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The Todays, 'Teaching Human Resource' wants to Remember Joyful and Understanding Teachers More than others of their Childhood

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While conducting EQ awareness programs and SEI, (Social Emotional Intelligence Assessment), the researcher organized various interventions between Pre and Post Training Assessments for Teachers. The base of developing and designing the modules was Pre Training Assessments. Where the researcher observed that teachers are struggling to achieve SEI Competencies, namely, 'Navigating Emotions', 'Empathy', 'Recognizing Patterns' and 'Pursue Noble Goal'. She always wanted to know what is the purpose teachers have for their profession?

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The Todays, 'Teaching Human Resource' wants to Remember Joyful and Understanding Teachers More than others of their Childhood

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When she asked some questions while interviewing them in groups and also then they were writing individually about their teachers who taught them in their schools when they were learning in their childhood, most of the teachers wrote and responded that they remember joyful and understanding teachers. As an EQ researcher especially in the field of HRM, "Impact of teachers Emotional Intelligence on student's performance", this data, found very interesting and important to her.

This research paper will put forth the light upon how the teachers recently teaching in the schools when the researcher gave them an option to choose a teacher to follow in their life now, they want to remember and choose, those who are joyful, understanding, happy, helpful, careful, smiling, giving, creating examples, and so on.

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I. INTRODUCTION

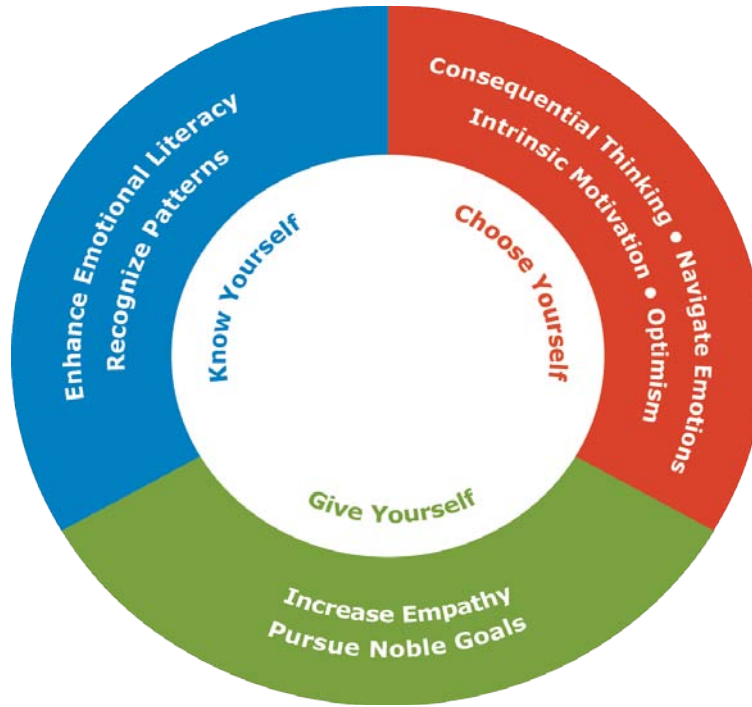
The concept 'Emotional Intelligence' has discovered by Dr. Peter Salovey and Dr. John Meyer, in the year, 1990-91. The researcher was completing her post graduation in Clinical Psychology from the University of Pune by then. She met her maternal uncle in her holidays at Khopoli near Pune, where he was working as an HR manager in one company and when she was discussing what specialization she should opt for her Post Grad. Her uncle said, "You can opt for any

specialization, but whenever in your life you get an opportunity to learn about Emotional Intelligence, please learn." At that time the researcher just had heard about the concept from her Prof. and Dean Dr. S. W. Deshpande. Who is no more now he always inspired students to browse through the library to learn the new upcoming science of Emotional Intelligence by Dr. Peter Salovey and John Meyer. The researcher, feels so fortunate that she, as a researcher is there to witness the new advanced upcoming knowledge in the field of Emotional Intelligence where the scientists as Dr. Peter Salovey and John Meyer are still contributing to the science of Emotional Intelligence by performing at different dignified positions as Dr. Peter Salovey is Vice Chancellor, Yale University, and Dr. John Meyer is Director Research at South Western University.

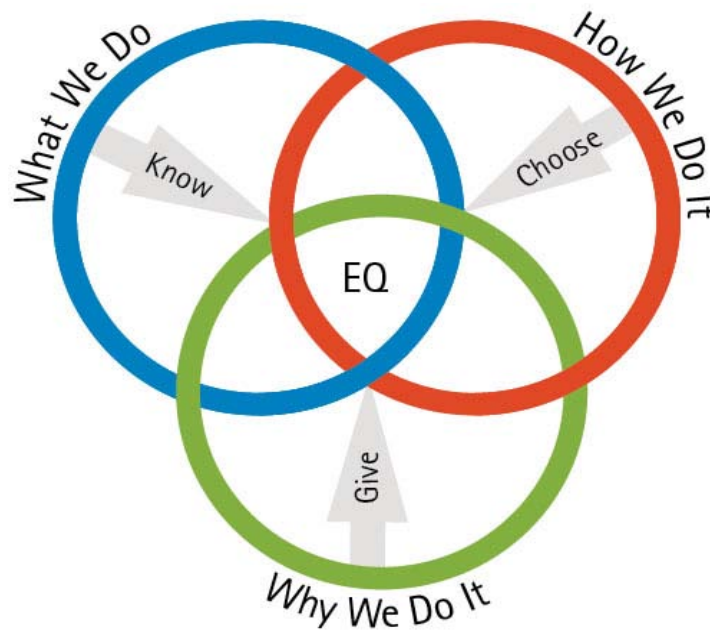
In the year 1997, '6 Seconds International' an NGO, having offices in 25 countries and conducted workshops for EQ certifications in almost 125 countries around the globe till date; has developed the "EQ - in-Action" Model. The EQ-in-Action model is also aligned with EQ competencies, SEI, i.e., Social Emotional Intelligence Assessment, and various training programs and competency building workshops and Coaching in Emotional Intelligence. Today Researcher is EQ certified, SEI certified and EQAT certified. She has learned from the facilitators, as Joshua Freedman, who is also an author of a book, "At the Heart of the Leadership" and also an author of "SEI assessment." Yoshimi Miyazaki, Dr. Anabel Jensen, who is primarily known for her research in SELF SCIENCE, Dr. Susan Stillman, and many others. The researcher got an opportunity to attend EQ conference at the 'SYNAPSE' school at San Fransisco in the year 2013.

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The EQ-in-Action model



They Connected the EQ-in-Action model with what we do and how we do it and why we want to do it.



The researcher has received a grant to use SEI Adult 4.0 Assessment of 6 Seconds in her research. In her study, the researcher when conducting her EQ programs with various teachers, She performed many activities with them, one of the activities was about their Goal, which is developed and designed by her. The activity conducted by her is as follows.
The Activity: 'Purpose of Profession.'

II. INSTRUCTIONS

There are 4 STEPS in total. All the steps are compulsory and giving valuable information about your teachers to you. There is nothing right or wrong you can remember any kind of teachers in your lives as, heart full or strict or neutral.

You can choose any type of teachers since that can be your goal to live with. There is no such time limit

behave as they wish, or likely to severely punish someone if they do not obey.

Therefore, The Strict Teachers are those who are very clear about rules, precise or severe and demanding about the rules must always been obeyed properly.

e) *Aim and objective of the study*

1. To study the impact of Teacher's, teachers of their childhood to follow in their life now.
2. To study the dynamics of Heart ful teachers and strict teachers among the teachers.
3. Heart Full teachers are remembered more than strict teachers.
4. Teachers want to follow Heart full teachers taught them in their childhood.

- b) All the teachers participating in the activity has to be secondary school teachers.
- c) All the teachers participating in this activity needed to know about the competency 'Pursue Noble Goal.'
- d) All the teachers were participating in this activity needed to write their responses in the given format of the activity. "PURPOSE OF PROFESSION."

The researcher worked and analyzed with the above demography meticulously for selecting the case studies among all the teachers attended awareness programs. With the information following is the table shows the statistics of teachers' participation and% of their responses.

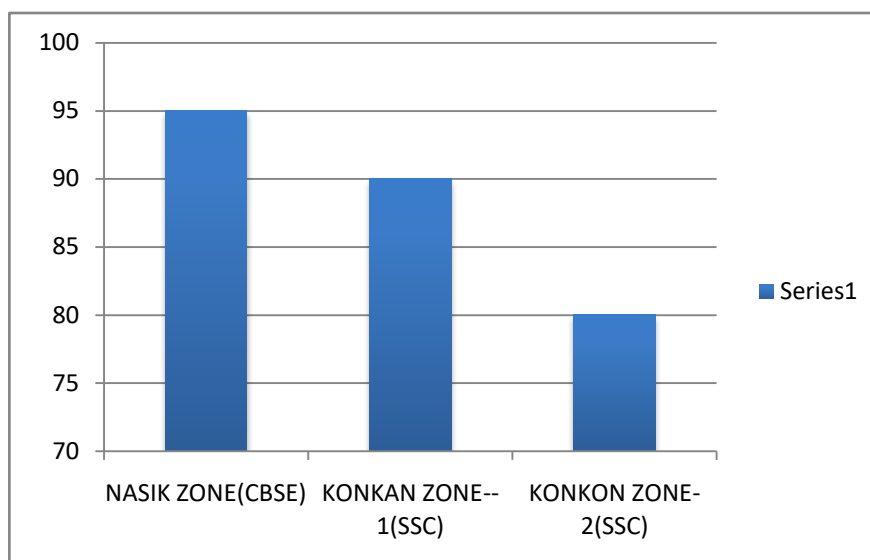
III. THE DEMOGRAPHY AND METHODOLOGY

Demography of the teachers to conduct the procedure:

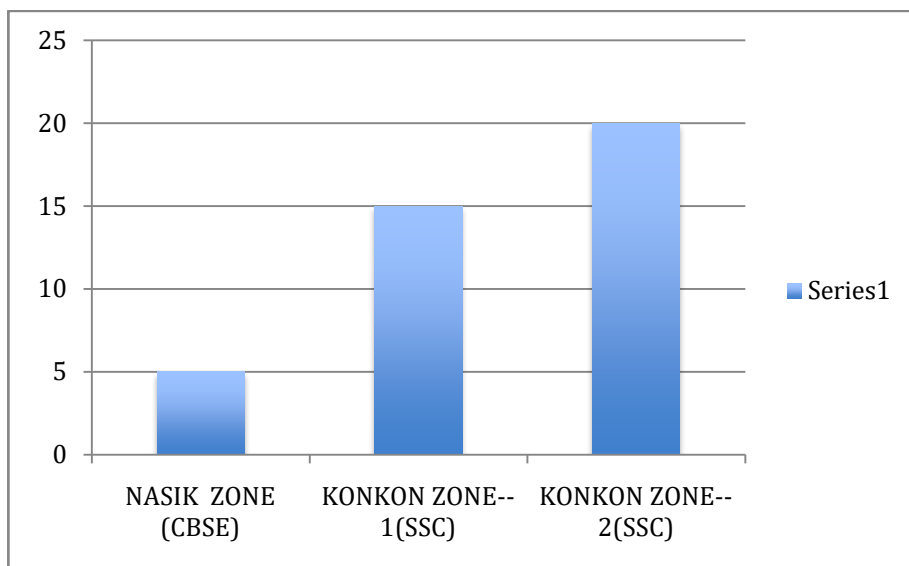
- a) All the teachers in this activity were needed to be attended EQ awareness program conducted by the schools registered with the researcher.

Sr. No.	Teachers from Various zones	Total no. Of teachers participated according to demography	Attended Awareness programs but not complete the demography	% Of teachers selected responses With Heartful approach	% Of teachers selected responses with strict approach
1.	Nasik zone (CBSE curriculum)	34		95%	5%
2.	Konkan Zone—1 (SSC Curriculum)	100		90%	10%
3.	Konkan Zone—2 (SSC Curriculum)		100	80%	20%

Table No. 3



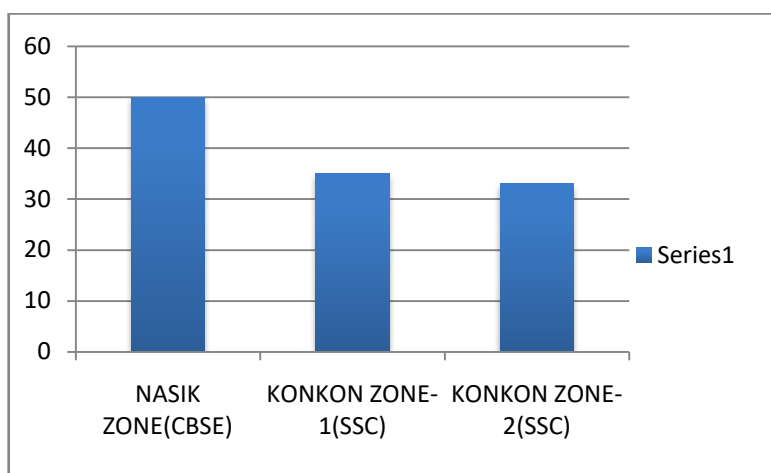
Graph No. 1: Graph Shows Total % of Teachers Selected Responses with Heart full Approach



Graph No. 2: Total No. Of Teachers Selected Responses With Strict Approach

Table 4

Sr. No.	Teachers from Various zones	% Of teachers could construct the goal statement according to the above activity	(Attended Awareness programs but not complete the demography) Could construct the goal	% Of teachers still in process to construct the Goal Statement.
1.	Nasik zone (CBSE Curriculum)	50%		50%
2.	Konkan Zone—1 Palghar (SSC Curriculum)	35%		65%
3.	Konkan Zone—2 Alibaug (SSC Curriculum)		33%	67%



Graph 3: Total % of Teachers Could Actually Construct The Goal Statement According To The Above Activity

4. This activity analysis also brings about the observation that, Most of the teachers, therefore would like to connect their purpose of profession with Heartful approach.
5. Most of the teachers show that they want to continue in creating their purpose of the profession, they want to follow the process. And may keep creating till when they are satisfied in their goal statement. They need more time to create it. This also shows that they want to take care in creating it and they feel it is little challenging to achieve.
6. Almost 39% of teachers altogether could create their Goal Statement in the activity. It is also shown that teachers teaching in CBSE curriculum are more enthusiastic about creating Goal Statements than teachers teaching in SSC curriculum.
7. There are almost 13.33 % teachers who want to follow Strict Approach in their career. SSC teachers are more enthusiastic about following strict approach than CBSE teachers. CBSE teachers mentioned that it is maybe because they have to handle less no. of students in comparison to SSC teachers. CBSE teachers have more structured format than SSC teachers.

a) *Difficult to achieve*

The 'Pursue Noble Goal', competency seems to be difficult to achieve by the teachers since they are struggling to understand the process and create the Goal Statement we can figure out the fact that, they actually haven't given any thought on "a teacher also needs a goal to live life purposefully." The good part is they want to continue in the process. What the researcher more believes in it is a process. It is a study of self and self-realization about what is that in his/her life that one may want to take ahead and may want others to remember him/her? Study of having a goal for life and profession is a very in depth self-analysis hence it is going to take time. Those who could complete creating their goal statement might have good knowledge about it and also might have tried in their own life before or some of them have reached to their goal already.

b) *Impact on Teacher's life*

A teacher's thoughts, feelings and actions directly impacts upon their students' lives. This exercise shows it very clearly. All the teachers were remembering the teachers taught them in their childhood, with their names and qualities. That displays that teachers create the supportive and positive atmosphere in the classroom that is very much welcomed by students. And students retain those moments more than other moments in their school life.

c) *Next steps in the research*

This research can be taken forward with the teachers to help them in creating their Goal Statement

and training them how to create it according to their goal and also training can be provided for bringing the goal into action in daily basis by teaching in the classroom, and also in life, at family and social level.

d) *The Scope of the study*

This activity can be applied for any other groups of teachers other than secondary school teachers and also for managers, nonteaching staff. Because, ultimately everyone needs at least one goal to live with.

e) *Limitation of the study*

This study is analyzed on the basis of the activity conducted by the researcher for teachers. There are other people who may make an impact upon us with their qualities and then they can also be followed by us, e.g., our parents, colleagues, guides, relatives, etc. Also, this is the study conducted only for secondary school teachers.

V. CONCLUSION

- Teachers like to follow their teachers and those teachers who are Heartful rather than only strict.
- They also like strict teachers, but they think that they should be able to flexible enough to change themselves according to the situations.
- No teacher wants to follow any hurtful teacher.
- Heartful teachers are more remembered than over strict teachers.
- Strict and disciplined teachers are remembered too, but most of the teachers like to follow Heartful than just strict teachers.

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