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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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Abstract- While conducting the research in Emotional Intelligence, about the human resource in educational institutes, i.e., secondary school teachers, the researcher was always curious to know about what are those teachers remembered by today's teachers? And what can be the reasons for recalling only those particular teachers?

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?

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

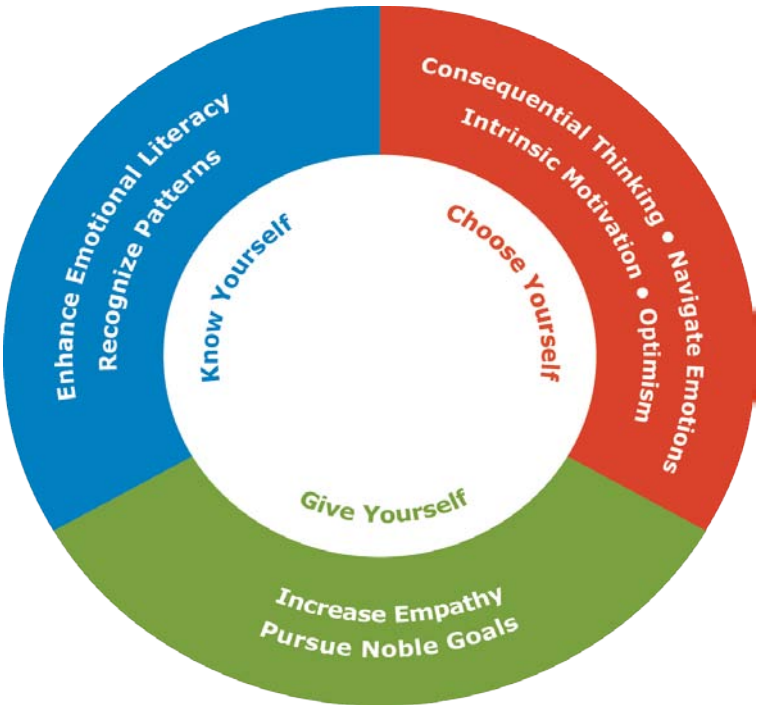
The concept 'Emotional Intelligence' has discovered by Dr. Peter Sallovey and Dr. John Meyer, in the year, 1990-91. The researcher was completing her post graduation in Clinical Psychology from the University of Pune by then. She met her maternal uncle in her holidays at Khopoli near Pune, where he was 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 Sallovey 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 Sallovey and John Meyer are still contributing to the science of Emotional Intelligence by performing at different dignified positions as Dr. Peter Sallovey 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.

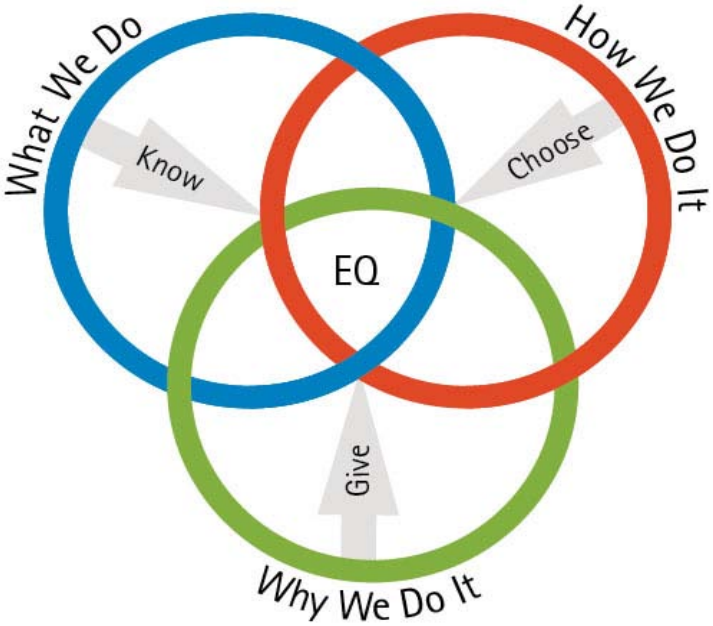
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The EQ-in-Action model



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 ful 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

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as such but normally people take 15 minutes to write the whole activity. As soon as you finish with the activity please let us know. Thank you for your participation in the EQ program for my research in Education in India.

Step I: What are those two teachers you remember the most? Why do you remember only those two teachers? (After writing the information asked in the STEP I, Please select any one teacher and tick in the given column.)

Table 1

Sr. No.	Name of the teacher	Why do I remember him/her?	Select and Tick any one
1.			
2.			

Step II: What are three qualities you remember the most of the teacher you have selected above?

(After writing the qualities please select one, which you may want to absorb in you as a teacher, after selecting please tick in the given column.)

Table 2

Sr. No.	Qualities of the teacher	Select and Tick any one
1.		
2.		
3.		

Step III: What will be your Goal in your life as a teacher beginning with the quality you have selected in the STEP no. 2.

For Example: " With this quality of ----------I want to ----"

Where: 1st Gap: Quality of the teacher and

2nd Gap: What the teacher wants to do with that quality in your life as a teacher?

Step IV : What you can do to live with the goal as you created in the question no. 3.

a. Share your Goal with your colleagues.
b. Write your Goal in your diary.
c. Express your feelings about your goal.
d. Share five things about; you can do to achieve your goal.

- Add your answers.

e.
f.
g.

3. Definitions

a) What Is Purpose Of Profession

As every human being has at least one purpose to live with the same way how about a teacher also has a long-term purpose to live with and follow in her entire career of profession? As, they can have a purpose aligning with their daily routine and teaching-learning activities. In the researchers EQ programs various teachers could create their professional goals with the help of the activity she performed. Some examples are as follows:

1. With the quality of Uniqueness, I want to imbibe Creativity in my students.
2. With the quality of Time Planning, I want to increase Value of Time in them.
3. With the quality of Care, I want to imbibe kindness in my students.
4. With the quality of Being Visionary, I want to help them learning more in Forward Thinking.
5. With the quality of Fun and Joy, I want to create The Quality of Healthy Competition among them.

b) Definition of Pursue Noble Goal:

Noble goals activate all of the other elements of EQ. Through our missions, our callings, and our acts of human kindness, the commitment to emotional intelligence gains relevance and power for improving the world today and tomorrow. Just as our personal priorities shape our daily choices, our noble goals shape our long-term choices. They give us a sense of direction, they give us a spar to hold in the storm, and they are compass for our soul. A noble goal provides a measure for your daily actions and invites our best self to step forward.

All the inside aspects of emotional intelligence change your attitudes, perceptions, and beliefs. They shape your own life; they help you become the person you want to be. Your noble goals touch the future.

Source: www.6seconds.org

c) Definition of Heart Ful teachers

According to the Oxford Dictionary the meaning of Heart ful is, " As much as the heart can hold or contain, as much as a person wants or endure."
According to the Merriam Webster Dictionary, " Heart Ful is a full of heartfelt emotion."

Heart fulness: Heart ful ness is a calm awareness of one's body's feelings.

Source: https://www.smashwords.com/books/view/298471

Heart ful Teacher: Therefore the Heart ful teachers are those who are aware about their feelings with calmness and also they can recognize and understand feelings of others.

d) Definition of Strict Teachers:

According to Google Search the word Strict means, the one who are very clear about rules, precise or severe and demanding about the rules much always been obeyed properly.

According to the Collins Dictionary the word Strict means: Strongly limiting someone's freedom to

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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.

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.

b) All the teachers participating in the activity has to be secondary school teachers.

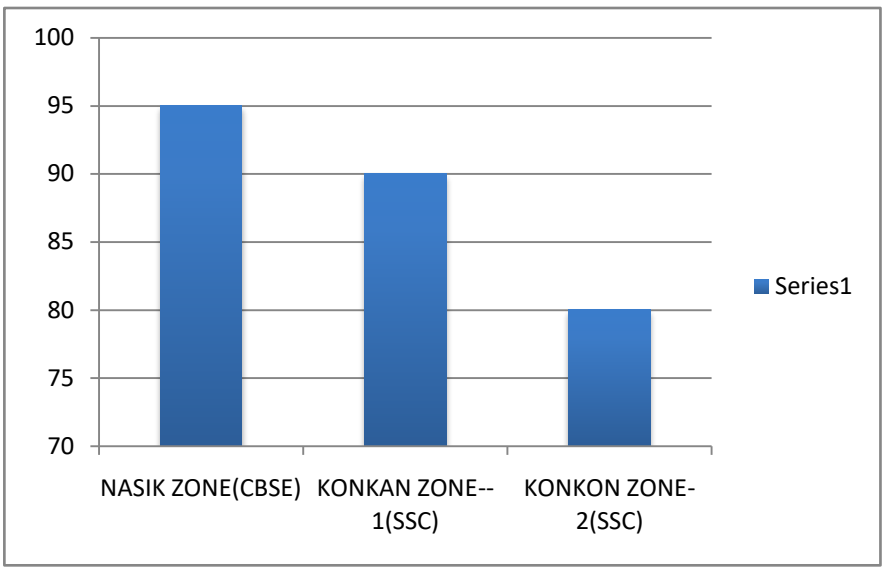
c) All the teachers participating in this activity needed to know about the competency 'Pursue Noble Goal.'

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.

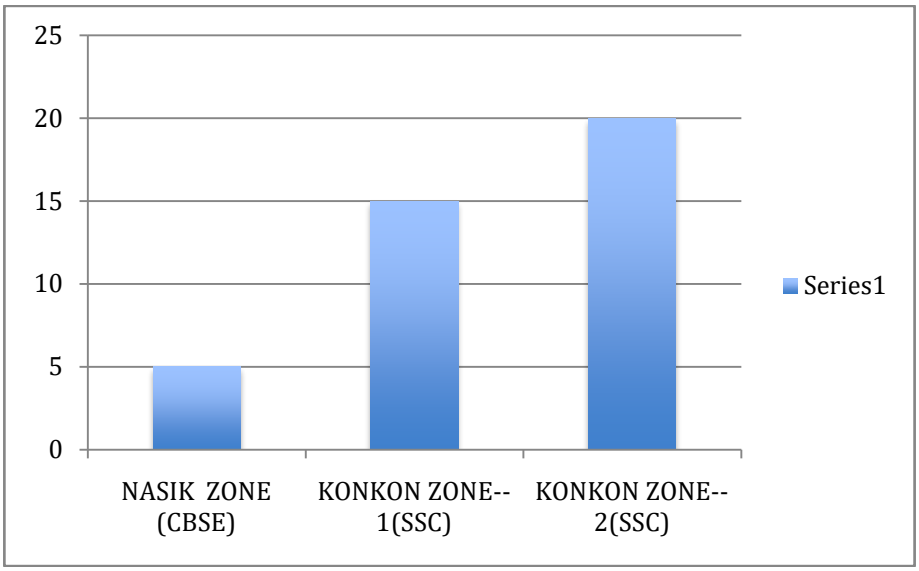
Sr. No.	Teachers from Various zones	Total no. Ofteachers participated according to demography	Attended Awareness programs but not complete the demography	% Ofteachers selected responses With Heartful approach	% Of teachers selected responses with strict approach
1.	Nasik zone (CBSE curriculum)	34		95%	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

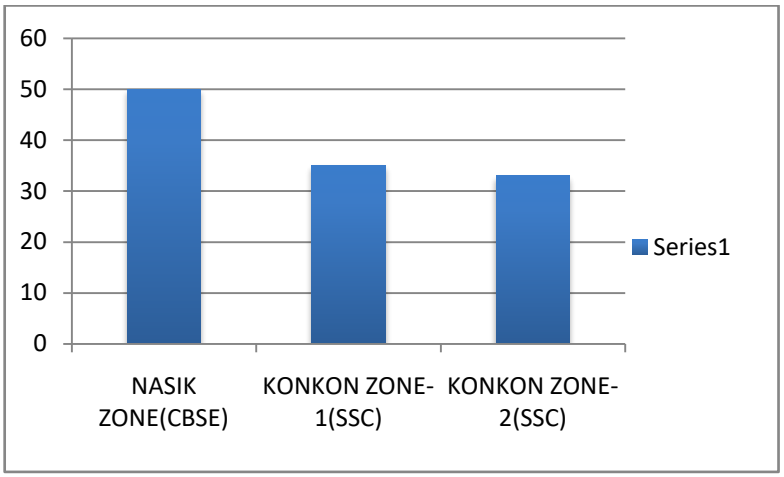
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Graph No. 2: Total No. Of Teachers Selected Responses With Strict Approach

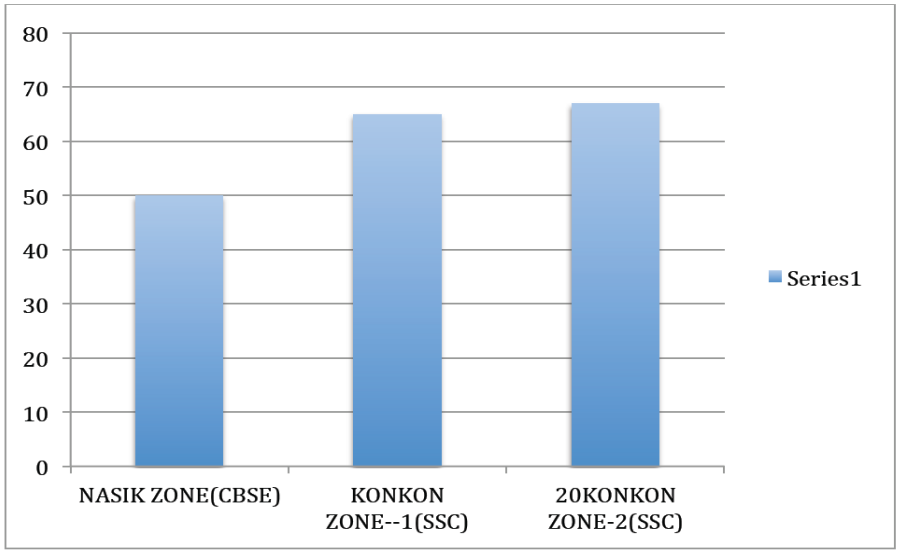
Table 4

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

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Graph No 4: The Total No of Teachers Still In Progress To Constr The Goal Statement

IV. Outcomes of the Research

1. As per the above activity we understand that teachers mostly remember two types of teachers taught them in their childhood, those who are heart full and those who are strict and hurtful. No teacher wanted to follow hurtful teachers. In fact when they have an opportunity to follow their teachers they want to follow heart full over strict teachers.
2. Table no. 3 and Graph no. 1 shows that most of the teachers are selecting lighthearted teachers to follow as a Goal in their own life.

They are selecting joyful, happy, smiling, helping, understanding, having good sense of humor, inspiring, explaining, friendly, disciplined, kind, knowledgeable, story teller, loving and calm, thoughtful, empathic, supportive, motivating, demonstrating, nicely communicating, multi talented, helping in choosing new field, understanding others pains, handle conflicting situations with strength, imbibing good virtues, rule follower, sportsman spirit, good planner, who provide high moral support, simple methods to teach, passionate teacher, create interest, changes according to the situation, appreciator, caring, and confidence creators.

3. The researcher has created a wordle with www.wordart.com in the following wordle, the bigger the word the more times it appeared in the responses of the teachers. The link is provided to check with the following wordle at word art website.

https://wordart.com/w398km0tj5fb/word-art



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4. This activity analyzation also brings about the observation that, Most of the teachers, therefore would like to connect their purpose of profession with Heart fulapproach.
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-analyzation 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 Heart ful 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.
- Heart ful teachers are more remembered than over strict teachers.
- Strict and disciplined teachers are remembered too, but most of the teachers like to follow Heart ful than just strict teachers.

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