Impact of Mindfulness-Based Stress Reduction Intervention on Emotional Intelligence: A Study on the D.El.Ed. Students of Kangra District of Himachal Pradesh

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Abstract

Teacher well-being is an important characteristic for improving quality education because the psychological well-being and emotional well-being of the teachers affect their efficiency in their professional role and interpersonal relationships. The current study will focus on the effect of practices based on Mindfulness Based Stress Reduction (MBSR) on the emotional intelligence of teacher trainees. The current study is based on the theoretical model that describes MBSR as mindfulness that involves intentionally observing the present moment without any judgment. In the current study, the quasi-experimental research design was used, wherein the pre-test and post-test were carried out among teacher trainees in a Diploma in Elementary Education (D.El.Ed.). institution located in District Kangra, Himachal Pradesh. The emotional intelligence of the participants was tested via the use of an Emotional Intelligence questionnaire that was standardized. The data collected was statistically analyzed using techniques such as Paired-samples t-test and Cohen's d to establish whether there was any change in the emotional intelligence of the participants after the intervention and the strength of the effect. The results revealed that the practice of mindfulness had a positive impact on the emotional intelligence of teacher trainees, especially on their self-awareness, emotional regulation and interpersonal skills. The results show that the practice of mindfulness can help to develop emotional resilience and the emotional skills that would enable them perform their work effectively.

Keywords

Emotional intelligence, Mental health, Teacher trainees, Mindfulness Based Stress Reduction (MBSR).