

Personal Growth Initiative and Teaching Profession —A Conceptual Analysis

Jeny. Rapheal*

Abstract

The paper was intended to probe into the relative importance of Personal Growth Initiative (PGI) in the profession of teaching. For this, 31 studies related to teaching and professionalism were reviewed. This included studies probing into the personal characteristics of competent/effective teachers. Also, 49 studies dealing with PGI were retrieved. DOAJ, Science direct, Springer open access, Wiley online library, IngentaConnect were the main databases depended for the purpose. Definitions of professionalism, teacher professionalism, and competent/effective teacher were juxtaposed with the construct of PGI (Robitschek 1998) and the related research findings. As a result, a list of important characteristics of teacher personality which ensured as well as enhanced effectiveness/competency in teaching was evolved. The conceptual meaning of each personality characteristic which described effective/competent teacher revealed the necessity of PGI in teacher personalities for the actualization of the goals profession demands. Similarly, the conceptual definitions of variables which exhibited positive association with PGI, vouched for their power to boost competency/effectiveness in teacher personality. Future researches intended for quality education should formulate research questions to explore PGI in teacher personalities and implement programmes to build up this quality in teachers as well as in future teacher candidates. PGI should be one of the main indices used to estimate effectiveness or competence of teaching faculties. Teachers in service should be continuously evaluated for their commitment to personal growth by their contribution to the educational reforms also by the quality and degree of innovation they practiced in teaching.

Keywords: personal growth, personal growth initiative, effective teacher, competent teacher, professionalism, teaching profession