Identifying Types of Purpose in Life (PIL): A Comparative Study between High Ability and Typical Adolescents

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Abstract
Adolescents often face challenges during their identity crisis, which, if not effectively managed, can lead to negative psychological outcomes and misbehaviours. Erik Erikson's Psychosocial Development theory emphasizes the critical nature of identity crisis during adolescence and the importance of facilitating it through the identification of one's purpose. This study on Purpose in Life (PIL) is highly relevant as it provides a valuable mechanism to aid adolescents in their identity formation, particularly during the identity crisis stage. The aim of this research is to compare different types of PIL among high ability and typical adolescents. A total of 599 students (n=599) participated in the study, including 253 high ability adolescents (n=253) and 346 typical adolescents (n=346), selected through non-probability sampling. The study utilized a quantitative design and conducted a cross-sectional survey using the adapted instrument, The Revised Youth Purpose Survey questionnaire. The findings revealed significant differences between high ability adolescents and typical adolescents in two types of purpose: artistic purpose (F-value = 31.119, sig = 0.000, p<0.05) and familial purpose (F-value = 35.008, sig = 0.000, p<0.05). One significant implication of this study is its potential to equip practitioners, teacher-educators, and parents with approaches, skills, and strategies to assist and motivate adolescents in realizing their purposes, thereby offering avenues for fulfilment. Consequently, adolescents can be better prepared and guided in facing challenges during the identity crisis stage. In conclusion, similar studies can be conducted with larger sample sizes that encompass diverse demographic backgrounds and cultures, including adolescents with special needs, delinquents, and youth who have dropped out of school. Such expansion would enhance our understanding of PIL among adolescents and enable us to provide tailored support and resources to meet their unique needs.
Keywords: Adolescents, Purpose In Life, Identity Formation, Identity Crisis, High Ability Adolescents, Typical Adolescents.

Introduction
Purpose in life (PIL) is defined as a stable and meaningful intention that simultaneously holds personal significance and drives productive engagement with aspects of the world

beyond oneself (Damon, 2008). This definition emphasizes the importance of commitment, goal-directedness, personal meaningfulness, and concerns beyond the self, making it widely adopted among purpose researchers, including the current study. This study aims to compare the preferred types of purpose among adolescents particularly between high ability and typical adolescents. The study explores five distinct types of PIL: religious purpose, familial purpose, professional purpose and callings, artistic purpose, and civic and political purpose. Each type represents a different aspect of purpose that adolescents may align with and find meaningful (Bronk, 2014; Liu et al., 2022)

Recent studies have highlighted the facilitative role of a sense of purpose in the identity formation of adolescents (Lund, Liang, Lincoln, White, Mousseau, A.M.D, Gomez, Akins, 2023; Moran, 2020). Research has consistently demonstrated the positive impact of purpose on various aspects of human development (Branje, Moor & Spitzer, 2021; Bronk, 2014; Burrow, O'Dell, & Hill, 2010; Damon, Menon, & Bronk, 2003; Hill, Sumner, & Burrow, 2014; Khadijah, Rosadah & Aliza, 2018; Lund et al., 2023; Menon 2020). For example, purpose has been found to assist adolescents in navigating their identity crises. This is because PIL provides a sense of direction and roles, as it encompasses a stable intention to pursue goals. In the process of developing an identity, individuals require ongoing commitment and active engagement, both of which are emphasized in the pursuit of purpose in life (Bronk, 2014; Menon 2020).

However, the challenges and intensity associated with identity formation make it a significant concern for the most of adolescents. This developmental process is not only demanding but also requires perseverance and substantial support systems, particularly in navigating through crises. The crisis known as identity crisis occurs when adolescents are confronted with numerous choices or alternatives in various aspects of their lives, including school activities, career choices, political and belief systems, and relationships (Erikson, 1968). Erikson argued that successfully navigating this process is a rarity among young people. Consequently, failure to cope with the demands of the identity crisis may result in adolescents experiencing identity confusion, characterized by uncertainty and ambiguity regarding the most suitable role to adopt.

Identity crisis and identity confusion need to be managed accordingly otherwise it may lead to issues of misbehaviours and other psychological issues among adolescents (Khadijah et. al, 2018; Lund et al, 2023; Moran 2020). There is evidence of adolescents engaging in various negative behaviours such as substance abuse such drugs smoking, cyberbullying, and truancy. In Malaysia, the increasing prevalence of social problems among adolescents is a concerning issue that requires attention and effective measures from all segments of the community. According to the Agensi Anti Dadah Kebangsaan (AADK), in 2019, 437 of teenagers aged between 13 and 18 years old were reported to have drug addictions. In the year 2020, the number was decreased to 325 in drug addiction cases among young individuals aged between 13 to 18 years old. These statistics provide valuable insights into the intensity and involvement of Malaysian adolescents in psychosocial problems, although they represent only a fraction of the reported cases. This trend can be further improved and enhanced if a solid mechanism such as PIL identification and development can be carried out seriously by adolescents and the social support systems.

Previous research on adolescence in the Malaysian context has explored various areas, including motivation and academic achievement in schools, school engagement, and learning styles, among others, with the aim of helping them excel in both academic and non-academic domains (Khadijah et al., 2018; Nadia et al., 2010; Sharifah Muzlia et al., 2016; Zalizan et al., 2017). Similarly, studies focusing on adolescents' involvement in misbehavior such as

substance abuse, bullying, dropouts, and smoking have received significant attention for many years. However, there is a lack of research addressing adolescents' Peer Influence Learning (PIL) from a Malaysian perspective and experience. Most of the existing literature and studies on PIL among adolescents predominantly stem from Western contexts, thereby limiting their applicability to different cultures and need

This research is part of a significant project conducted in 2019. Previous findings indicate a disparity in the prevalence of Peer Influence Learning (PIL) among adolescents, specifically between high-ability and typical adolescents. The findings reveal that high-ability adolescents tend to exhibit an earlier commitment to PIL compared to typical adolescents. Moreover, this research aims to address the question of whether there are significant differences in the preferred types of PIL between high-ability and typical adolescents. (RQ; Is there any significant difference in the preferred types of PIL between high ability and typical adolescents?). These findings will provide insights into various aspects, such as program and module design, for both groups, aiding their holistic development

Literature Review
1. Purpose in Life (PIL) among Adolescents
Adolescence is a crucial phase in human development, as it is characterized by conflicts in the social and emotional domains experienced by most adolescents (Arnett, 2014; Blau, Golberg & Benolol, 2018; Santrock, 2018; Ormrod, 2020). One significant aspect of this phase is the development of identity, which becomes increasingly important during adolescence (Santrock, 2018; Ormrod 2020). Erikson introduced the concept of identity crisis to describe the situational conflicts faced by adolescents that lead to major decisions about their identity (Feldman, 2008; Woolfolk, 2010; Santrock, 2018). In the process of searching for their identity, adolescents encounter substantial psychological difficulties and require effective coping strategies and adaptive adjustment styles (Blau et al., 2018; Khadijah et al, 2018; Moran 2020, Lund et al, 2023). This crisis revolves around finding one's uniqueness, discovering personal strengths and weaknesses, and grappling with expected roles in the future (Santrock, 2018). Succinctly, during adolescence, individuals begin to develop a sense of self by making choices and narrowing down their personal, occupational, sexual, and political commitments (Arnett, 2014).

In addition to Erikson, James Marcia, a prominent psychologist known for his work on identity formation in adolescence, proposed four distinct categories of identity referred to as "statuses" (Dacey & Travers, 1999). These identity statuses are characterized by the presence or absence of two crucial elements: crisis and commitment. Crisis denotes a situation in which an adolescent is exposed to various life alternatives and makes choices and decisions regarding them (Arnett 2014; Feldman, 2000, 2008). Commitment, on the other hand, refers to the psychological investment in a particular course of action or ideology (Arnett, 2014 ; Feldman, 2000, 2008). The identity statuses include identity achievement, identity moratorium, identity foreclosure, and identity diffusion. Adolescents must resolve the crisis by making decisions among the available alternatives. This process necessitates commitment and strong support systems.

The connection between Purpose in Life (PIL) and identity formation is now apparent. Both theories suggest the importance of overcoming or resolving the crisis through making appropriate life decisions (Khadijah et al., 2018). These decisions encompass an individual's roles (existing and future), commitment to fulfilling these roles, and the comprehensive outcomes (contributions and consequences to oneself and others). Individuals who

successfully establish a suitable identity set a course that lays the foundation for future psychological development, as Marcia termed it, identity achievement (Feldman, 2008).

Empirical research and theoretical writings provide evidence of the advantages, contributions, and associations of purpose in life for young people, including adolescents. Adolescents who commit to a sense of purpose experience positive outcomes such as increased happiness (Khadijah et al, 2018; Lund et al, 2023; French and Joseph, 1999; Lewis et al., 1997), hope (Bronk et al., 2009), life satisfaction (Bronk et al., 2009; Gillham et al., 2011; Peterson et al., 2005), and flourishing (Pfeifer & Berkman, 2018; Seligman, 2011). Additionally, Zika and Chamberlain (1992) found that having a sense of purpose predicts psychological well-being in adolescents and emerging adults. Empirical research also highlights the connection between purpose and the school experience. Yeager and Bundick (2009) suggest that pursuing a sense of purpose can enhance the meaningfulness of academic experiences and help adolescents connect with like-minded peers and supportive mentors (Bronk, 2012; Camara, Bacigalupe & Padilla, 2014)

2. Pil and its Types

The definition of purpose emphasizes the importance of a broad commitment to engaging meaningfully with the world beyond oneself (Damon, 2008; Damon et al., 2003; Khadijah et al; 2018). This definition suggests that purpose can encompass a wide range of areas in human life, including family matters, career decision-making, and religious activities (Bronk, 2014). Classifying purpose based on individual goals can be challenging because it is possible for a person to have multiple purposes that may overlap with one another. For example, when a person identifies their purpose as contributing to the community by helping at an orphanage, they are simultaneously pursuing a religious purpose. However, classification is necessary to communicate different types of purpose and aims that inspire individuals, thus facilitating the effective development of purpose (Bronk, 2014).

The classification of purpose serves the purpose of identifying purpose-related activities and devising effective strategies to achieve desired aims. In essence, once individuals have identified their purpose, they engage in activities that align with and bring their purpose to life. This process is referred to as purposeful engagement. According to Bronk (2014), purpose is the ultimate aspiration, while purposeful engagement represents the means by which individuals make progress towards fulfilling that aspiration. Moreover, the effort to classify purpose is crucial in order to provide the necessary support tailored to the distinct types of purpose, as these types exhibit unique characteristics. Studies have proposed five different types of purpose including (1) religious purpose, (2) familial purpose (3) professionals and callings (4) artistic (5) civic and political purpose (Bronk 2014b; Damon 2004). The types are adapted to suit collectivist society and the culture of Malaysia.

Religious purpose encompasses spiritual beliefs, faith, and their expression through practices, understanding, and way of life. Purpose is considered central to the essence of faith (Tillich, 1952), and religion serves as a vital source of purpose and meaningful engagement (Sommer et al., 2012). While empirical studies specifically focused on familial or relational purpose are scarce, collectivist societies like Malaysia place high value on family contribution and relationships across various aspects of individuals' lives (Bronk, 2014; Khadijah et al., 2018). Interestingly, some studies have highlighted the importance of connectedness in discovering purpose. Individuals who feel emotionally close to others and the social world are more likely to report having a sense of purpose (Debats et al., 1995, recent studies), while lack of social relationships has been associated with a sense of purposelessness (Sommer et al., 2012).

Professional purpose and callings, known as the other type of purpose in life (PIL), are associated with various life experiences, including overall happiness and well-being (Ryff & Singer, 1998), as well as happiness at work (Bonebright et al., 2000). For young people, fostering career purpose is crucial in helping adolescents identify their interests and connect them with relevant career opportunities and pathways (Dik et al., 2011; Kosine et al., 2008). Kosine et al. (2008) have suggested purpose-centered approaches to career development, enabling individuals to identify personally significant career interests and make contributions to the world beyond themselves.

Artistic purpose represents a type of PIL often undervalued in societies that prioritize academic pursuits as the main predictor of future success. However, some individuals pursue their life purpose through artistic activities. Artistic purpose entails a desire to contribute to society or transcend self-interest while engaging in artistic pursuits (Bronk, 2014). Civic and political purposes involve the active involvement and participation of youth in community projects and political programs. For example, Kurtines et al. (2008) developed the Youth Development Project (YDP), a community outreach program aimed at implementing affordable, feasible, and sustainable strategies to meet the needs of both the community and young people.

3. Comparative Studies on Pil Between High Ability and Typical Adolescents

Studies examining the role of Purpose in Life (PIL) have consistently highlighted its contribution to positive youth development, specifically in the area of identity formation (Bronk, 2014; Burrow et al., 2010; Damon et al., 2003; Hill et al., 2014). This contribution is particularly significant in addressing the challenge of adolescence identity crisis, a concept introduced by Erikson in his lifespan development theory (Bronk, 2005; Dacey & Travers, 1999; Erikson, 1968).

While the study of PIL is not new, research on PIL in relation to adolescent development has received relatively little attention (King et al., 2005). Therefore, there is a need for an investigation into the profiles of PIL among adolescents and its associated constructs, as it holds promise for yielding valuable insights. Additionally, a comparison between high-ability groups and their typical counterparts could provide insights into the similarities or differences in their sense of purpose.

Leading theorists in high ability education, such as Dabrowski (1967); Hollingworth (1942); Mendaglio (2007), have suggested that high ability adolescents exhibit certain affective characteristics that predispose them towards purpose. Further research indicates that as high ability adolescents transition from an egocentric to an altruistic perspective, they increasingly demonstrate prosocial reasoning, which is a fundamental component of the purpose construct (Damon, 2008; Damon et al., 2003). Several studies emphasize the importance of considering purpose among adolescents with high ability, highlighting the works of (Bronk, 2005; Coleman and Cross, 2005; Davis, 2006; Damon, 2008; Mendaglio, 2007). Consequently, high ability youths who exhibit significant commitment to purpose often share common characteristics of persistence, creativity, sensitivity, and an unwavering pursuit of mastery.

However, despite previous findings suggesting a higher likelihood of purpose demonstration among high ability adolescents, recent studies have found that purpose is not particularly prevalent among this group. Specifically, it has been reported that only about one in ten adolescents with high ability are committed to purpose, and one-third of high ability late adolescents are categorized as drifting or failing to commit to any personally meaningful long-term aims (Bronk et al., 2010 Klimstra & Doeselaar, 2017). These findings indicate the need

for further investigation to identify the onset of purpose among adolescents from diverse groups, in addition to classifying the types of Purpose in Life (PIL). Hence, this study is designed with the focus to compare types of PIL preferred by high ability and typical adolescents which consequently beneficial in developing intervention programs that cultivate purpose and emphasize its importance as early as possible.

Methodology
Research design/ approaches
This research is part of a larger project, as mentioned earlier, and it utilizes a quantitative design. The data collection method employed is a cross-sectional survey, where information is collected at a single point in time (Creswell, 2013; Fraenkel et al., 2012). The data collection process spanned approximately six months to ensure comprehensive coverage. The procedure involved administering a set of questionnaires to participants, with a time requirement of 30 to 45 minutes for completion. The researcher anticipated that the data collection process would extend beyond three months due to the involvement of different settings, specifically various schools for diverse participant groups. The total number of participants for each school and group is presented in the following Table 3.1

Table 3.1

	SCHOOLS AND GROUPS	TOTAL NUMBER OF PARTICIPANTS
(i)	**School 1** **(High Ability in Academic)**	109
(ii)	**School 2** **(High Ability in Sports)**	44
(iii)	**School 3** **(High Ability in Sports)**	32
(iv)	**School 4** **(High Ability in Arts)**	68
(v)	**School 5** **(Typical 1)**	315
(vi)	**School 6** **(Typical 2)**	298
(vii)	**School 7** **(Typical 3)**	345

The Non-Probability Sampling and Purposive Sampling
This research has applied non-probability sampling particularly the purposive sampling. The study employed purposive sampling in selecting the participants who possess specific characteristics or experiences that are highly relevant to the research objectives, ensuring a targeted and focused approach. In other words, utilizing purposive sampling, the survey will intentionally select participants based on specific criteria, allowing for a deliberate and purposeful gathering of information. The following paragraph emphasizes the justification for the sampling technique employed in this study.
Purposive sampling was employed in this study as the specific interests and information required from the population and sample were identified prior to conducting the actual study. The objective of the study is to examine the differences in the types of PIL between high ability

and typical adolescents. According to Fraenkel et al (2012), the decision to use purposive sampling relies on the researcher's judgement and understanding of the population and research objectives. Furthermore, Lim (2007) asserts that the application of purposive sampling is viable when the researcher has already identified the research objectives and interests required from the population.

This study involved two groups of adolescents: the high ability groups and the typical group. The high ability groups are further divided into three subgroups based on their abilities, namely high ability academic, high ability sports, and high ability arts. One of the objectives of this study is to analyse the patterns and characteristics of PIL particularly the types of PIL among these groups. Due to limitations in terms of finances and time, the study has chosen to focus only on these subgroups. Therefore, future research should consider including more groups or subgroups to gain a broader understanding of PIL among adolescents.

On the other hands, the typical group consists of adolescents currently pursuing their form four at public secondary schools. Although these adolescents have interests in pursuing their talents and abilities, they have not performed well in public examinations. Therefore, it is necessary to study the profiles of PIL among typical adolescents to address their intentions, future hopes, potentials, motivation, and commitments. These profiles will provide valuable insights for school community, parents, counsellors, and the authorities to plan, design, and implement appropriate measure for them.

Instrumentation: The Revised Youth Purpose Survey (RYPS) Questionnaire
Adaptation of the Items

In this study, the Revised Youth Purpose Survey questionnaire, an adapted instrument, is utilized to collect information from the respondents. The instrument was modified to align with the research objectives and local context. The adapted instrument, referred to as a questionnaire, falls under the category of subject-completed instruments, as proposed by (Fraenkel et al., 2012). One advantage of using a questionnaire is its ability to be administered to a large number of people simultaneously, which is applicable to the current study.

The RYPS questionnaire was developed based on Frankl's conception and was among the first measures to assess both identified purpose and the search for purpose among adolescents (Bundick, 2014). In addition to Frankl's conception, the RYPS questionnaire incorporated elements from other measures, such as Crumbaugh and Maholick's Purpose in Life Test (1964), Ryff's Scale of Psychological Well-Being (1995), and the Meaning in Life Questionnaire developed by Steger et al. (2006). In line with the research objectives, the current study has chosen to use and adapt the RYPS questionnaire, which encompasses a multidimensional scale measuring the search for purpose, presence of purpose, active engagement in purpose pursuit, and significance of purpose (Bundick et al., 2006). These four components were later merged into two subscales: the Identified Purpose subscale (15 items; Cronbach's alpha = .94) and the Searching for Purpose subscale (5 items; Cronbach's alpha = .94) (Bronk et al., 2009; Burrow et al., 2010).

The repeated use of this measure among adolescents and emerging adults has shown positive correlations with the searching and identified subscales, though not among mid-life adults, making the RYPS relevant to the present study on PIL among adolescents. Researchers from various fields, including psychology, health science, economics, and others interested in studying purpose, purpose engagement, and the significance of purpose among adolescents, can consider using and adapting the RYPS questionnaire based on their research areas and objectives.

Tables 3.2 and 3.3 present the original and adapted versions of the RYPS (Revised Youth Purpose Survey). Please note that the bold sentences refer to the specific items related to the types of PIL, which serve as a key focus in this study

Table 3.2
The Original Version of RYPS

SECTION	SUBJECT /CONSTRUCTS	NO. OF ITEMS
1	The Importance of Goals	20 items in 5 points of Likert scales ranging from extremely important to not at all important
2	The Perspectives on PIL	17 items in 7 points of Likert scales from strongly agree to strongly disagree
3	**The TOP 3 PIL**	**17 items and 1 open-ended item in a rank form as purpose #1, 2 and 3.**
4	**The Nature of PIL ranked as #1**	**2 sub-sections with 6 items each. The first 6 items in a form of check list and the other section is in the form of Likert scales from extremely important to not at all important**
5	**The Prevalence of PIL**	**20 items in 7 points of Likert scales from strongly agree to strongly disagree**
6	**The Prevalence of PIL**	**16 items in 7 points of Likert scales from strongly agree to strongly disagree**
7	Self-attitude and self-interest on PIL	3 sub-sections; (i) 7 items in 7 points of Likert scales from strongly agree to strongly disagree (ii) 2 items (choose only one) (iii) 2 items (choose only one)
8	Activities (Commitment and Exploration of Alternatives) in the pursuit of PIL	34 items in 7 points of Likert scales ranging from never to every day (involvement frequency)
9	Meaningful Activities in life	34 items in 7 Points of Likert scales ranging from extremely meaningful to not all meaningful
10	The Supporting Factors of PIL	3 sub-sections 1 item each: (i) yes or no (ii) yes or no (iii) if the answer is yes, please proceed to #3 to identify individuals who support the pursuit of PIL
11	The Supporting Systems of PIL	3 sub-sections; (i) 5 items of Family factor in 7 points of Likert scales ranging from strongly agree to strongly disagree (ii) 5 items of Friends factor in 7points of Likert scales (iii) 6 items of Schools factor in 7 points of Likert scale
12	Attitude toward PIL	2 sub-sections (i) 10 items of true/false (ii) 9 items in 7 points of Likert scales ranging from strongly agree to strongly disagree

| 13 | Perception on PIL | 21 items in 5 points of Likert scales ranging from very much like me to not like me |
| 14 | Demographic Background | Gender, ethnicity, religion, origin, schools, and other academic matters. |

Table 3.3
The Adapted Version of RYPS

SECTION	SUBJECT/ CONSTRUCTS	NO. OF ITEMS
1	Demographic Background	School, School Type and Gender
2	Perspective on PIL Attitude n PIL Importance of Goals	30 items with 4 points of Likert scale ranging from strongly disagree, disagree, agree to strongly agree
3	**Types of Purpose**	**33 items with 4 points of Likert scale ranging from strongly disagree, disagree, agree to strongly agree**
4	Purpose in Life (an Identified PIL)	20 items with 4 points of Likert scale ranging from strongly disagree, disagree, agree to strongly agree
5	5.1 Level of Engagement	5.1 34 items with 6 responses that are presented according to the Frequency or Intensity of engagement such as Never, Once in my Life, Once a Year, Once a Month, Once a Week Every day
	5.2 Meaningful Engagement	5.2 34 items with 4 responses that are presented according to how a respondent put the Value and Meaning attached to each activity of PIL
6	The Support Systems 6.1 Family	6.1 5 items with 4 points of Likert scale ranging from Strongly Disagree, Disagree, Agree to Strongly Agree
	6.2 Friends	6.2 5 items with 4 points of Likert scale ranging from Strongly Disagree, Disagree, Agree to Strongly Agree
	6.3 School	6.3 6 items with 4 points of Likert scale ranging from Strongly Disagree, Disagree, Agree to Strongly Agree

Analyses: Adaptation of the Language: Translation Process
It is necessary to conduct the survey in the local language to accurately reflect the actual context. Therefore, in order to obtain the desired feedback and response for the study, a precise translation of the instrument must be performed to ensure that the translated version accurately reflects the original instrument. This translation process is commonly referred to as back-to-back translation.
The procedure consisted of six steps, as suggested by Aziz (2018), which are as follows:
a. Obtaining the instrument to be translated, in this case, the RYPS from Stanford University.

b. Forming a panel of experts, including two English experts, two Malay experts, and two content experts.

c. Translating the instrument into Malay and presenting the translated version to the Malay experts for review of the structure, sentences, and grammatical rules.

d. Translating the Malay version back into the original language by two English experts to ensure it accurately reflects the original version. Both experts agreed that the Malay version captured approximately 80% of the original instrument.

e. Subjecting the Malay version to further scrutiny by the Malay language expert to ensure that the structure, grammar, and meaning of the questions are suitable for the students' understanding and cognitive level before conducting the actual survey. The language used in the Malay version should not be overly technical, allowing for easy comprehension by the respondents.

 f. Finally, presenting the overall content of the instrument to content experts to examine the meaning and accuracy of each item, ensuring they align with the current study on adolescents' profiles of purpose in life

Data Analysis: MANOVA
The data for this study was analysed using multivariate analysis of variance (MANOVA) to examine the differences in types of purpose between the ability groups, namely high ability and typical ability. This analysis involved hypothesis testing to determine the situations in which: (i) the null hypothesis (Ho) is not rejected if no significant difference is found between the variables (ability groups), or (ii) the null hypothesis (Ho) is rejected if a significant difference is found between the variables (ability groups).

Ethical Consideration: Getting the Permission from Authorities and Inform Consent from Participants
Prior to conducting any data collection for pilot testing and the actual study, it is mandatory to obtain permission and approval from the Ministry of Education, specifically the Education Planning and Research Division (EPRD) because this study involved students and the schools. The study submitted a request to the EPRD seeking permission to work with the students for the purpose of this study. After approximately one week, the application was approved by the EPRD. The next step involved approaching the respective State Education Department, specifically the Registration Division, to obtain permission for the study. The application was submitted via email, and follow-up phone calls were made to the respective states. Within two weeks, permission was granted to proceed with the study.

This study also ensured the practice of informed consent from the students and schools, where participants were provided with an explanation regarding the privacy and confidentiality of their data. The items in the instruments were carefully designed to be free from bias, discrimination, and harm, while also prioritizing cultural sensitivity, including respect for religious practices.

Findings and Discussion
Findings
The following section will discuss the findings of this study, making it important to revisit the research question: "Is there any significant difference in the types of PIL between high-ability and typical adolescents?
The hypotheses for this research are as follows:

Ho: There is no significant difference in the types of PIL between high-ability and typical adolescents.

Ho1: There is no significant difference in general and artistic PIL between high-ability and typical adolescents.

Ho2: There is no significant difference in the familial types of PIL between high-ability and typical adolescents.

Ho3: There is no significant difference in the civic types of PIL between high-ability and typical adolescents.

Ho4: There is no significant difference in the professionals and callings types of PIL between high-ability and typical adolescents.

Ho5: There is no significant difference in the religious types of PIL between high-ability and typical adolescents.

In order to investigate the differences in types of purpose between high-ability adolescents and typical adolescents, a MANOVA analysis was conducted. Prior to employing MANOVA, certain requirements needed to be met in this section to assess the homogeneity of the variance-covariance matrices using Box's M test. The results are presented in Table 4.1

Table 4.1
Box's Differences of Types of Purpose between Ability

Box's M	F-value	df1	df2	Sig.
14.439	0.954	15	1179667.181	0.502

The results indicate that there is no significant difference in the variance-covariance among the dependent variables for all levels of independent variables (Box's M = 14.439 and Sig = 0.502 (p > 0.001)). When the Sig value is larger than 0.001, it indicates that the assumption of homogeneity of variance-covariance is not violated (Pallant, 2007). Therefore, the results confirm that the data is homogeneous, which allows for the performance of MANOVA. MANOVA was conducted to explore the differences in types of purpose between high-ability adolescents and their typical counterparts. The results are presented in Tables 4.2 and 4.3

Table 4.2
Wilks' Lambda Differences on Types of Purpose between Ability

Effect	the value of Wilks' Lambda	The value of F	DF between group	DF within group	Sig
Types of purpose based on ability	0.909	11.847	1	597	0.000

The results have confirmed a significant difference in the types of purpose between the ability groups (Wilks'Λ = 0.909, F (1,597) = 0.000, p < 0.05). As a result, the null hypothesis (Ho) is rejected since there is a significant difference in the types of purpose between high-ability adolescents and their typical counterparts. Furthermore, Table 4.3 presents the results regarding the differences for each type of purpose between high-ability adolescents and their typical counterparts.

Table 4.3

MANOVA on the Differences of Types of Purpose between Ability Groups

Purpose Type	Ability	N	Mean	SD	Type III Sum of Squares	Df	Mean square	F	Sig.
General	High Ability	253	3.49	0.423	5.450	1	5.450	31.119	0.000
	Typical	346	3.29	0.415					
Familial	High Ability	253	3.40	0.465	8.020	1	8.020	35.008	0.000
	Typical	346	3.17	0.488					
Civic	High Ability	253	2.68	0.401	0.480	1	0.480	3.068	0.080
	Typical	346	2.63	0.392					
Professional	High Ability	253	3.12	0.487	0.112	1	0.112	0.523	0.470
	Typical	346	3.09	0.446					
Religious	High Ability	253	3.63	0.445	0.110	1	0.110	0.526	0.469
	Typical	346	3.61	0.466					

The reported results confirm a significant difference in the general and artistic purpose between the ability groups (F = 31.119, p < 0.05). Furthermore, high ability adolescents obtained higher mean scores (M = 3.49, SD = 0.423) compared to typical adolescents (M = 3.29, SD = 0.415). As a result, the null hypothesis (Ho1) is rejected because the evidence indicates a significant difference in general and artistic purpose between high ability adolescents and their typical counterparts.

Similarly, the reported results confirm a significant difference in the purpose of familial relationships between the ability groups (F = 35.008, p < 0.05). The mean scores for high ability adolescents (M = 3.40, SD = 0.465) are significantly higher compared to typical adolescents (M = 3.17, SD = 0.488). Consequently, the null hypothesis (Ho2) is once again rejected due to the significant difference in the purpose of familial relationships between high-ability adolescents and their typical counterparts. On the other hand, no significant difference was found in terms of civic and political purpose between the ability groups (F = 3.068, sig = 0.080, p > 0.05). In fact, when considering this specific purpose, high ability adolescents (M = 2.68, SD = 0.401) scored higher on average compared to typical adolescents (M = 2.63, SD = 0.392). However, this difference was not statistically significant, failing to reject the null hypothesis (Ho3). Therefore, the results indicate that there is no significant difference in civic and political purpose between high ability and typical adolescents.

Similarly, no significant difference was found between the ability groups for professional and calling purposes (F = 0.523, sig = 0.470, p > 0.05). Furthermore, the results indicated that high ability adolescents achieved higher mean scores (M = 3.12, SD = 0.487) compared to typical adolescents (M = 3.09, SD = 0.446) in this aspect. However, this difference was not statistically significant, leading to the failure to reject the null hypothesis (Ho4). Thus, it can be concluded that there is no significant difference for professional and calling purposes between high ability adolescents and their typical counterparts. Finally, the results indicate that there is no significant difference between the ability groups for religious purpose (F = 0.526, sig = 0.469, p > 0.05). Although high ability adolescents achieved higher mean scores (M = 3.63, SD = 0.445) compared to typical adolescents (M = 3.61, SD = 0.446) in this aspect, the difference was not statistically significant. Hence, the null hypothesis (Ho5) cannot be rejected. In other words, the evidence demonstrates that there is no significant difference for religious purpose between high ability adolescents and typical adolescents.

Discussion

According to Bronk (2014), there are five main categories of purpose in life known as the inspiring types of Purpose in Life (PIL). For this study, the concept of inspiring types of purpose, as proposed by Bronk (2014), was adapted with some modifications to suit the local context and research objectives. As mentioned earlier, this study serves as a preliminary effort to explore and investigate patterns and characteristics of purpose preferred by adolescents. The findings offer valuable information that can be utilized to develop strategies and relevant programs aimed at fostering purpose development and its manifestations among adolescents. The summarized findings for the types of purpose profile among high ability adolescents and their typical counterparts are presented in Table 4.4

Table 4.4
Summary of Findings; Types of PIL

Findings	Descriptions
1. Religious purpose	The most preferred type of purpose among adolescents.
2. Civic and Political purpose	The least preferred type of purpose among adolescents.
3. High Ability Adolescents	Shown more interests in the three types of purpose namely artistic purpose, familial purpose, civic and political purpose as compared to typical adolescents.

The majority of respondents agreed that religious purpose holds greater significance compared to other types of purpose, such as professional and calling purpose. Surprisingly, the adolescents who participated in this study demonstrated less interest in civic and political purpose. The study also found that having a religious purpose does not necessarily translate into religious practice, including civic and pro-social engagement.

This study found that high ability adolescents are more likely than typical adolescents to prioritize civic and political purposes, which aligns with the findings of Bronk et al. (2010) who observed a higher tendency among high ability youth to exhibit service-oriented purposes compared to typical youth. Additionally, this study reported that high ability adolescents are more likely to exhibit religious, familial, civic and political, professional and calling, and artistic purposes compared to their typical counterparts.

These findings confirm previous studies that have shown high ability adolescents tend to engage with Purpose in Life (PIL) earlier than typical adolescents due to their persistent, creative, sensitive, and consistent striving for mastery (Bronk et al., 2010; Damon et al., 2003 Lund et al., 2032;). The characteristics of high ability groups enable them to identify their PIL and remain focused on realizing it. Damon (2008) and Moran (2009) also found that many young people do not recognize the importance of having purpose or lack the motivation to actively pursue their goals. Having PIL not only positively impacts identity formation but also serves as a motivational force for planning, strategizing, and achieving long-term goals (Bronk et al., 2010; Hill et al., 2010). Therefore, it can be inferred that adolescents who have not discovered their PIL may lack motivation or be demotivated to consider their future and contribute to others.

Implication and Suggestion

As mentioned previously, this research is part of a larger project conducted in 2019, contributing to the development of two models of Purpose in Life (PIL) among adolescents.

These models and their profiles can serve as guidelines or frameworks for initiating purpose and identity interventions among adolescents from diverse groups with varying needs. In fact, both purpose and identity interventions can be considered practical implications resulting from this study and its underlying theories.

Implication of the Study

a)   PIL Model of High Ability Adolescents (PIL High) and PIL Model of Typical Adolescents (PIL Typical)

The Purpose in Life (PIL) Model for High Ability Adolescents and PIL Model for Typical Adolescents is developed based on the findings of this study, and it can be utilized in the design and implementation of programs aimed at fostering PIL among both groups of adolescents. A crucial aspect of this model is the approach to purpose identification, development, and enhancement specifically tailored for high ability adolescents as well as typical adolescents. Furthermore, high ability adolescents can also offer social support, including scaffolding, to their typical counterparts in their pursuit of Purpose in Life (PIL). The evidence from this study has suggested that high ability adolescents demonstrate greater interest in three types of purpose - artistic purpose, familial purpose, and civic and political purpose compared to typical adolescents. Hence, peer-to-peer sharing and motivational strategies can serve as mechanisms through which high ability groups can offer their assistance to typical adolescents.

b.)   Collaborative Program for PIL (Super PIL)

The study confirms that high ability adolescents exhibit greater interest in certain aspects of Purpose in Life (PIL), such as religious purpose, engagement activities, and all three support systems of PIL, compared to their typical counterparts. These findings highlight the need for collaborative programs on PIL that involve both high ability adolescents and typical adolescents. For example, high ability adolescents can be included as part of the team in identity and purpose interventions to provide support and assistance to their peers. Implementing collaborative programs like these can lead to the development of new PIL programs, such as peer interventions, where high ability adolescents can receive training to support and empower their typical counterparts in their journey towards developing and fulfilling their PIL.

Suggestion: Direction for Future Research

Identity formation is a critical stage for all adolescents, and researchers are advised to focus on those with limited or no educational experience as a target sample for their research. This includes adolescents who were unable to continue their education due to various constraints, such as financial limitations and lack of family support. Additionally, expanding the study on Purpose in Life (PIL) to encompass adolescents with special needs or students with special education needs (SEN) would yield intriguing findings and shed light on the support required for these groups to fulfill their PIL. The inclusion of adolescents with special needs would also contribute to innovations in purpose and identity interventions. Furthermore, future research on PIL could involve young children and emerging adults to explore its associations beyond identity formation. It is worth noting that purpose is not only linked to identity formation but also to other positive outcomes, such as good health, authentic happiness, positive well-being, and motivation. By incorporating these suggestions, we can uncover more insights into

the positive implications of PIL that benefit individuals across various age groups and demographic backgrounds.

Conclusion

This research has provided valuable insights into understanding adolescents, particularly in terms of identity development and the significance of Purpose in Life (PIL). The comparative analysis conducted in this study serves as a framework for redesigning a comprehensive and effective measure for assessing and promoting PIL and its associated initiatives.

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