



PSYCHOLOGICAL WELL-BEING OF SCHOOL TEACHERS: PREDICTIVE ROLE OF MINDFULNESS AND EMOTIONAL INTELLIGENCE

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Psychological well-being (PWB) is an indicator of the optimal functioning of individuals and can act as psychological capital. Studying PWB among school teachers can help identify factors that can prevent burnout, cope with stress, and effectively manage their classroom. This study analyses the relationship between PWB, mindfulness, and emotional intelligence of school teachers and examines the predictive capability of mindfulness and emotional intelligence for PWBs. This study uses a correlational research design. Participants (N=125) consist of female teachers recruited from English medium private schools in Bangalore, India, through a convenience sampling method. Data were collected using a survey consisting of a demographic information sheet, Scales of Psychological Well-Being (Ryff, 1989), Five Facets of Mindfulness Questionnaire (Baer et al., 2006), and Assessing Emotions Scale (Schutte et al., 2009). Results reveal that PWB has a strong association with mindfulness and a moderate association with emotional intelligence. The association between mindfulness and emotional intelligence is moderate. Data shows that mindfulness and emotional intelligence contributed to higher variance in PWB than only mindfulness. Thus, mindfulness and emotional intelligence may impact the PWB of school teachers and should be considered for school mental health programmes.

KEYWORDS: Positive Psychology, Educators, School Psychology, Teacher Well Being

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INTRODUCTION

School teachers are at the forefront of the education system and are instrumental in building and equipping children for the future. India has over 265 million school-going children, catered to by about 9.7 million teachers through 1.5 million schools (Department of School Education and Literacy, 2020). Jennings and Greenberg (2009) have proposed that the social-emotional competence of teachers and their well-being impact the kind of classroom environment they can create, and furthermore, can have an effect on student outcome. Roffey (2012) has argued that student well-being and teacher well-being are intertwined, and thus, it is imperative to study factors impacting teacher well-being. National Education Policy 2020 (Ministry of Human Resource Development, 2020) recognises that the quality of teacher education and service conditions are inadequate and has impacted the quality and motivation of teachers in India. In a study conducted among secondary school teachers in India, 65% were reported to have scored low in a well-being index (Kaur & Singh, 2019). Considering the impact that teacher well-being has on the education system and the children, this study aims at understanding the psychological well-being of school teachers, and its relationship with mindfulness and emotional intelligence.

Teaching profession impacts the mental health of teachers. Nagai et al. (2007) reported that in Japan, greater proportion of public-school teachers experienced minor psychiatric disorders when compared to civil servants and attributed it to reduced job satisfaction and lack of leisure. A study conducted among primary school teachers in Dharwad, India revealed that about 65% of the participants reported having average to high levels of stress (Holeyannavar & Itagi, 2011). In another study conducted among secondary school teachers in Nigeria, it was found that over 70% experienced stress, 30% had depression, and 30% had generalised anxiety disorder (Asa & Lasebikan, 2016). Vazi et al. (2013) reported that about 31% of teachers surveyed in Eastern Cape, South Africa, reported that they experienced stress often. They also found that lower well-being accounted for 42% of the variance in stress. Taking into account that teachers are prone to stress, burnout, and other mental health issues, working towards their well-being can buffer the negative impact they experience.

REVIEW OF RELATED LITERATURE

Psychological Well-Being among Teachers

In the recent times, psychological well-being (Ryff, 1989) has emerged as an indicator of a person's optimal functioning. Ryff (1989) developed psychological well-being (PWB) based on the concept of eudaimonia in Aristotle's

Nicomachean Ethics. She drew from various theories that expound positive psychological functioning including theories of life-span development, personality theories, and mental health theories. Her conceptualisation yielded a six-dimension model of PWB:

- Self-acceptance – acceptance of oneself and one’s past, having positive attitude about self
- Positive relations with others – empathy, ability to relate to others warmly, form deep relationships
- Autonomy – self-determination, internal locus of evaluation
- Environmental mastery – “the ability to choose or create environments suitable to his or her psychic conditions”
- Purpose in life – a sense of having direction, meaning in life, intentionality, life goals
- Personal growth – a sense of continual growth and development, growing into one’s potential, overcoming new challenges

These can be considered as qualities of a fully functioning individual, and the presence of these can act as psychological capital as well. Research demonstrates that PWB has a negative relationship with mental illness indicators, and a positive relationship with mental health indicators. [Martel and Santana \(2021\)](#) determined that PWB was negatively correlated with burnout ($r = -0.47$, $p < .001$) among higher education teachers in Gran Canaria. In another study done among primary school teachers in Iran, [Poormahmood et al. \(2017\)](#) found that PWB negatively correlated with occupational stress ($r = -0.8$, $p < .01$). Similarly, [Nazari and Oghyanous \(2021\)](#) found that PWB was negatively associated with occupational stress and turnover intentions. [Sisask et al. \(2014\)](#) confirmed that higher the PWB among school teachers, higher their readiness to help students with mental health problems. In an analysis of relationship between job satisfaction and PWB across different types of employees including teachers ([Isgor & Haspolat, 2016](#)), it was found that the two variables were positively correlated ($r = 0.49$, $p < .01$). Among teachers who participated in a study in Hong Kong ([Mcinerney et al., 2014](#)), it was established that PWB was associated with organisational and occupational commitment. Self-efficacy and self-esteem of pre-service teachers in Turkey was found to be strongly associated with well-being ([Harun, 2017](#)). PWB also was found to be associated with perceiving classroom environment positively among pre-service teachers in Iran ([Inozu & Sahinkarakas, 2016](#)). Thus, the presence of PWB in school teachers can not only be indicative of their positive functioning, but it could also point towards the presence of psychological capital which can help during adverse events.

Psychological Well-Being and Mindfulness

The study of mindfulness in mental health field has its roots in the Stress Reduction and Relaxation Program run at the University of Massachusetts Medical Center by [Kabat-Zinn \(2005\)](#). He defines mindfulness as “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” ([Kabat-Zinn, 1994](#)). [Bishop et al. \(2004\)](#) proposed that self-regulation of attention, and orientation to one’s experience marked by curiosity, openness, and acceptance as the two components of mindfulness. Further refining these, [Shapiro et al. \(2006\)](#) postulated that intention, attention, and attitude are three interlinked components of mindfulness: that is, intentionally attending with the attitude of openness, curiosity, and nonjudgment, one can experience shift in their perspective, or “re-perception.” This re-perception helps individuals to enhance their self-regulation, cognitive and emotional flexibility, clarity and exposure. While these theories explain the mechanisms underlying mindfulness, it is important to delineate the components of mindfulness as well. [Baer et al. \(2006\)](#) extracted the five facets of mindfulness through factorial analysis of multiple measures of mindfulness. The five facets are:

- observation of one’s experience
- ability to describe one’s experience
- acting with awareness
- non-judgemental approach to inner experiences, and
- non-reactivity to inner experiences

Mindfulness has been found to have a positive impact on teachers and various aspects of their well-being, mental health, and work. Two studies that employed mindfulness-based emotional balance intervention program ([Kurup & Shaikh, 2021](#); [Roeser et al., 2021](#)) found that post intervention, teachers had lesser anxiety and depression. Additionally, decrease in job stress and emotional exhaustion, and improvement in classroom organisation and compassion were reported. Similarly, there are studies that have reported increased compassion, and forgiveness in teachers post contemplative meditation or mindfulness training ([Kemeny et al., 2012](#); [Taylor et al., 2016](#)). Those studies also reported better emotion regulation at work, more positive affect, lesser negative affect, and decreased rumination. Teacher burnout is also negatively associated with mindfulness, which reflects in reduced turn over intentions ([Cheng et al., 2021](#); [Lee et al., 2021](#); [Verma, 2020](#)). During the COVID-19 pandemic, mindfulness in teachers was found to be positively associated with PWB, and negatively with traumatic stress caused by the pandemic ([Nataraj & Reddy, 2013](#)). [Braun et al. \(2019\)](#) found that

increase in teacher mindfulness was associated with better occupational health, well-being, and quality of teacher-student interaction especially in stressful situations.

Psychological Well-Being and Emotional Intelligence

First proposed by [Salovey and Mayer \(1990\)](#), emotional intelligence was defined as “a subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (p.189).” Since then, it has become a much-debated construct mainly because of multiple definitions and the broad scope of some of them ([Locke, 2005](#)). While it is argued that emotional intelligence is an ability by some ([Mayer & Salovey, 1997](#)) and as a trait by others ([Petrides, 2010](#)), [Schutte et al. \(2009\)](#) propose that viewing it as both ability and trait are complementary and necessary. Their definition of emotional intelligence evolved from the early definition of [Mayer and Salovey \(1997\)](#), which is “emotional intelligence consists of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems (p.119).”

Emotional intelligence was found to be associated with various performance aspects, and mental health aspects of teachers. Two studies demonstrated moderate positive association between emotional intelligence and job satisfaction ([Hekmatzadeh et al., 2016](#); [Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012](#)). [Penrose et al. \(2007\)](#) confirmed a moderate positive association between emotional intelligence and teacher self-efficacy in a study done among 211 teachers in Australia. A study pertaining to health of teachers indicate that emotional intelligence was negatively associated with occupational stress, and positively with mental and physical health. Emotional intelligence and occupational stress explained 44% of the variance in mental health, and 13.5% variance in physical health ([Mohammadyfar et al., 2009](#)). Three studies reported that higher emotional intelligence was associated with lower burnout. [Fiorilli et al. \(2019\)](#), in a study conducted about 318 teachers in Italy, found that emotional intelligence negatively correlated with burnout in work and personal life. Furthermore, they found that emotional intelligence also predicted well-being indices such as higher happiness, and greater satisfaction in interpersonal relationships. Likewise, in another study conducted among teachers in China, emotional intelligence was found to be negative associated with burnout, and positively with workplace social support ([Ju et al., 2015](#)). [Colomeischi \(2015\)](#) found that there was significant difference in burnout between teachers who had higher and lower emotional intelligence. Emotional intelligence was found to be related specifically with PWB among teachers as well. In a study conducted among 200 teachers in India, emotional

intelligence was found to have moderate positive relationship with PWB, with the quality of perseverance mediating the relationship (Kamboj & Garg, 2021).

RESEARCH OBJECTIVES

Psychological well-being acts both as psychological capital and as an indicator of the optimal functioning of individuals. Thus, it is vital to understand those factors which can influence the psychological well-being of school teachers and can be utilised in the development of school mental health programs. Given this, the following are the objectives of the study:

1. Assess the overall relationship between psychological well-being, mindfulness, and emotional intelligence of school teachers.
2. Identify the strength of the relationships between the facets/ dimensions of psychological well-being, mindfulness, and emotional intelligence of school teacher.
3. Determine whether mindfulness and emotional intelligence predict psychological well-being among school teachers.

RESEARCH METHODOLOGY

This was a correlational study with participants drawn using convenience sampling. Private, English medium schools in Bangalore were selected for the study, and the surveys were distributed. Willing participants anonymously completed and returned the survey, which consisted of previously validated tools and personal profile data which are detailed in the measures section.

SAMPLE OF THE STUDY

A total of 138 participants completed the survey (125 female and 13 male). Due to the extremely small number of male participants their surveys were dropped from the study, and thus, only the 125 female participants were included in this study. Participating teachers were drawn from 10 English medium private schools in Bangalore, India. The average age of the participants was 38.66 years (SD=9.55), and the average teaching experience was 11.89 years (SD=9.55). 107 participants reported being married, 16 were single, and 2 did not disclose their marital status. The majority (61.6%) of the participants had completed their post-graduation, 31.2% had completed their under-graduation, 1.6% had done diploma programs, and 5.6% did not disclose their level of education.

TOOLS USED

The measuring tools were provided in survey form to the participants in self-seal envelopes, which were then collected by the researcher upon completion. The survey form consisted of personal profile sheet, assessing emotions scale, five facets of mindfulness scale, and 9-item psychological well-being scale.

Personal Profile Sheet: The personal profile sheet was used to collect demographic and occupational data such as identifying information, age, sex, marital status, educational level, years of teaching experience, and board of education one is teaching in.

Assessing Emotions Scale (AES): This is a 33-item emotional intelligence scale developed by [Schutte et al. \(1998\)](#). Each item is answered on a five-point Likert scale ranging from strongly agree to strongly disagree. The scale yields an overall score with a maximum of 165 and a minimum of 33, and dimensional scores viz., perception of emotion (10 items), management of emotions of one-self (9 items), management of emotions of others (8 items), and utilisation of emotions (6 items). The test was found to have internal consistency of 0.87 and a two-week test-retest reliability of 0.78. Convergent and divergent validity of the scale was also established by the authors of the scale. The lowest score possible on this scale is 33, and the highest is 165.

Five Facets of Mindfulness Scale: This 39-item mindfulness scale was constructed by [Baer et al. \(2006\)](#) with items drawn from other mindfulness scales and was factor-analysed for facets. The resulting scale yielded five facets of mindfulness viz., observation, description, acting with awareness, non-judging of experience, and non-reactivity to experiences. The items are scored on a five-point Likert scale ranging from never or rarely true to very often or always true. Internal consistency ranges between 0.85 to 0.90. Construct, and predictive validity have also been established ([De Bruin et al., 2012](#)).

Scales of Psychological Well-Being: Scales of psychological well-being was developed by [Ryff \(1989\)](#). The scale yields scores for six dimensions of psychological well-being and an overall well-being score. The 14-item version of the scale was used, giving a sum total of eighty-four items across the six dimensions. The dimensions are autonomy, environmental mastery, positive relationships, personal growth, self-acceptance, and purpose in life. Each item would be rated on a six-point Likert scale ranging from strongly agree to strongly disagree with no option for a neutral response. Internal consistency of the scale ranges from 0.82 to .90.

STATISTICAL ANALYSIS

Overall scores for PWB, mindfulness, and emotional intelligence satisfied the assumption of the normal distribution as per the Kolmogorov-Smirnov test. Pearson's product-moment correlation method was used to analyse the relationship between the three variables, and to perform linear regression. Age, experience, and the dimensions and facet scores of the variables did not satisfy the assumption of normal distribution. Thus, Spearman's rank-order correlation method was used to calculate the strength of the relationship between the variables and their dimensions or facets.

RESULTS OF THE STUDY

Descriptive statistics consisting of number of participants, mean, and standard deviation for demographic and study variables are presented in Table 1.

Table 1

Descriptive Statistics for Age, Experience, Emotional Intelligence, Mindfulness, and Psychological Well-Being.

	N	Mean	SD
Age	124	38.66	9.55
Experience	124	11.89	9.55
Emotional intelligence	125	128.75	9.67
<i>Perception of emotions</i>	125	36.95	3.8
<i>Manages own emotions</i>	125	36.06	3.57
<i>Manages others' emotions</i>	125	31.63	3.43
<i>Utilize emotions</i>	125	24.1	2.53
Mindfulness	125	128.58	13.95
<i>Observe</i>	125	27.38	5
<i>Describe</i>	125	27.66	4.53
<i>Act with awareness</i>	125	28.5	4.71
<i>Non-judging</i>	125	23.35	5.19
<i>Non-react</i>	125	21.68	4.34
Psychological well-being	125	369.9	38.42
<i>Positive relationships</i>	125	63.95	8.73
<i>Autonomy</i>	125	54.81	8.43
<i>Environmental mastery</i>	125	61.56	8.7
<i>Personal growth</i>	125	64.75	7.69
<i>Purpose in life</i>	125	63.54	7.81
<i>Self-acceptance</i>	125	61.29	8.68

Pearson correlation coefficients for emotional intelligence, mindfulness, and PWB are shown in Table 2. As expected, the three variables are positively correlated. PWB shares a strong relationship with mindfulness and a moderately strong relationship with emotional intelligence (EI).

Table 2
Pearson Correlation Coefficients for Emotional Intelligence, Mindfulness, and Psychological Well-Being.

	Mindfulness	Psychological Well-Being
Emotional Intelligence	0.38**	0.40**
Mindfulness		0.65**

** p < .01

Table 3 shows the relationship between the demographic variables of age, and the study variables. Age and experience show a high correlation as expected. However, this is not reflected in the relationship with the study variables: while experience shows a mild but significant correlation with emotional intelligence, mindfulness, and PWB, along with some of their dimensions/facets, age significantly correlates only with the self-acceptance dimension of PWB.

Table 3
Correlation Coefficients (Spearman’s ρ) Between Age, Experience, Emotional Intelligence, Mindfulness, and Psychological Well-Being .

	Age	Experience
Experience	.80**	
Emotional Intelligence	.04	.18*
<i>Perception of emotions</i>	.14	.23*
<i>Manages own emotions</i>	-.04	.09
<i>Manages others’ emotions</i>	.01	.11
<i>Utilize emotions</i>	-.03	.09
Mindfulness	.14	.28**
<i>Observe</i>	.05	.20*
<i>Describe</i>	.13	.21*
<i>Act with awareness</i>	-.04	.08
<i>Non-judging</i>	.07	.06
<i>Non-react</i>	.16	.21*

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Table 3 continued

Psychological Well-Being	.11	.21*
<i>Positive relationships</i>	.05	.17
<i>Autonomy</i>	-.07	.002
<i>Environmental mastery</i>	.16	.28**
<i>Personal growth</i>	.02	.12
<i>Purpose in life</i>	.09	.10
<i>Self-acceptance</i>	.23**	.29**

* p < .05, ** p < .01

Tables 4, 5, and 6 shows the correlation coefficients between psychological well-being, emotional intelligence, mindfulness, and their dimensions and facets. While many of the dimensions and facets demonstrate positive relationships, the environmental mastery dimension of PWB shows the strongest relationship both with mindfulness and emotional intelligence (Tables 4 & 5). Specifically, management of emotion of self-dimension of EI and acting with awareness facet of mindfulness are most strongly associated with environmental mastery dimension of PWB as well as with overall PWB. Another dimension of PWB that shows a strong relationship with mindfulness is self-acceptance, specifically with describing and acting with awareness facets (Table 5). The describing facet of mindfulness is also found to be strongly associated with PWB and some of its dimensions (Table 5). When looking at the moderately strong relationship between emotional intelligence and mindfulness, the observing facet has a stronger association with EI, and specifically with the perception of emotions dimension (Table 6).

Table 4

Correlation Coefficients (Spearman’s ρ) between Emotional Intelligence, Psychological Well-Being, and their Dimensions.

	EI	Perception	Management- Self	Management-Utilisation Others	
Psychological Well-Being	.38**	.29**	.36**	.27**	.17
Positive Relationships	.33**	.23**	.28**	.27**	.12
Autonomy	.19*	.19*	.17	.09	.04
Environmental Mastery	.42**	.32**	.49**	.21*	.22*
Personal Growth	.28**	.15	.26**	.26**	.23*

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Table 4 continued

Purpose in Life	.32**	.22**	.29**	.26**	.19*
Self-Acceptance	.24**	.22*	.23*	.14	.06

* p < .05, ** p < .01

Table 5

Correlation Coefficients (Spearman’s ρ) between Mindfulness, Psychological Well-Being, and their Facets and Dimensions.

	Mindfulness	Observe	Describe	Act with Awareness	Non-Judging	Non-Reacting
Psychological Well-Being	.63**	.33**	.46**	.52**	.20**	.39**
Positive Relationships	.38**	.29**	.21*	.33**	.11*	.20
Autonomy	.40**	.13	.35**	.39**	.16	.23*
Environmental Mastery	.66**	.40**	.45**	.49**	.22*	.40**
Personal Growth	.43**	.29**	.33**	.35**	.08	.32**
Purpose in Life	.49**	.23*	.42**	.45**	.17	.27**
Self-Acceptance	.57**	.21*	.41**	.47**	.25**	.35**

* p < .05, ** p < .01

Table 6

Correlation Coefficients (Spearman’s ρ) between Emotional Intelligence, Mindfulness, and their Facets and Dimensions.

	Emotional Perception Intelligence	Mgmt- Self	Mgmt- Others	Utilisation	
Mindfulness	.35**	.33**	.33**	.19*	.12
Observe	.40**	.35**	.28**	.26**	.22**
Describe	.28**	.36**	.11	.18*	.16
Act with Awareness	.23**	.27**	.22*	.09	.03
Non-Judging	-.05	-.13	.15	-.12	-.12
Non- Reacting	.27**	.22*	.27**	.14	.12

* $p < .05$, ** $p < .01$

Stepwise linear regression was performed to examine whether mindfulness and emotional intelligence predicted PWB (Table 7). In step one, mindfulness was regressed on PWB, and the model shows that mindfulness explained 41% of the variance in psychological well-being ($R^2_{adj} = .41$, $F(1,123) = 88.35$, $p < .001$), and it significantly predicted psychological well-being ($\beta = .65$, $p < .001$). In step two, emotional intelligence was added, and it showed that mindfulness and emotional intelligence explained 44% of the variance in psychological well-being ($R^2_{adj} = .44$, $F(2,122) = 49.14$, $p < .001$). Mindfulness significantly predicted psychological well-being ($\beta = .58$, $p < .001$), as did emotional intelligence ($\beta = .18$, $p < .01$). This indicates mindfulness and emotional intelligence together have greater impact on PWB than only mindfulness.

Table 7

Regression of Psychological Well-Being against Mindfulness.

	B	S.E.	β	t	p
Step 1					
Constant	140.99	24.5		5.76	<.001
Mindfulness	1.78	.19	.65**	9.4	<.001
$F(1,123) = 88.35$, $R^2 = .42$, $R^2_{adj} = .41$, $p < .001$					
Step 2					
Constant	72.64	36.47		1.99	<.05
Mindfulness	1.59	.2	.58**	7.93	<.001

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Table 7 continued

Emotional Intelligence	0.72	.29	.18**	2.49	<.01
F (2,122) = 49.14, R ² = .45 R ² _{adj} = .44, p < .001					

** p < .01

DISCUSSION AND CONCLUSION

Impact of Age and Gender

In this study, while age and experience were correlated as expected, age did not correlate significantly with emotional intelligence, mindfulness, and PWB, whereas experience did. Across the literature, certain studies indicate that age and the study variables are correlated and certain studies that do not. For example, [Ghanizadeh and Moafian \(2009\)](#) found that both age and experience were positively correlated with emotional intelligence, while certain other studies did not show a significant relationship between experience and emotional intelligence ([Fernandez-Berrocal et al., 2017](#); [Fiorilli et al., 2019](#)). With regard to age and mindfulness, this study shows no significant relationship. However, in a study conducted in Bosnia, the acting with awareness and the non-reacting facets of mindfulness were found to be higher among older participants ([Alispahic & Hasanbegovic-Anic, 2017](#)). [Ryff \(2014\)](#) reports that progressing through developmental stages will reflect in increasing PWB, but certain aspects of aging and the manner in which individuals cope with life events can influence PWB and its dimensions. The relationship between teaching experience and the variables, although mild, could be indicative that teaching has the potential to enhance certain individual aspects like perceiving emotions, ability to observe, describe, and be non-reactive, and increased environmental mastery and self-acceptance.

Emotional Intelligence, Mindfulness, and Psychological Well-Being

Studies have established the association between emotional intelligence and mindfulness, which is also reflected in this study ([Bao et al., 2015](#); [Miao et al., 2018](#); [Schutte & Malouff, 2011](#)). While the strength of the association varies across studies, this study indicates a moderately strong association. Among the facets of mindfulness, the observe facet seems to be most strongly associated with EI across its dimensions. In the mechanism of mindfulness proposed by [Holzel et al. \(2011\)](#), attention regulation is the first step, leading to body awareness and emotion regulation. The moderate association of mindfulness with the perception of emotions and management of emotion indicates

an interplay between mindfulness and emotional intelligence as captured in this mechanism of mindfulness.

Emotional intelligence shares a moderate association with PWB, and mindfulness shares a strong association. The association between emotional intelligence, mindfulness, and PWB are demonstrated in several studies (Augusto-Landa et al., 2011; Delhom et al., 2017; Hanley, Baker, & Garland, 2017; Hanley, Mehling, & Garland, 2017; Martel & Santana, 2021; Voci et al., 2018). The relationship between emotional intelligence and PWB is stronger between the management of emotion of self and environmental mastery dimensions. Whereas, as seen earlier, the stronger association between emotional intelligence and mindfulness exists through the perception of emotions dimension and the observing facet of mindfulness. This could mean that mindfulness works differently with emotional intelligence and PWB. The ability to observe and become aware of emotions seems to be the stronger point of association between emotional intelligence and mindfulness. At the same time, the ability to describe in words and the ability to act with awareness is more strongly tied with PWB, and particularly environmental mastery, or an individual's sense of competence, and one's sense of acceptance. This goes to show that while there is a significant relationship among the three variables, the specific aspects of these could be interacting differently.

The stronger influence (44%) of mindfulness and emotional intelligence together on PWB indicates that these two variables have an interactive role to play in PWB. However, considering the influence of only mindfulness (41%) is not very low, it is possible that both these variables exert influence on PWB independent of one another as well. As seen in the relationship among the dimensions, there are different facets of mindfulness and dimensions of emotional intelligence that have stronger influence on PWB. It has been theorised (Arch & Landy, 2015; Holzel et al., 2011) that mindfulness impacts the regulation of emotion – the emotional management aspect of emotional intelligence – which could be the point of interaction. There are no studies that link the three variables directly, but in a study done on mindfulness, emotional intelligence, and perceived stress (Bao et al., 2015), it was proved that emotion regulation played a part in mediating the relationship between mindfulness and perceived stress.

Looking through the lens of self-determination theory (SDT) (Ryan & Deci, 2000), the strong influence on environmental mastery points to the role of mindfulness and emotional intelligence on competency need fulfilment. Furthermore, there is a moderate association of mindfulness and emotional intelligence with the positive relations dimension of PWB, which indicates the role of these variables in the fulfilment of relatedness need that is expounded in SDT. The association of these variables seen in purpose in life, personal

growth, self-acceptance dimensions of PWB also indicate the influence of mindfulness and emotional intelligence, which indicate the influence of these variables on well-being as laid out in SDT.

LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDIES

A cross-sectional, convenient sample brings with it the limitations of generalising the results of this study. Specifically, this study has taken on the female gender into consideration, which needs to be taken in to account in understanding the results. Despite the limitations, this study provides insight into the relationship between the variables and the potential points of interaction, such as the aspect of PWB mostly influenced by emotional intelligence and mindfulness and the specific dimensions and facets which contribute to the impact. Exploring factors that influence PWB among school teachers will contribute towards designing and implementing well-being programs for teachers and schools.

Psychological well-being of school teachers requires significant consideration, as it is known to impact them both at work and personally. This study undertook the examination of the role of mindfulness and emotional intelligence on the psychological well-being of school teachers. The findings of this study indicate that mindfulness and emotional intelligence are associated with psychological well-being individually and together. Furthermore, the results can be placed and analysed within the framework of self-determination theory, and it can be concluded that mindfulness and emotional intelligence can play a role in the psychological well-being of school teachers.

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