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Notice for the PhD Viva Voce Examination

Ms Bhuvana Manohari N (Registration Number: 1630090), PhD scholar at the School of Social Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Saturday, 24 February 2024 at 10.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

- Title of the Thesis** : **Mindfulness-Based Emotional Intelligence:
Impact on Psychological Well-Being of
School Teachers**
- Discipline** : **Psychology**
- External Examiner
(Outside Karnataka)** : **Dr Ritu Sharma**
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- External Examiner
(Within Karnataka)** : **Dr Sampathkumar**
Professor and Chairman
Department of Studies in Psychology
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Mysore - 570006, Karnataka
- Supervisor** : **Dr Jayasankara Reddy K**
Professor
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru

Date: 08 February 2024


Registrar

ABSTRACT

Psychological well-being of school teachers is vital for healthy student engagement and a conducive classroom environment. This study sought to understand the role of mindfulness and emotional intelligence in the psychological well-being of school teachers. It was conducted in two phases. The first phase, through the survey method, sought to establish the relationship between mindfulness, emotional intelligence, and psychological well-being of school teachers. 125 female school teachers from Bangalore, India, drawn through convenience sampling, were surveyed. The tools used were the Five Facets of Mindfulness Questionnaire, Assessing Emotions Scale, Scales of Psychological Well-Being, and demographic details sheet. Results revealed positive and moderate to strong associations between the variables ($r = 0.38$ to 0.65). Moreover, mindfulness and emotional intelligence explained 45% of the variance in psychological well-being, as opposed to 42% by mindfulness alone.

The second phase was a pre and post-experimental study. After random assignment to study ($N = 19$) and comparison ($N = 29$) groups, the study group underwent a seven-session mindfulness-based emotional intelligence intervention through an online platform. The participants were assessed on mindfulness, emotional intelligence, and psychological well-being before and after the intervention. Results revealed that emotional intelligence showed a significantly increased post-intervention, but mindfulness and psychological well-being did not.

Keywords: school psychology, COVID-19, positive psychology, teacher intervention, emotional intelligence, mindfulness, psychological well-being

Publications:

1. Reddy, K. J., Nataraj, B. M., Pant, S. (2022). Child mental health in the milieu of online education. In: Deb, S. (ed) Child safety, welfare and well-being. Springer, Singapore. https://doi.org/10.1007/978-981-16-9820-0_21
2. Nataraj, B. M., & Reddy, K. J. (2022). Psychological Well-Being of School Teachers: Predictive Role of Mindfulness and Emotional Intelligence. *MIER Journal of Educational Studies Trends and Practices*, 12(2), 242–262. <https://doi.org/10.52634/mier/2022/v12/i2/2224>
3. Nataraj B. M. & Reddy K. J. (2021). Psychological well-being, mindfulness, and impact of stressful events among Indian teachers during COVID-19 Pandemic. *International Journal of Indian Psychology*, 9(3), 1017-1024. <https://doi.org/10.25215/0903.093>