




AN INVESTIGATION ON TEACHING STRATEGIES TO PROMOTE PERSONAL GROWTH AMONG UNIVERSITY STUDENTS

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KEYWORDS	ABSTRACT
Investigation, Teaching Strategies, Personal Growth, Students, Higher Education	The purpose of this study was to investigate teaching strategies to promote personal growth amid university students. Teaching strategies play crucial role in promoting personal growth in university students. Personal growth, encompasses self-awareness, emotional intelligence, critical thinking and resilience, is increasingly recognized as essential for students' success both during their university years and in their future careers. The strategies that include group discussions, presentations and collaborative projects help students to improve their verbal, written & communication skills. Through quantitative approach, research examines many pedagogical techniques, including the active learning, collaborative, self-regulated learning and feedback. Data were collected from two universities (1 public & 1 private) across different departments, using stratified random sampling technique 300 sample was collected. Collected data was analyzed over SPSS software. The research findings indicate that active learning strategies, significantly enhance students' self-awareness, critical thinking and interpersonal skills. Effective feedback helps instructors to motivate students & improve their teaching strategies. Practical implications are discussed & future directions are recommended.
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INTRODUCTION

University education is an important stage in people's lives, when formal education and character transformation occur simultaneously. While, the universities strive in ensuring the student acquires pertinent knowledge and skills to be employable, then question of development of whole human being including his/her emotional health, innovative mind and flexibility can never be exaggerated (Chankseliani, 2022). Still, principal recourse to conventional students' instructional methods and,

largely, a stress on crucial and specific skills' development does not open much space for the more encompassing growth. Enhancement of the personal development of university students as stated in this research therefore entails use of some of the innovative teaching approaches such as the active learning, self-regulation and feedback and collaborative learning strategy (Chankseliani, 2022). It would also be expedient to note self-reflection and the portion of emotional intelligence as crucial practices in actualization (Pedro, Leitão & Alves, 2020). By self-pondering of what one is thinking, how one is feeling and what one is doing helps the students in achieving the purpose and meaning of personal development.

Emotional intelligence can be described as the measurement of one's ability to experience feelings, and, those of others appropriately. In higher educational institutions, the traditional classrooms are replaced by active learning classrooms designed to facilitate student-centered instruction (Lee, & Tsai, 2008). Active learning classroom development is a part of the broader educational movement toward the students that are involved and engaged in their learning (Brooks, 2011). It would also be expedient to note self-reflection and the portion of emotional intelligence as the crucial practices in actualization. By self-pondering of what one is thinking, how one is feeling and what one is doing helps students in achieving purpose of personal development. According to Sims (2003), interaction not only inspires students to learn but also inspire them to be focused, participative, and dedicated to interchange ideas with one another. In this connection, emotional intelligence can be described as the measurement of one's ability to experience feelings, as well as, those of others appropriately (Filice & Weese, 2024). Consequently, the training in emotional intelligence may assist students in enhancing on the kind of communication and interaction required in the interpersonal relation and other social interactions. For self-development or growth, it is a lifelong process that needs constant effort and discipline.

According to writings on personal effectiveness, with right mindset and implementation of efficient methods, the students are able to change for better, excel academically, and thus have happier life. Research in education is conducted recently shows that there are new approaches to teaching that may help in narrowing this gap and promote kind of education that would foster both intellectual and personal development of the learners (Ayob, Hussain & Majid, 2013). Altogether, while these strategies are acknowledged to be moderately effective ones, there is a fairly scant literature about the implementation of these practices within HE context (Pedro, Leitão & Alves, 2020). Thus, this study intends to present solutions and recommendations to educators upon the methods of effective teaching from the analysis and identification of the best practices for students' improved experience and development. It is understood that outcomes of this research will make significant contribution to developing paradigm in higher education, helping institutions in attempts to produce graduates who are well rounded, capable to continue learning, and adaptable individuals. This is since, most higher intuitions must strive to produce graduates who are not only skilled in line with their field of subject, but also possess polished personalities, promoting personal development among university students is wanting.

Modern conventional educational approaches, which focus on instruction and learning results as well as specific skills, can hardly contribute to the growth of children and youth. Thus, learners can

leave school with low EI weak critical thinking skills, and inaptitude to the flexibility, both of which proponents assert are core skills for the achievement & development in the complex society (Butler, Lauscher, Selinger & Beckingham, 2004). The research examines many pedagogical approaches, their implementation & their impact on students' personal development. For that reason, despite the acknowledgment of the personal development as one of the essential goals of the education, there is relative deficit in scientific literature about teaching practices within universities which contribute to such development (Lapan, Kardash & Turner, 2002). The personal growth is the crucial aspect of higher education, contributing to the students' overall well-being and success. Universities play a significant role in shaping not only the academic but also the personal dimensions of students' lives. Thus, it is about time that its application and strategies it presents are further discussed as to how they may be introduced into the university system with the aim of affecting positive changes on the student's personality.

Research Objectives & Questions

1. To determine the effective teaching strategies that promote personal growth in the university students.
2. To investigate impact of teaching strategies on various dimensions of personal development including emotional intelligence, self-awareness and social skills.
3. What are the effective teaching strategies that promote personal growth among university students?
4. What is the impact of teaching strategies on various dimensions of the personal development including emotional intelligence, self-awareness and social skills?

LITERATURE REVIEW

The necessity to give the students chances to encourage and support their intellectual, emotional, social, physical growth and their high-quality learning experiences is emphasized by the research (Pedro, Leitão & Alves, 2020). The recent research has highlighted effective teaching practices for implementing this all-encompassing method of education (Orlich, Harder, Trevisan, Brown & Miller, 2017). Thus, engaging in active, relevant, socially engaging, iterative, and pleasant learning activities allows students to attain optimal learning in terms of the academic content and overall educational experience (Robit, Ashton, Spering, Geiger, Byers & Schotts, 2012). The active, playful learning is name given to instruction that follows these characteristics (Blinkoff, Nesbitt, Golinkoff & Pasek, 2023). The guided play is a great example of this method in action because it allows the students to keep some control through their own learning while still receiving instruction from a teacher for review of guided play and its effects on students' outcomes (Patanapu, Doshi, Kulkarni, Reddy, Adepu & Reddy, 2018). In this connection, the effective methods to improve and sustain students' learning are the primary emphasis of teaching strategies, which play a pivotal role in the educational research.

Everyone agrees that teaching and learning should be primary goals of schools, even though there are different views about results of education. Knowing how to encourage learning is, hence, crucial. Recognizing the critical elements that lead to differences in student results is vital for improving students' learning. There are 252 elements that influence pupils' academic performance, according

to a meta-analysis of 800 studies including 80 million students. One of the most important variables was the impact of teachers. Numerous studies have demonstrated that teachers have a substantial effect on their students' academic performance, leading many to believe that they play crucial role in educational process (Zimmerman & Schunk., 2001; Çelik, 2015). A number of teacher features may have significant effects upon academic performance, according to empirical data from studies led with primary school teachers around the world. Each of these factors like teachers' knowledge, credentials, experience in the classroom, and opportunities for professional growth has the potential to influence students' performance in classroom. Students' learning processes & outcomes are mainly affected by quality teaching, which refers to teachers' use of effective and productive instructional methods and tactics.

Active learning

The active learning methods ask students to engage in learning by thinking, discussing, exploring, & creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, explain ideas in their own words over writing and discussion. Timely feedback, from either the instructor or fellow students, is critical to this learning process. Education research shows that integrating active learning tactics into university courses pointedly enhances student learning experiences (Pedro, Leitão & Alves, 2020). The benefits of active learning include, students are given numerous paths for learning when they are given opportunities to process course material over thinking, writing, speaking, and problem solving. By establishing connections with previous knowledge, organizing knowledge, and developing brain pathways, students are able to better encode new information, concepts, and abilities into their minds through application of new knowledge (Aranha, Raj & Premanand, 2019). Students can improve their grasp of the content and fix their mistakes with help of regular and timely feedback. To foster a feeling of belonging in the classroom, students and teachers should engage in frequent conversation on the class topics, projects and objectives. The teachers can learn more about their student thought processes by watching and chatting with them while they work and teachers can improve their lessons based on their students' understanding levels.

Collaborative learning

When students work in groups to realize shared learning aims, this method is called collaborative learning. Students have a deeper grasp of the material, and opportunity to share and critique ideas, when they work together. Besides improving students' intellectual & social abilities, this approach helps active sharing, open dialogue and teamwork. Group projects, peer instruction, and discussion groups are all examples of collaborative learning that helps students develop their analytical and problem-solving skills. Learning through collaboration often takes place in big groups or amongst individuals (Blasco, Buil, Ortega & Sese, 2013). Students engage in collaborative learning through peer education, which entails them working in groups to debate and ultimately resolve problems. Like the old adage goes, "two brains are better than one." In the context of peer instruction, students actually help each other out by correcting, explaining each other's mistakes (Deslauriers, McCarty, Miller, Callaghan & Kestin, 2019). The students learn more when their educational experiences are participatory, collaborative, relevant, interesting, and their own. Among many advantages of group study are: improving one's capacity for abstract thought, public speaking, self-control, leadership

are possible outcomes, collaborative learning encourages students to engage with teachers, student retention, self-esteem, and liability all see improvements to learn about and gain the insight into other points of view.

Constructivism Theory of Learning

Constructivism is a theory of learning that suggests individuals construct their own understand and knowledge of the world through experiences and reflecting on those experiences. Key principles of constructivism include: learners are actively involved in the process and knowledge construction as opposed to passively receiving information (Bonwell & Eison, 1991). Therefore, building upon prior knowledge, learning is a process of adjusting mental models to accommodate new experiences. The learners bring their own experiences and beliefs to the learning process". social interactions play a vital role in learning process. The collaboration with others helps the learners to explore and refine their understanding. The learning should occur in contexts that are meaningful and relevant to the learner. The knowledge is tied to the context in which it was learned and is more readily applied in the similar contexts and learners should be presented with problem that challenge that using their existing knowledge and skills. It encourages students to teach each other (Kramarski & Michalsky, 2009). Explaining concepts to peers can reinforce teachers' understanding and provide new insights for the learners, organize regular group discussions. The support and guidance are provided to help learners reach higher levels of the understanding. This support is gradually removed as the learner grow more competent.

Collaborative Learning & Peer Interaction

The interactions with peers and collaborative learning are central components of the constructivist approach. Vygotsky theory emphasizes that learning is inherently a social process. Interacting with peers helps learners to challenge and refine ideas, leading to deeper understanding. collaborative learning allows more knowledgeable peers to support others, providing guidance & feedback that helps all members of the group to progress (Orlich, Harder, Trevisan, Brown, Miller, 2017). working with peers exposes learners to different viewpoints and approaches to problem-solving, which can broaden their understanding and foster critical thinking. collaborative activities require learners to articulate their views, listen to others, negotiate meaning, thereby enhancing their communication and interpersonal skills. The group work can make more enjoyable and engaging, as learners often feel motivated when they are part of a team working towards common goal (Perry & Vandekamp, 2000). The group projects assign tasks that require collaboration, ensuring that each member has a role and contributes to final product. After collaborative tasks, have students reflect individually and as group on what they learned, what worked well, and what could be improved. Therefore, by incorporating peer interaction and collaborative learning into the educational practices, educators can create the dynamic and supportive learning environment that promotes deeper understanding and skills development.

Self-Regulated Learning

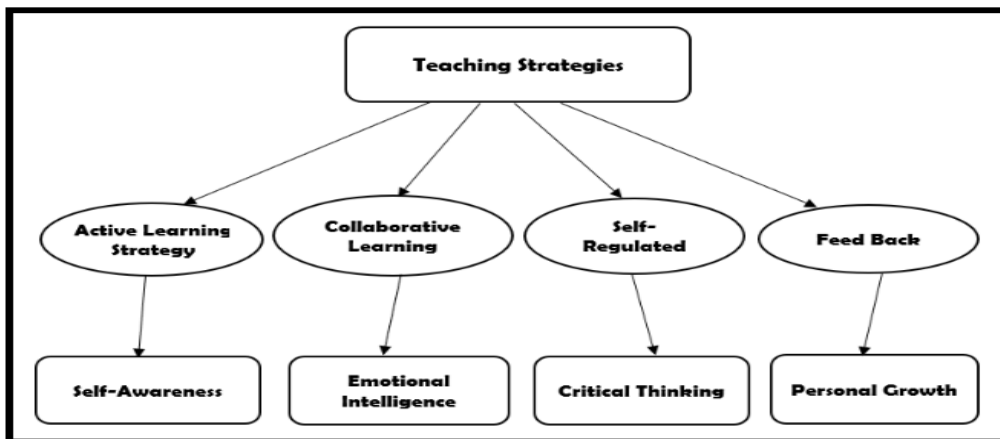
Managing one's own learning through goal-setting, progress monitoring, and outcome reflection is known as the self-regulated learning. An active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control cognition, motivation & behavior,

guided and constrained by their goals and the contextual features of their environment is how self-regulated learning was defined by Pintrich (2000). There are three distinct phases of self-regulated learning. In the first stage, known as "forethought," students map out their educational journey and establish their objectives. Positive reinforcement recognizes student strengths and successes to build confidence and motivation. The next step is learning or performance phase, where students actively participate in learning process while keeping tabs and managing their own progress. Lastly, during assessment or self-reflection phase, students are required to reflect on and make sense of their own learning (Perry & Vandekamp, 2000). Teachers should keep eye on their students as they develop, guiding them along the way and offering scaffolding, feedback, and structure as needed. Learners, who regularly self-monitor, reflect and adapt based on outcomes of their learning processes. To help students learn to control own learning, many schools use plans including teacher-student sessions and self-evaluation.

Feedback as Teaching Strategy

The feedback is powerful teaching strategy that can significantly promote personal growth among university students. Effective feedback helps students understand their progress, identify areas for improvement, develop skills essential for academic and personal development. In this linking, many strategies for using feedback to enhance personal growth: Prompt feedback provide feedback soon after task is completed to ensure that it is relevant and fresh in students' mind. The regular feedback sessions help stay on track and make continuous improvement. The descriptive feedback focusses on specific aspects of students work, highlighting what was done well and what needs improvement. To address areas needing improvement in supportive manner, emphasizing growth rather than failure. This can help to develop critical thinking & collaboration skills. Facilitate group feedback sessions where students can discuss their work and share insights. Provide tools and guidelines for students to assess their own work before submitting it. Inspire students to keep journals where they reflect on feedback received & plan for future advances. Engage in dialogs with students about work, allowing them to ask questions & seek clarification. Schedule one-on-one or small group meetings to discuss feedback in depth.

Figure 1 Theoretical Framework



RESEARCH METHODOLOGY

The research technique used in study is to investigate teaching strategies that encourage personal growth among university students. The survey research design was used to investigate the teaching strategies that promote personal growth among university students. The study was conducted over survey method and quantitative in nature. The population of study was consisted of all teachers of different disciplines in two universities of Lahore, one is public while other is private. 300 sample was selected from population. Stratified random sampling technique was used for data collection. A close ended questionnaire was used as instrument for data collection. 5-point Likert scale ranging from “strongly agree” to strongly disagree were used to necessary information. Questionnaire was consisted of total 34 items. It was ensured through a letter, signed and approved by the supervisor to all the participants of research will not harmful in any way i.e., mentally or physically in name of research & information to be filled in questionnaire will not be misused and strictly be confidential. The questionnaire was distributed among participants to collect the data. Ethical consideration was also addressed.

RESULTS OF STUDY

Data analysis and interpretation of the current study “investigating teaching strategies to promote the personal growth among the university students” with choose discipline of this study was science, humanities, law and business education of two universities, one from public and other was private. A close-ended questionnaire was used for the data collection. Furthermore, SPSS software was used to analyze the data in this connection, content validity was assured by expert opinion. The reliability of the questionnaire was analyzed by using Cronbach’s Alpha. The reliability of the questionnaire was thus .719.

Table I Reliability Statistics

Cronbach’s Alpha	No. of Items
.719	30

Table 2 Frequency Showing Age of Students

	Frequency	Percentage
Age 26-30	11	3.7%
30-35	148	48.9%
35-40	123	41%
40-45	18	6%

Table 2 shows the frequency of demographic variable of the questionnaire with respect to gender in which fifty-seven (57) were male teachers, 240 were female teachers. Age (26-30) category 1 was 11 teachers 3.7 % category 2 (30-35) 148 teachers 48.9% category 3 (123) 41.0% category 4 were 18 teachers 6%.

Table 3 Frequencies Showing Gender of Studies

Frequency	Percent
Male 60	20
Female 240	80

Table 4 Frequency Distribution of Responses on Statements of Instrument

Statements	SA	A	N	DA	SDA	M	SD
I always set objectives before starting my lecture.	19	26	0	0	0	1.82	.557
I plan instructional strategies.	87	181	30	4	0	1.85	.621
I use up to date research and technology during My lecture	61	213	45	4	0	1.81	.550
I always help my students in solving problems.	82	171	41	0	0	1.86	.626
I use active learning strategy in my class.	60	207	33	0	0	1.91	.551
I give instructions before allotting some tasks.	93	176	31	0	0	1.79	.609
I allow students to ask me if they feel any Difficulty regarding to their lesson.	62	203	35	0	0	1.91	.602
I give an opportunity to students to do the Task with peers to enhance collaboration.	63	194	47	0	0	1.94	.625
I use active learning strategy to Promote personal growth of students.	75	191	31	3	0	1.94	.609
I think active learning engagement helps	61	213	25	1	0	1.94	.609

Table 4A Frequency Distribution of Responses on Statements of Instrument

Statements	SA	A	N	DA	SDA	M	SD
Students to retain information longer.							
Active learning often makes classes more interesting.	61	200	13	0	0	1.91	.529
I use active learning because it makes Better collaboration skills among peers.	75	191	31	3	0	1.87	.659
Active learning promotes critical thinking.	61	200	13	0	0	1.97	.659
Active learning creates positive attitude students.	81	191	27	1	0	2.04	1.31
Active learning strategy is responsible For student's emotional intelligence.	65	193	40	2	0	1.87	.650
I think active learning strategy is good For problem-based learning.	81	191	27	1	0	1.91	.621
Your classroom environment encourages	66	207	26	3	0	1.91	.601

Table 4B Frequency Distribution of Responses on Statements of Instrument

Statements	SA	A	N	DA	SDA	M	SD
Participation in active learning activities.							
Collaborative teaching strategy Help student in other areas of life.	12,1	160	19	0	0	1.89	.589
I think feedback helps in personal growth of students.	73	194	21	0	0	2.02	.699
Engage students in independent activities promotes Personal growth in students.	81	181	38	0	0	1.99	.606
I think interpersonal skills are improve Through classroom activities.	61	198	40	0	0	1.83	.567
Self-regulated learning is an important aspect for Personal growth.	85	176	35	0	0	2.02	.980
I think classroom environment Support self-regulated learning.	88	176	34	0	0	1.99	.568

Table 4C Frequency Distribution of Responses on Statements of Instrument

Statements	SA	A	N	DA	SDA	M	SD
Emotional intelligence skills are applied	69	203	28	0	0	1.97	1.34

In daily interactions of students.							
I think career mentorship programs are Beneficial for personal growth of students.	46	189	62	3	0	2.10	.899
After applying effective strategy, Feedback is necessary for improving your strategy.	67	173	49	0	0	1.87	.789
Teachers should use innovative strategies.	48	175	74	3	0	1.99	.670
Are you sure that your teaching promotes Personal growth in your institution.	75	180	40	1	0	1.98	.599
Feedback from students helps teachers In improving their instructional teaching strategy.	62	183	52	0	0	2.22	.699
Effective strategy is responsible for overall	62	181	50	2	0	1.99	.651

FINDINGS OF STUDY

- ✓ Table 4 shows 75% teachers were strongly agreeing on statement of I set objectives before starting my lecture. 199 were agreed and 27 shows neutral.
- ✓ 181 teachers were agreed on I plan instructional strategies before starting my lecture. 87 were strongly agree on this statement. 37 showed neutral response and only 3 % were disagree to this item.
- ✓ 61 teachers were strongly agreeing to item of I use updated research and technology during their lecture. 213 were agree 25 were neutral and 5 were disagree to this statement.
- ✓ 197 were strongly agree to this statement I always help my students in solving problems. 177 were agree and 41 were shows neutral response to this item.
- ✓ 60 were strongly agree to this item I use active learning strategy in my class and 210 were agree and 33 were neutral to this statement. 93 were strongly agree to this statement I give instructions before allotting some tasks.
- ✓ 176 were agree 30 were neutral to this statement. 185 were strongly agree to this item I allow students ask me if they feel any difficulty regarding to the content. 167 were agree to this and 35 were neutral to this statement
- ✓ 194 were agree to this to enhance collaboration I give an opportunity to students to do the task with peers.
- ✓ 69 were agree and 47 were neutral response to this item. 191 teachers were agreeing to this statement I use active learning strategy to promote personal growth among students. 96 were strongly agree and 47 were neutral response to this item.
- ✓ 213 were agree to this item I think active learning engagement helps students to retain the information longer. 73 were strongly agree to this statement and 25 showed neutral response.
- ✓ 200 were agree to statement Active learning strategy often makes class more interesting. 61 were strongly agree and only 13 showed neutral response.
- ✓ 191 were agree to this item I use active learning because makes better collaboration among peers. 75 were agreed to this item 31 were neutral and only 3% disagreed to this statement.
- ✓ 200 were agree to this statement active learning promotes critical thinking. 61 were strongly agree 13 were neutral response to this item.

- ✓ 191 were agree to this statement Active learning creates positive attitude among students. 81 were strongly agree and 37 showed neutral response to this item.
- ✓ 65 were strongly agree to this item Active learning strategy is responsible for the students' emotional intelligence. 193 were agree and 40 were neutral. Only 4 % were disagree to this statement.
- ✓ 193 were agree to this statement I think active learning strategy is good for problem base learning. 81% were strongly agree and 27 % showed neutral response and only 2% were disagree to this item.
- ✓ 207 were agree to this item your classroom environment encourage active participation in learning 67 were strongly agree. 38 % were neutral respond to this item and only 5 % were disagree.
- ✓ 121 were strongly agree to this item Collaboration teaching strategy helps students in other areas of life. 161 were agree 19% showed neutral response to this statement.
- ✓ 210 were strongly agree to this statement I think feedback from teachers helps students in personal growth and development. 190 were agree and only 12% were neutral to this item.
- ✓ 181 were agree to statement engaging students in independent activities promotes personal growth in students. 81 were strongly agree and 45 were neutral to this item.
- ✓ 198 were agree to this statement I think interpersonal skills are improve through classroom activities. 61 were strongly agree and 40 were neutral to this item.
- ✓ 176 were agree to this item Self-regulated learning is important aspect for personal growth of students. 85 were strongly agree and 35 were neutral response to this statement.
- ✓ 176 were agree to this statement Effective classroom environment supports self-regulated learning. 88 were strongly agree and 33 were neutral to this statement.
- ✓ 198 were agree to this statement I think interpersonal skills are improve through classroom activities. 61 were strongly agree and 40 were neutral to this item.
- ✓ 176 were agree to this item Self-regulated learning is important aspect for personal growth of students. 85 were strongly agree and 35 were neutral response to this statement
- ✓ 203 were agree to this statement Emotional intelligence skills are need to apply in daily interactions of students. 69 were strongly agree and 23% were neutral to this statement.
- ✓ 209 were agree to statement career mentorship programs are necessary for students' future & personality development. 161 were strongly agree and 39 were neutral to this item.
- ✓ 173 were agree to this statement Feedback from students is helping teachers to improve teaching strategy. 98 were strongly agree and 12 were neutral to this statement.
- ✓ 175 were agree on this statement Teacher should use innovative teaching strategy. 74% were agree and 37 were neutral to this item.
- ✓ 180 were agree to statement Are you sure your teaching strategy promotes personal growth in students. 75 were strongly agree to this item and 14 were neutral response.
- ✓ 219 were agree to statement. Feedback is beneficial for improvement of teaching strategy 189 were strongly agree and only 54 were neutral to this item response.

Rubab & Malik ... An Investigation On

- ✓ 181 were agree to effective strategy is responsible for overall development of students. 96 were strongly agree and 61 were neutral to this statement.
- ✓ 193 were agree to this statement I think active learning strategy is good for problem base learning. 81% were strongly agree and 27 % showed neutral
- ✓ 210 were strongly agree to this statement I think feedback from teachers helps students in personal growth and development. 190 were agree and only 12% were neutral to this item. Response and only 2% were disagree to this item.
- ✓ 198 were agree to this statement I think interpersonal skills are improve through classroom activities. 61 were strongly agree and 40 were neutral to this item.
- ✓ 176 were agree to this item Self-regulated learning is important aspect for personal growth of students. 85 were strongly agree and 35 were neutral response to this statement.

DISCUSSION & CONCLUSION

This study Investigated teaching strategies to promote personal growth among university students comprehensively interpreted the findings, and relate them towards research questions and existing literature and investigate the implications for theory, practice and future research. Thus, promoting a growth mindset by encouraging students to embrace challenges, learn from feedback, and persists over difficulties can help them to develop resilience & lifelong learning (Patanapu, Doshi, Kulkarni, Reddy, Adepu & Reddy, 2018). Integrating wellness programs, mindfulness practices and activities that promote emotional and physical well-being can support students' overall growth (Aranha, Raj & Premanand, 2019). In this drive, inspiring students to participate in community service projects helps them to develop empathy, social responsibility & sense of purpose (Blinkoff, Nesbitt, Golinkoff & Pasek, 2023). Incorporating activities that stimulate creative and critical thinking like debates, problem-based learning and innovative projects, helps students to develop intellectual flexibility and self-confidence.

In this regard, providing a curriculum that encompasses diverse perspectives and interdisciplinary methods can enhance students' understanding of the world and their place within it, fostering both personal growth and intellectual development. In this connection, incorporating reflective journals and self-assessment activities helps students internalize their learning experiences, personal insight and growth. The presence of mentors and academic advisors plays a crucial role in guiding students through their personal and academic development, providing personalized feedback and support. the research provides significant outcomes and revealed that creating inclusive & diverse learning environment where students feel comfortable and respected contributes towards personal growth by exposing them towards different perspectives encouraging empathy and cultural competence. Therefore, integrating life skills education into the curriculum such as time management, emotional intelligence and resilience training, equip students with tools necessary for the personal and growth professional success.

Recommendations

1. Interactive lectures: Ensure that during lectures most students are always engaged by using activities like think pair, and small group discussions.

2. Problem-based learning: Real life issues in problem solving so that the students may be able to work out solutions and enable them to think critically.
3. Implement flipped classroom: Give materials that the students can read in advance so that during the class, there will be other activities such as discussions.
4. Motivating students: One of ways with which motivation of students can be achieved is over appreciation of given tasks, contribute to personality development.
5. Encourage collaborative learning: Include designing group projects, collaborative learning tools as parts of curriculum to improve students' collaboration skills.
6. Provide feedback: In order to improve their scores, it is recommended that students complete the following feedback forms on the level of teachers' preparedness.

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