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Benefits of YOMEI for Higher and Virtual Education

From a Higher Education perspective, YOMEI (Yoga, Mindfulness & Emotional Intelligence) can be explained as a set of skills which makes the educators and leaders significant in the institution [1]. These skills include Mindfulness and Emotional Intelligence which is a combination of personal and social abilities. It is a known fact that YOMEI helps instructors in higher education with better classroom management and engagement of students. YOMEI brings calmness and relaxation which improves their instructional performance and job satisfaction [4]. It is argued that Emotional Intelligence contributes to a higher workplace performance and a higher earning potential for those in Higher Education [1].

Yoga and Meditation practices impart health and happiness to higher education employees which further translates as improved overall institutional performance [5]. Anxiety, stress and social pressure are significant prevailing issues in the US society today and YOMEI can help individuals, in general, and educators in particular, to manage these issues and respond to them in a healthier way. Intense emotions like anger, fear and disappointment are also seen in the educational society where Mindfulness and Emotional Intelligence can help in managing these emotions [6]. As instructors, student advisors, and other higher education employees with direct relationships with the adult learner model these effective behaviors, the learner then begin to develop the effective behaviors as well. YOMEI sustains the social and institutional well-being of educators in an institution which helps in promoting a better educational culture [6].

EI can be developed and strengthened through training programs in Higher Education sector to help educators improve their instructional performance [2]. Emotional Intelligence is the primary driver of individual excellence and leadership which causes a substantial increase in educational performance [3]. YOMEI has a great significance for individuals in higher education because it equips the educators with the needed consistent interpersonal skills [3].

Professions are often resistant to change, educators have shown a lack of acceptance for novel and unconventional techniques such as a shift from physical classrooms to online lectures and online course management [7]. Emotional Intelligence can effectively develop the aforementioned readiness and acceptance for a shift to offline learning. Mindfulness can also easily be incorporated into course curriculum via reflective activities and moments guided by instructors for students to take a moment and breathe, be present, and become self-aware as they move their way through the coursework.

References

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