

# Perception on the Role of Teachers in Managing Talents of Generation Z Students

Ramar Veluchamy\*, Kshitij Kumar Agarwal, Monisha Loganathan and A. R. Krishnan

President at Student Superstars, studentsuperstars@gmail.com, www.studentsuperstars.com

## Abstract

**Objectives:** Teaching professionals should ensure the effective identification of talents through individual consideration to enhance intellectual stimulation. It's their responsibility to enhance learning experiences of students.

**Method/Analysis:** Talent Management Objectives such as Individual Consideration, Talent Development, and Students' Engagement have been mapped against Student Outcomes such as Intellectual Stimulation, Morality Development, and Mental Health using Fuzzy Relational Maps (FRM). Data were collected through simple random sampling method.

**Findings:** Student Centred Learning (SCL), Personality Development, Integration into society, and the development of skills to gaining initial employment and maintaining it, and to be able to move within the labour market are the basic rights for the students from teachers. The best teachers have a good knowledge about the subject they are teaching, are always focused on what students should learn instead of what they want to teach, they induce curiosity by making the subject interesting and enhance students motivation, succeed in changing students life by developing values, not only the level of knowledge. **Application/Improvements:** A teacher should just not restrict himself/herself to the knowledge but should have the ability to explore countless possibilities in order to bring out the best of his/her students. Not only teachers but also the heads of the respective institutions should support the students to achieve their non academic career objectives.

**Keywords:** Gen-Z students, Ideal teacher, Role of Teachers, Students' Talent Management, Student Superstars

## 1. Introduction

As we say that different teachers have their own ways of handling students still their basic duty is to give the best of what they have. A teacher is not only a guide but also an inspiration for the younger generation to go ahead with their dreams. Once we know what we really want to achieve, the presence of teacher acts as an impetus to the confidence, knowing someone has got our back, keeps us going strongly with the task at hand. Be it school or college, even if the methods are unconventional in case of some teachers, they know how to harness the best out of each student. This is where Psychology comes into play. Teachers need to understand where the students are falling short in their pursuit of the talent they possess. Be it mentally or emotionally, teachers have to make students strong enough to cope up with the pressure that comes along with it. Keeping the group of students together is

important. The primary focus should be on what students are supposed to learn rather than what teachers want to teach. Teachers are required to induce curiosity by making their subject exciting and bring a change in pupils' lives by inculcating values instead of keeping them restricted to just knowledge. Obviously, there are gaps which need to be bridged properly but for that teaching professionals should have a plethora of skill set to tackle such situations. Standards have to be set for this profession as well, which is as necessary as top quality products we want to use.

Proper qualification adds more to the quality of teachers produced and it is a great asset for an educational institution. Basically, they should be way above the monetary gains of the job and as someone who is working towards the larger good of the society. Clear perspective and open thinking play a vital role in motivating students to go ahead with ambitions. After all, no dream is difficult to achieve and no job is

\* Author for correspondence

unworthy. The more the experience, better will be the ideas of intellect. It is just not a market or industry but should be considered as profession worth respecting. They create engineers, doctors, corporate professionals by showing the path to their respective destinations. So every educational institution should manage the teachers as corporate industry does. They must be known by the type of students they produce. Quality matters more than quantity. If the teacher is oblivious to the needs and aspirations of his/her students then the person is doing more harm to the society than anyone else because it means that the person has failed to respect to the sanctity of the profession bestowed on him/her by the institution. Almost every institution has a group of people called as “Talent seekers” and their job is to select the people with the best skill set and required credentials so that they can mould the students’ career in a better way. In this regard, it becomes important they should work more towards on developing problem solving mechanisms amongst students and also in instilling a parent friendly approach. Only if talented professionals are hired, the hidden talent of Generation Z students can come out. Now there are certain outcomes of talent management of students. Like individual consideration is crucial as it gives a good scope of getting to know what a particular person wants to achieve. Then, students should be vocal about their problems and pressures they go through for this. Proper interaction stimulates good teacher-student relationship both at mental and social level. These things serve as catalyst in making of path breaking professionals who are capable enough to work in any type of environment and have an attitude to deal with bottlenecks in an efficient manner.

## 2. Fuzzy Relational Maps (FRM)

Fuzzy logic is based on fuzzy set which was defined first by Zadeh. In the classical set theory, an element either belongs to that particular set or not. In fuzzy set theory, on the other hand, there is a certain level of being in a set which is called as membership levels. In fuzzy logic,  $\mu$  refers to the membership level and changes between 0 and 1. Here, 0 means no belonging whereas 1 means belonging to the set. For the element which has value between 0 and 1, this value represents the level of belonging to the set. In W.B. Vasantha et.al, a new notion called Fuzzy Relational Maps (FRMs) was introduced. To define a FRM, a domain space and a range space which are disjointing the sense of concepts is needed. The number of elements in the range space is not required to be equal to the number of elements in the domain space. In FRMs, the very causal associations are divided into two disjoint units such as the relationship between a teacher and a student. Further it is assumed that no intermediate relations are present within the domain element or node and the range space. In this article, two disjoint units are talent management objectives and student outcomes respectively. In FRMs, the elements of the domain space are taken from the real vector space of dimension  $n$  and that of the range space are real vectors from the vector dimension  $m$  ( $m$  in general need not be equal to  $n$ ).  $R$  is denoted as the set of nodes  $R_1, \dots, R_m$  of the range space, where  $R = \{(X_1, \dots, X_m) / X_j = 0 \text{ or } 1\}$  for  $j=1, 2, \dots, m$ . If  $X_i = 1$ , it means that the node  $R_i$  is basically in the OFF state. Similarly  $S$  represents the nodes  $S_1, S_2, \dots, S_n$  of the domain space, where  $S = \{(x_1, \dots, x_n) / X_j = 0 \text{ or } 1\}$  for  $i=1, 2, \dots, n$  if  $X_i = 1$  it means that the node  $S_i$  is in the ON state and if  $x_i = 0$  it means that the node  $S_i$  is the OFF state.

Students’ Talent Management (STM) – Theory and Practice

Ramar Veluchamy’s Students’ Talent Management (STM) Pattern for Specific Purposes			
STM Objectives	Individual Consideration	Intellectual Stimulation	Study-Life Balance
Step 1	Unveil potential talents	Develop potential competencies	Create a culture of success
Step 2	Personal and Academic Evaluation	Work from natural talents	Develop morality
Step 3	Behavioural Expectations	Create STM projects	Automate STM projects
Step 4	Personal and Professional Aspirations	Collaborate with student clubs	Involve parents & teachers
Step 5	Pupils branding to promote the best	Establish talent department	Learn consistently
STM Outcomes	Create individual identity	Achieve talent excellence	Ensure mental health
Student Outcomes	Student CEOs, Student Researchers, Ethical Hackers, Artists, Athletes, Politicians, Social Activists		

## Student Talent Management Objectives

- Individual considerations
- Intellectual stimulation
- Study-life balance

### 2.1 What is Individual Consideration?

It is one of the most important objectives of the STM model and the evaluation of this, is incomplete without understanding the steps involved in realizing this.

#### Step 1: Unveil potential talents

Teachers play a key role in shaping and finding the potential of students. As we all know that, “talent is always latent.” They are expected to create an environment of ability to listen to the needs of students to help them to realize their real strengths and inspire them to strive ahead.

#### Step 2: Personal and academic evaluation

They are required to evaluate the short comings, students face on the personal as well as academic level individually and give their honest feedbacks to the students so that they are capable of making their own decisions wisely but with a sense of responsibility.

#### Step 3: Behavioral expectations

It is a two way road where the teachers should be goal centric, trustworthy and impartial in offering their advice to the students. Also, the students should try to understand the position of teachers and help them in reaching a specific goal.

#### Step 4: Personal and professional aspirations

Every person has certain expectations from his/her personal or professional life. Where professional aspirations help students to use their academic knowledge to make a career out of it, the personal aspirations come out as more of a passion and inbuilt tendency to prove their worth in certain fields whether you can make a career out of it or not. It is the teachers’ duty to help the students realize the difference between the two terms and pay attention to their desires wholeheartedly.

#### Step 5: Pupils branding to promote the best

Once their talents are identified, students should be promoted for their passions and motivated to go ahead with what they think as best for their lives.  
Create Individual Identity

### 2.2 Create Individual Identity

The whole process of implementing these steps is aimed at creating individual identity so that they stand out in the crowd for who they are and whatever they want to pursue in their lives.

### 2.3 What is Intellectual Stimulation?

Here, we are concerned with creating an environment where student’s intellect can be tested in a proper manner so that he/she interacts with more people and gets to know more about what are the latest trends in the field of career and professional issues. Let us take a look at the steps which talk about this in more detail before we arrive at any further conclusion.

#### Step 1: Develop potential competencies

Once the potential of students is known, there is a need of competitive environment which provides them a platform to showcase talents, whether it is a painting competition or something involving technical skills for a hacker or programmer.

#### Step 2: Work from natural talents

Whatever talent students possess, the teacher’s job is to inspire them to participate in such competitions where they showcase their natural abilities to handle situations and hone their skills for that.

#### Step 3: Create STM Projects

There is a dire need to create and organize such projects and motivate students to take part in them where they are grouped with people with similar interests. By this, they will learn new ideas to implement and team skills will be a top priority. This involves group discussions and organizing case study sessions for students where they use their knowledge to come up with diverse solutions to a given scenario.

#### Step 4: Collaborate with student clubs

Collaborations have never put any down but only made people grow further. Be it, business collaboration or the one with clubs. When students come together and share their ideas, they not only grow but they are capable of making it big in anything they decide to take care of. It doesn’t matter if it is a technical club or a small NGO. The bigger picture that is important is the success of the group and the project as a whole and not as an individual.

#### Step 5: Creating talent departments

In colleges, there should be a talent department

headed by the teachers or mentors who are capable enough to enlighten students and help them to hone their skills in their passion.

## 2.4 Achieve Talent Excellence

Achieving talent excellence is the main goal of this particular process where students with similar interests come together to realize their dreams by working together and winning together.

## 2.5 What is Study Life Balance?

It is very important for students to strike a balance between studies and life. It means that while prioritizing one, we should not ignore the other one and vice-versa. Teachers are required to make them realize that both are equally important for becoming good professionals in the society. The following steps put more emphasis on how to maintain this balance in a healthier way.

### Step 1: Create a culture of success

It is the responsibility of teachers to prepare students for an environment where success is just another habit and not a long lost dream, praise them for their achievements and extend their support for their future endeavors.

### Step 2: Develop morality

Teachers should be vocal when it comes to morality and their responsibility is to inculcate the moral values important in professional places and also in general life. Dealing with students with honesty and compassion is very important in maintaining a good student-teacher relationship.

### Step 3: Automate STM projects

Priority should be given to STM projects and it should become a part of the curriculum for the students as they serve the purpose of learning practically and provide hands-on experience.

### Step 4: Involve parents and teachers

It is of a paramount importance for the parents to know about the progress of their children and there should be a regular parents-teacher interaction to discuss the various takeaways that students can have from involving themselves in such projects and ponder over what lies ahead in future.

### Step 5: Learn consistently

Learning should never stop even after the goal is achieved. Teachers should stress on this point in a very polite and engaging way. This can be done by having seminars where a group of students or an individual can put forward his points and also learn how to deal with different and complex situations where they can apply concepts of both life and academics.

## 2.6 Ensure Mental Health

Ramar Veluchamy et al.<sup>1</sup>, article entitled “Managing Mental Health of Students in Creating Student Superstars”, Ensuring mental health is important for striking a balance between studies and life which gives a peaceful and calm mind. When you are calm, the decisions you make are the ones which are always correct. The overall outcome expected from STM is to have students who go on to become CEOs, ethical hackers, social activists, artists, athletes and politicians in future and become a great asset to this nation.

## 3. Literature Review

Mohammed Hassan Ghanifar et al.<sup>2</sup>, In the article entitled, “The Role of the Orientation of the Intelligent School’s Teachers’ Curriculums on Educational Vivaciousness of Students”, they have mentioned as the teachers’ knowledge about the curriculum orientation results in the compatibility, approachability between domain knowledge and student outcomes, and the usefulness of educational purposes. In this competitive world, the role of teachers in bringing out the latent ambitions of Gen Z students has been garnering a lot of importance. Henceforth, it is necessary to have a proper analysis in relation with hiring the professionals which can harness the best out of their students. The educational institutions are supposed to have a clear idea about in what way they want things to go ahead.

Mokshina Nadezhda Grigorevna<sup>3</sup>, In the article entitled, “Pedagogical Maintenance of Future Teachers’ Practice-oriented Training”, when designing new basic professional educational programs, the developers depend upon the following key provision: it is needed to strike a balance between the theoretical knowledge of students and application based teaching in the process of professional training. Improving the relationship between

theory and practice in basic professional educational programs of teacher education will enable the teachers to use both types of knowledge for the successful implementation at school.

Nowadays, almost every institution possesses a group of people referred to as “Talent seekers”, whose task is to perform the much needed background research of the employees it is hiring before bestowing them with their jobs. Universities employ teachers on the basis of the skill and knowledge set but now other credentials like experience has been the primary focus that employers look for. In his book *Strategic Management of Human Capital in Education*, Allan Odden (2011) says, “The strategic needs for acquiring, developing, and retaining talent should flow from the education system’s improvement strategy.”

An enhanced job description promotes talent management in colleges in three ways:

- It guides the search committee by highlighting the desirable traits for each particular position.
- It can be used as a standard for search, as it moves to the final stages of selection and induction.
- The identified characteristics could be brought into an annual evaluation system to measure the relationship between the desired skills set cited in the job description and the annual performance of the newly hired staff member.

In current scenario, the students expectations from the universities is to help them through the job finding process and in building career in a profession they have always have dreamt of. But again we can find certain discrepancies in what they want from teachers and what they are provided with. These gaps in regulations are obviously needed to be looked into and dealt with utmost care properly. So, the following study was conducted in Romania universities by Monica Puscas, a PhD Candidate from National University of Political Studies and Public Administration (NUPSPA, Bucharest, 012104, Romania) and suggested the following findings that :

The criteria and indicators according to which teachers were evaluated is the subject to numerous studies that have attempted to determine which the variables that enable a teacher’s efficiency are. Thus, Ken Brian completed in 2005, a 15-year study in which he examined the impact of teaching of 603 teachers considered to be appreciated. According to his research, the best teachers have a good knowledge of they are teaching; are always

focusing on what students need to learn instead of what they desire to teach; they induce curiosity by making the subject interesting and rise students’ motivation; succeed in changing students’ lives by developing values, not only the level of knowledge; treat students with respect and trust (Brian, 2005).

Regarding what characteristics should an ideal type of teacher possess, resulted that almost 30% of the students mentioned that patience is an asset and 13% mentioned empathy and emotional intelligence as desired teaching skills. Since it was an open question, it was interesting to find out other possible indicators which can steer them through the evaluation processes and to see whether the indicators selected in the following questions can be found among them. Hence, as this research reveals, students’ educational needs regarding teachers are mostly formal. Besides the indicators mentions above, the students consider that a teacher should be well organized, to have good communication abilities, to be able to spike the students’ interest for his subject, be objective when evaluating, and be creative and punctual, to show respect and openness, and to have a developed sense of humor. In the end, it could be summed up that students have a preference for the type of teachers which rely more on soft skills and put more stress on developing friendly student-teacher relationship over the involvement in research.

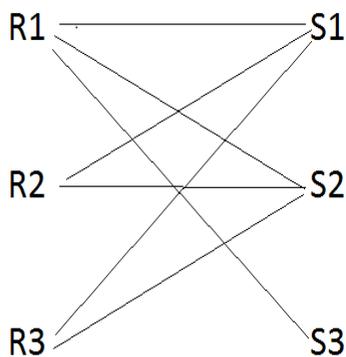
## 4. Data Analysis

The following survey was conducted in order to understand the expectations Gen Z students have from their teachers in managing their talents. Around 260 students were interviewed and the data was analyzed in the following manner:

When we asked about the characteristics which define a teacher, 70% preferred having a knowledgeable, interactive teacher. While 20% of them went for a lenient and frank one. Also, 10% echoed about punctuality being an important trait needed. Most of the students argued that the qualification is not only the criteria but things like art of teaching, experience, interpersonal skills also matter. Out of a number of 224 questionnaires answered by students, 18% of students favored art of teaching more, with 9.5% votes went to knowledge and teaching experience each. Here, 8% of them said that effective communication is a must. Others said that interaction, approachability, passion are also required. When it came down to their reaction towards teacher’s rude behavior,

41% students would just ignore that behavior as they think that their main purpose is to obey their faculty and gain knowledge so even if they get rude at times, it may be because of job pressure. While 14.5% would like to just quite still having hatred in their hearts whereas, 20% would lose interest in the subject. Here, around 8% would complain to higher authorities while the rest would try to talk to the faculty about it. Here, 14% students gave more priority to marks for selecting a teacher. 56% of them wanted a conceptual teacher while the rest of the students went for both. As far as nature of the teacher is concerned, 9.2% students want a strict faculty, 60% were up for lenient one and the rest wanted both characteristics in their faculty.

In pursuit of their ambitions, 28% of the students see faculty guidance as a very important factor, whereas around 30% would go for encouragement and faculty's motivation. Here, according to 16% students, faculty's knowledge be it conceptual or practical holds the key in moulding their career. Rest of them, would go for teacher's approachability and friendly nature for their pursuit. Students were quite willing to share their problems with their teachers with around 45% students were in the favor of seeking advice from them in relation with their personal as well professional problems. 36% pupils responded that it is better to keep their problems with themselves and not to the teachers. Rest of the lot was unsure about the whole situation. 50% of the students are of the belief that teachers can leave an impact on a student's life by being inspirational because they are students' role model in achieving success in their lives, and 50% see them as the morale boosting personalities, showing them correct path to their destinations. Almost 80% of the students see themselves as successful individuals in 10 years time whereas, 5% would go for research and the rest for entrepreneurship.



Domain node	Talent Management Objectives
R1	Individual Consideration
R2	Talent Development
R3	Students Engagement
Range Node	Student Outcomes
S1	Intellectual Stimulation
S2	Morality Development
S3	Mental Health

Nodes	S1	S2	S3
R1	1	1	1
R2	1	1	0
R3	1	1	0

Here we have taken matrix M above and we have multiplied it with matrix X to get  $MX = Y$  as  $[1,1,1]$ . Here, in X we have put R1 on ie, Individual consideration while others are off. On taking transpose of M, we multiply it with Y to get  $M_1Y = X_1$  as  $[0,0,1]$ . Again we take transpose of the  $M_1$  to get  $M_2$  and multiply it with  $X_1$  to get  $M_2X_1 = Y_1$  as  $[1,0,0]$ . Now we take transpose of  $M_2$  to get  $M_3$  and again multiply it with  $Y_1$  to get  $M_3Y_1 = X_2$  as  $[1,1,1]$ . So, we have found here that  $Y = X_2$ . This shows that individual consideration is a very important factor in determining the student outcomes. Here, it is important to consider each student individually for understanding and managing the talents in a better way.

Findings

Based on the data analysis performed, we arrived at the following findings:

- A teacher should epitomize an ocean of knowledge with interaction with students being a key characteristic to define an ideal teacher.
- Qualification is not alone needed. With art of teaching and teaching experience, industrial knowledge becomes important in selection of faculty. The teacher who knows more than his/her subject about the current working environment, is required than the traditional ones.
- As seen, ignoring a faculty's rude behavior, serves the best way to get away from any negativity that might crop up between the student and teacher following the bad attitude shown in class. While inner hatred is sometimes justified, it is better to stay silent than to give back in same fashion.
- Concepts are base of any subject. So running for

concept does more good to students' career prospects than just marks.

- Leniency is a key to establish a healthy student-teacher relationship. The more lenient is the teacher, the more are the chances of a student freely approaching him/her at the time of doubts.
- A teacher's motivation and guidance can go a long way in showing correct path to the students in order to achieve their dreams.
- Sharing problems with elders brings out better solutions than just keeping to ourselves. However bad it gets, seeking a senior's advice would reduce the stress if not completely solve it.
- A student's morale is fragile. If boosted, the student succeeds otherwise he/she gets into a zone of inferiority complex where the person always considers others to be superior to him/her.
- In 10 years time, success of an individual would be measured by the amount of impact teachers have on the lives of students.

## 5. Suggestions

The heart of this research is to explore ways in enhancing teachers to teach college students. In order to go ahead with the purpose of the study, the following specific research objectives were made. It is important to establish the role Talent Management plays in the enhancement of employability skills of teachers. It needs to be ascertained that the skill gaps are to be bridged for effective teaching. It is important to create and establish a training design to impart necessary skills required for teachers. Institutions should make use of available resources for enhancing skill set of teachers.

## 6. Conclusion

From the research conducted by us, we can say that the role of teachers is important while managing talents of students. In order to achieve their non-academic dreams both teachers and students need to be equally involved so that things become easier for them. Teaching is an art which cannot be mastered by anyone except someone who can understand the psych of a student. Mutual understanding and friendly nature define an ideal student-teacher relationship. A teacher should not restrict

himself/herself to the knowledge but should have the ability to explore countless possibilities in order to bring out the best of their students. Teachers are defined by the students they take. The better commitment they show towards their duties, the better will be the output they receive. As we say, "Like teacher, like students." The system which supports budding stars to become superstars needs support from not only teachers but also from parents, friends and heads of the educational institutions.

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