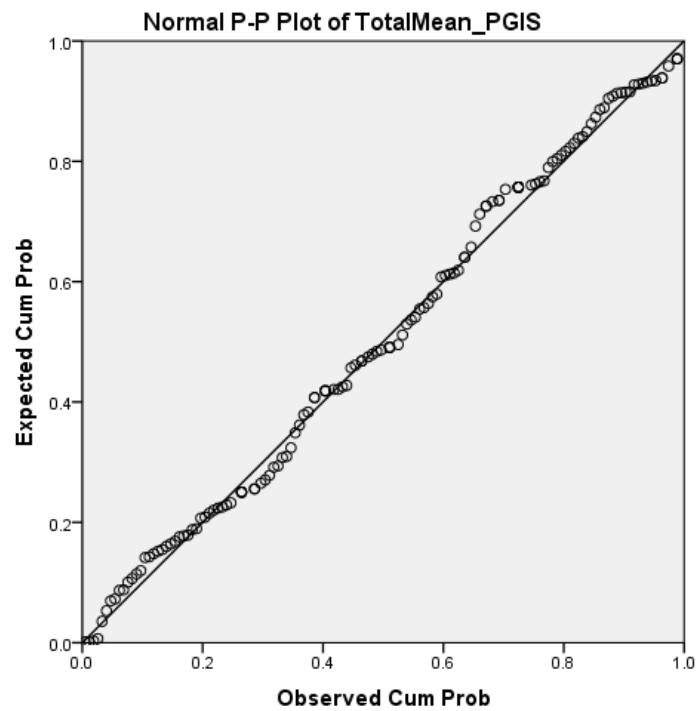


Social Support

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Personal Growth Initiative



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Appendix F: Outliers**Casewise Diagnostics^a**

Case Number	Std. Residual	Total SWLS	Predicted Value	Residual
18	2.023	26	17.35	8.648
20	-2.037	16	24.71	-8.706
21	-3.010	8	20.87	-12.867
85	-3.709	7	22.85	-15.853
102	-2.563	15	25.96	-10.956
109	2.116	35	25.95	9.046
140	-2.180	12	21.32	-9.317

a. Dependent Variable: Total_SWLS

Appendix G: Correlations**Correlations**

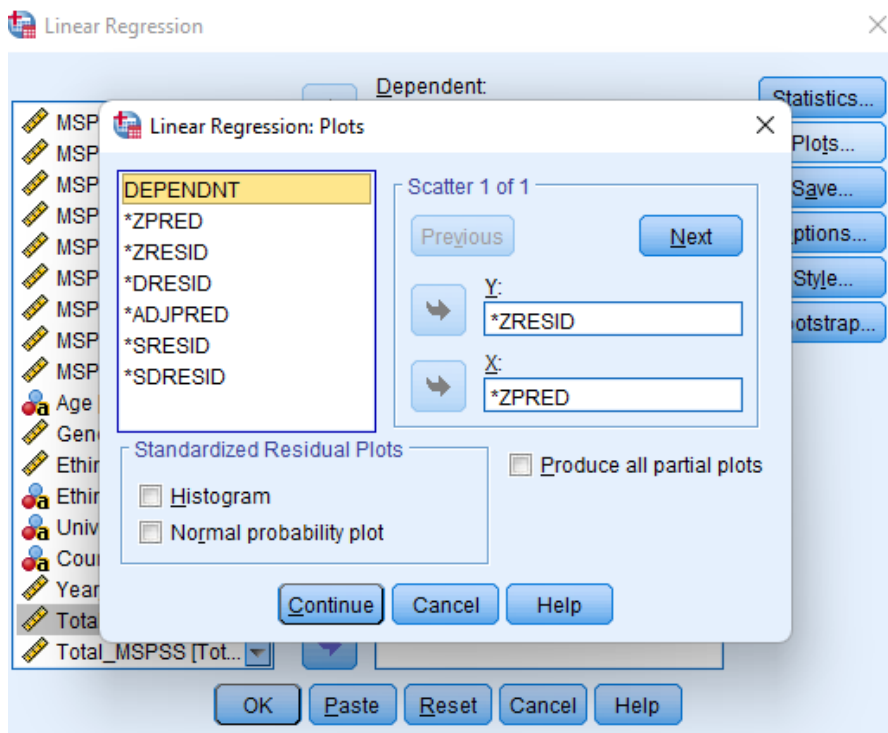
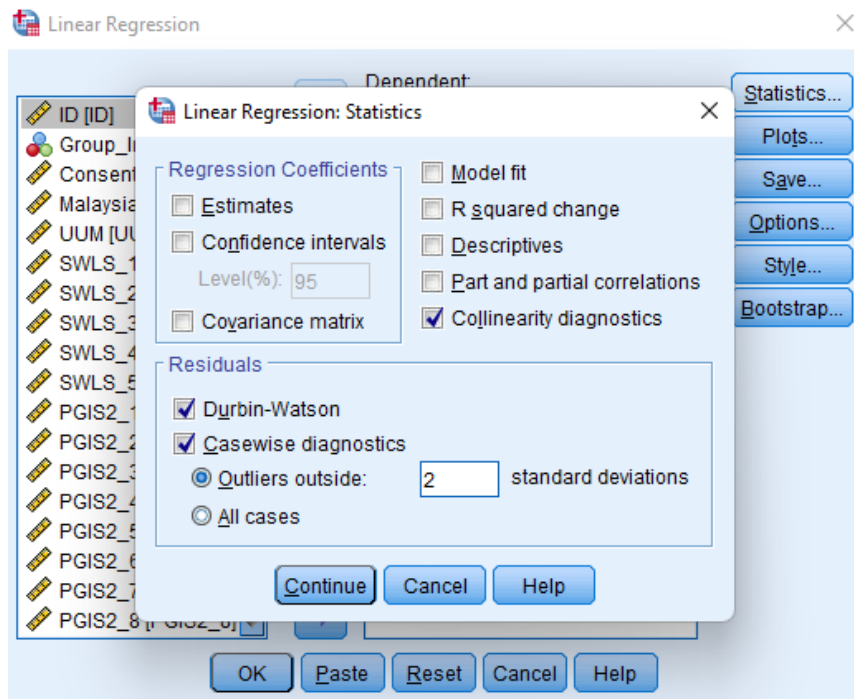
		Total SWLS	Total MSPSS	TotalMean_PGI S	Total GSES
Total_SWLS	Pearson Correlation	1	.558**	.508**	.563**
	Sig. (2-tailed)		.000	.000	.000
	N	140	140	140	140
Total_MSPSS	Pearson Correlation	.558**	1	.481**	.516**
	Sig. (2-tailed)	.000		.000	.000
	N	140	140	140	140
TotalMean_PGIS	Pearson Correlation	.508**	.481**	1	.562**
	Sig. (2-tailed)	.000	.000		.000
	N	140	140	140	140
Total_GSES	Pearson Correlation	.563**	.516**	.562**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	140	140	140	140

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

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Appendix H: Linear Regression Analysis

Appendix H1: Checking Assumptions Table



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Appendix H2: Variance Inflation Factor (VIF) Values and Tolerance Values

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	TotalMean_PGIS	.634	1.577
	Total_GSES	.605	1.653
	Total MSPSS	.680	1.470

a. Dependent Variable: Total_SWLS

Appendix H3: Durbin-Watsons test

Model Summary^b

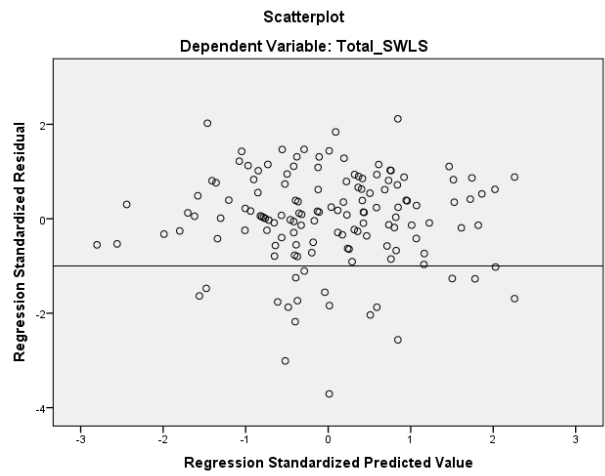
Model	Durbin-Watson
1	2.103 ^a

a. Predictors: (Constant),
Total_MSPSS,
TotalMean_PGIS,
Total_GSES

b. Dependent Variable:
Total_SWLS

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Appendix H4: Homoscedasticity, Normality of Residual and Linearity of Residuals



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Appendix H5: Regression Model Summary for Personal Growth Initiative

The screenshot shows the SPSS Linear Regression dialog box. The dependent variable is 'Total_SWLS [Total_SWLS]' and the independent variable is 'TotalMean_PGIS [TotalMean...]'.

The 'Linear Regression: Statistics' sub-dialog box is open, showing the following options:

- Regression Coefficients
 - Estimates
 - Confidence intervals (Level(%): 95)
 - Covariance matrix
- Model fit
 - R_squared change
 - Descriptives
 - Part and partial correlations
 - Collinearity diagnostics
- Residuals
 - Durbin-Watson
 - Casewise diagnostics
 - Outliers outside: 3 standard deviations
 - All cases

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.508 ^a	.258	.253	4.872

a. Predictors: (Constant), TotalMean_PGIS

b. Dependent Variable: Total_SWLS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1140.337	1	1140.337	48.044	.000 ^b
	Residual	3275.455	138	23.735		
	Total	4415.793	139			

a. Dependent Variable: Total_SWLS

b. Predictors: (Constant), TotalMean_PGIS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.904	2.048		4.348	.000
	TotalMean_PGIS	3.926	.566	.508	6.931	.000

a. Dependent Variable: Total_SWLS

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Appendix H6: Regression Model Summary for Self-efficacy
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.316	.312	4.677

a. Predictors: (Constant), Total_GSES

b. Dependent Variable: Total_SWLS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1397.561	1	1397.561	63.899	.000 ^b
	Residual	3018.232	138	21.871		
	Total	4415.793	139			

a. Dependent Variable: Total_SWLS

b. Predictors: (Constant), Total_GSES

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.981	2.142		2.792	.006
	Total_GSES	.600	.075	.563	7.994	.000

a. Dependent Variable: Total_SWLS

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Appendix H7: Regression Model Summary for Social Support
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558 ^a	.311	.306	4.696

a. Predictors: (Constant), Total_MSPSS

b. Dependent Variable: Total_SWLS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1372.763	1	1372.763	62.254	.000 ^b
	Residual	3043.029	138	22.051		
	Total	4415.793	139			

a. Dependent Variable: Total_SWLS

b. Predictors: (Constant), Total_MSPSS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.240	2.137		2.920	.004
	Total_MSPSS	.266	.034	.558	7.890	.000

a. Dependent Variable: Total_SWLS

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Appendix I: Turnitin Report

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