

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

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8 **Abstract**

9 While conducting the research in Emotional Intelligence, about the human resource in
10 educational institutes, i.e., secondary school teachers, the researcher was always curious to
11 know about what are those teachers remembered by today's teachers? And what can be the
12 reasons for recalling only those particular teachers? While conducting EQ awareness programs
13 and SEI, (Social Emotional Intelligence Assessment), the researcher organized various
14 interventions between Pre and Post Training Assessments for Teachers. The base of
15 developing and designing the modules was Pre Training Assessments. Where the researcher
16 observed that teachers are struggling to achieve SEI Competencies, namely, ?Navigating
17 Emotions?, ?Empathy?, ?Recognizing Patterns? and ?Pursue Noble Goal?. She always
18 wanted to know what is the purpose teachers have for their profession? When she asked some
19 questions while interviewing them in groups and also then they were writing individually
20 about their teachers who taught them in their schools when they were learning in their
21 childhood, most of the teachers wrote and responded that they remember joyful and
22 understanding teachers. As an EQ researcher especially in the field of HRM, ?Impact of
23 teachers Emotional Intelligence on student's performance?, this data, found very interesting
24 and important to her. This research paper will put forth the light upon how the teachers
25 recently teaching in the schools when the researcher gave them an option to choose a teacher
26 to follow in their life now, they want to remember and choose, those who are joyful,
27 understanding, happy, helpful, careful, smiling, giving, creating examples, and so on.

28

29 **Index terms**— emotional intelligence, human resource, education, indian teachers, sei assessments, empathy,
30 navigating emotions, pursue noble goal, recognizing patt

31 **1 Introduction**

32 The concept 'Emotional Intelligence' has discovered by Dr. Peter Salovey and Dr. John Meyer, in the year,
33 1990-91. The researcher was completing her post graduation in Clinical Psychology from the University of Pune
34 by then. She met her maternal uncle in her holidays at Khopoli near Pune, where he was working as an HR
35 manager in one company and when she was discussing what specialization she should opt for her Post Grad.
36 Her uncle said, "You can opt for any T specialization, but whenever in your life you get an opportunity to
37 learn about Emotional Intelligence, please learn." At that time the researcher just had heard about the concept
38 from her Prof. and Dean Dr. S. W. Deshpande. Who is no more now he always inspired students to browse
39 through the library to learn the new upcoming science of Emotional Intelligence by Dr. Peter Salovey and John
40 Meyer. The researcher, feels so fortunate that she, as a researcher is there to witness the new advanced upcoming

6 B) DEFINITION OF PURSUE NOBLE GOAL:

41 knowledge in the field of Emotional Intelligence where the scientists as Dr. Peter Sallovey and John Meyer are
42 still contributing to the science of Emotional Intelligence by performing at different dignified positions as Dr.
43 Peter Sallovey is Vice Chancellor, Yale University, and Dr. John Meyer is Director Research at South Western
44 University.

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

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

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

60 2 Instructions

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

64 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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66 others of their Childhood

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68 Year 2018

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

72 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.)

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

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

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

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

79 Where: 1 st Gap: Quality of the teacher and 2 nd Gap: What the teacher wants to do with that quality in
80 your life as a teacher?

81 Step IV : What you can do to live with the goal as you created in the question no. 3. a. Share your Goal
82 with your colleagues. b. Write your Goal in your diary. c. Express your feelings about your goal. d. Share five
83 things about; you can do to achieve your goal.

84 ? Add your answers. e. f. g.

85 4 Definitions

86 5 What Is Purpose Of Profession

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

91 1. With the quality of Uniqueness, I want to imbibe Creativity in my students.

92 6 b) Definition of Pursue Noble Goal:

93 Noble goals activate all of the other elements of EQ. Through our missions, our callings, and our acts of human
94 kindness, the commitment to emotional intelligence gains relevance and power for improving the world today and
95 tomorrow. Just as our personal priorities shape our daily choices, our noble goals shape our long-term choices.

97 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
98 noble goal provides a measure for your daily actions and invites our best self to step forward.

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

101 **7 Source: www.6seconds.org c) Definition of Heart Ful teachers**

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

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

106 **8 Source: <https://www.smashwords.com/books/view/298471>**

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

109 **9 Definition of Strict Teachers:**

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

112 According to the Collins Dictionary the word Strict means: Strongly limiting someone's freedom to a) d)

113 **10 Sr.**

114 No.

115 **11 Name of the teacher**

116 Why do I remember him/her? Select and Tick any one 1.

117 **12 2.**

118 **13 Sr.**

119 No.

120 **14 Qualities of the teacher**

121 Select and Tick any one 1.

122 **15 2.**

123 **16 3.**

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

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

127 **e) Aim and objective of the study**

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

131 **18 III. The Demography and Methodology**

132 Demography of the teachers to conduct the procedure: a) All the teachers in this activity were needed to be
133 attended EQ awareness program conducted by the schools registered with the researcher.

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

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

141 19 Outcomes of the Research

142 1. As per the above activity we understand that teachers mostly remember two types of teachers taught them
143 in their childhood, those who are heart full and those who are strict and hurtful. No teacher wanted to follow
144 hurtful teachers. In fact when they have an opportunity to follow their teachers they want to follow heart full
145 over strict teachers. 2. Table no. 3 and Graph no. 1 shows that most of the teachers are selecting lighthearted
146 teachers to follow as a Goal in their own life. They are selecting joyful, happy, smiling, helping, understanding,
147 having good sense of humor, inspiring, explaining, friendly, disciplined, kind, knowledgeable, story teller, loving
148 and calm, thoughtful, empathetic, supportive, motivating, demonstrating, nicely communicating, multi talented,
149 helping in choosing new field, understanding others pains, handle conflicting situations with strength, imbibing
150 good virtues, rule follower, sportsman spirit, good planner, who provide high moral support, simple methods to
151 teach, passionate teacher, create interest, changes according to the situation, appreciator, caring, and confidence
152 creators. 3. The researcher has created a wordle with www.wordart.com in the following wordle, the bigger the
153 word the more times it appeared in the responses of the teachers. The link is provided to check with the following
154 wordle at word art website.

155 <https://wordart.com/w398km0tj5fb/word-art>

156 The Todays, 'Teaching Human Resource' wants to Remember Joyful and Understanding Teachers More than
157 others of their Childhood 4. This activity analyzation also brings about the observation that, Most of the teachers,
158 therefore would like to connect their purpose of profession with Heart fulapproach. 5. Most of the teachers show
159 that they want to continue in creating their purpose of the profession, they want to follow the process. And may
160 keep creating till when they are satisfied in their goal statement. They need more time to create it. This also
161 shows that they want to take care in creating it and they feel it is little challenging to achieve.

162 20 a) Difficult to achieve

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

171 21 b) Impact on Teacher's life

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

176 22 c) Next steps in the research

177 This research can be taken forward with the teachers to help them in creating their Goal Statement and training
178 them how to create it according to their goal and also training can be provided for bringing the goal into action
179 in daily basis by teaching in the classroom, and also in life, at family and social level.

180 23 d) The Scope of the study

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

183 24 e) Limitation of the study

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

187 V.

188 25 Conclusion

189 ? Teachers like to follow their teachers and those teachers who are Heart ful rather than only strict. ? They also
190 like strict teachers, but they think that they should be able to flexible enough to change themselves according to
191 the situations. ? No teacher wants to follow any hurtful teacher.

192 ? Heart ful teachers are more remembered than over strict teachers. ? Strict and disciplined teachers are
193 remembered too, but most of the teachers like to follow Heart ful than just strict teachers. ¹

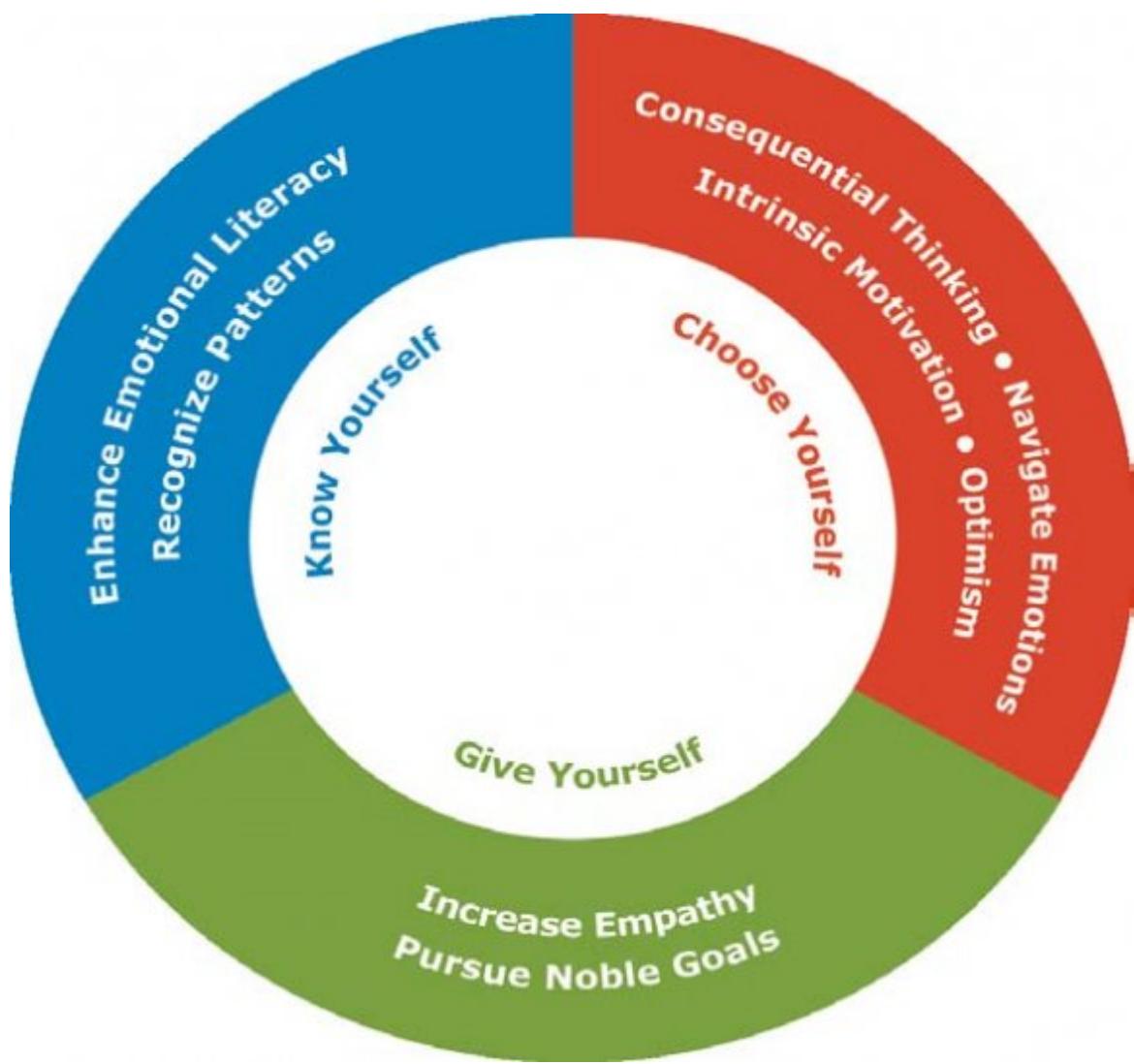
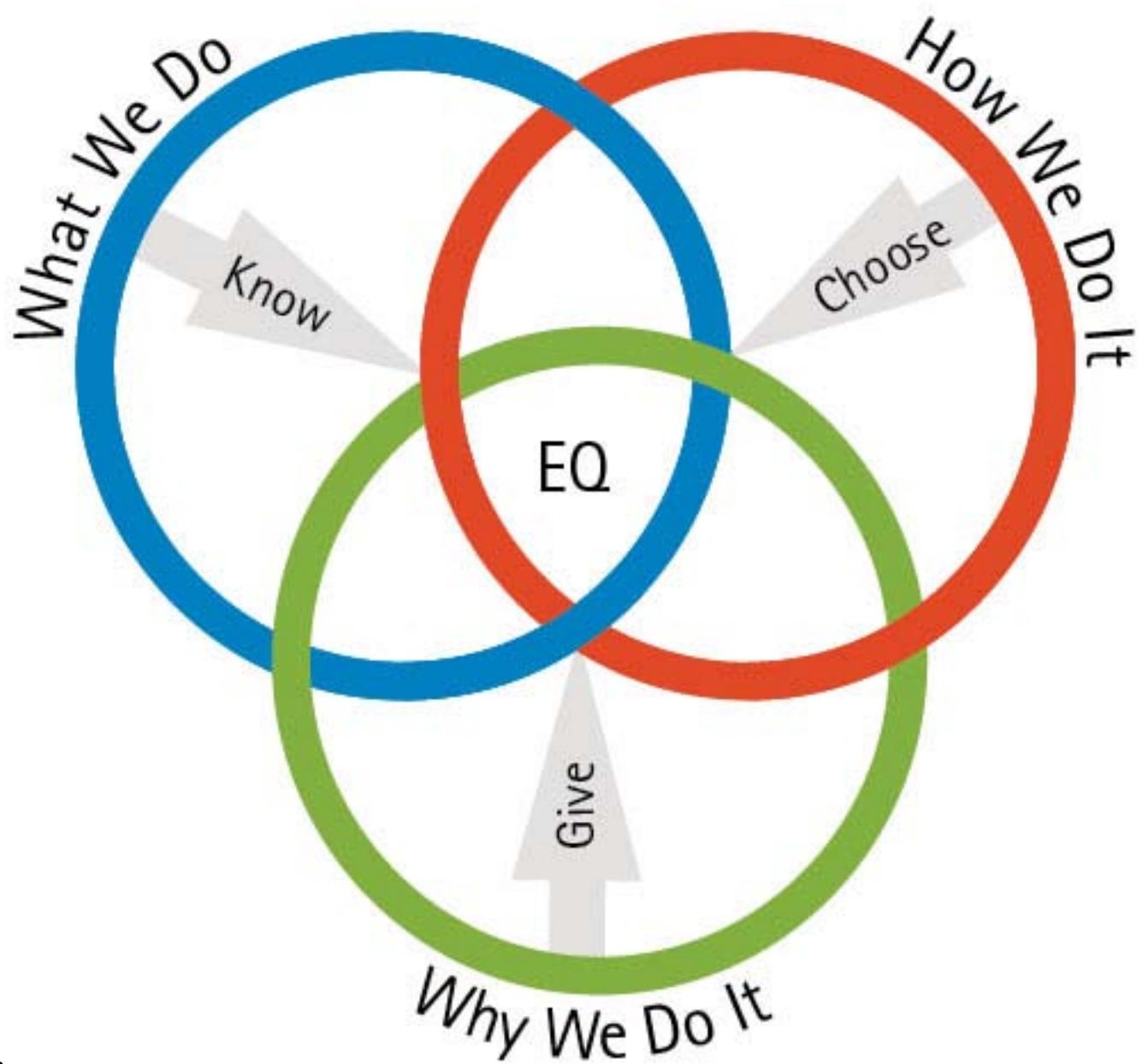


Figure 1:



3

Figure 2: Graph 3 :



Figure 3:



Figure 4:



Figure 5:



Figure 6:

No

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	% teachers selected responses	Of 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)					

[Note: 3 Graph No. 1: Graph Shows Total % of Teachers Selected Responses with Heart full Approach]

Figure 7: Table No .

