



INTERPERSONAL MINDFULNESS AMONG TEACHERS IN HIGHER SECONDARY SCHOOLS UNDER IRINJALAKUDA MUNICIPALITY

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Abstract

This paper focus on the interpersonal mindfulness among higher secondary teachers which may lead to their effective relationship with students. An effective teaching is essential for the core development of a student therefore presence of mind of teachers enhances it more distinctly. This study deals with higher secondary teachers mainly because they are more readily facing adolescent groups, who have extreme mood swings and they are in their most productive phase of life. High level of Interpersonal Mindfulness can help in reduced risk of burnouts among teachers and cause in maintaining a good relationship with students. This study intended to take schools under Irinjalakuda municipality owing to the fact that there are some cases reported under this premises claiming violence against students by teachers. The major objective behind this study is to compare and understand the interpersonal mindfulness which can helps in mutual relationship. Interpersonal Mindfulness helps in enhancing the capacity to handle conflicts and challenges and to control one's own mind. By staying present and composed, they can navigate disagreements and tensions more effectively, leading to better outcomes of students. This study aims on the sequel that There is significant relationship between awareness of self and presence of mind

Key words: interpersonal Mindfulness, interpersonal relationship, presence of mind, reduce burn out, outcomes

INTRODUCTION

Interpersonal mindfulness is an approach to mindfulness that focuses on cultivating awareness, presence, and compassion in our interactions with others. While traditional mindfulness practices often emphasize individual meditation and self-awareness, interpersonal mindfulness extends these principles to the realm of relationships and social dynamics. It involves being fully present, non-judgmental, and empathetic in our interactions with other people.

In the fast-paced and often stressful environment of schools, teachers play a crucial role in shaping the learning experiences of their students. Interpersonal mindfulness, a practice rooted in mindfulness principles, has gained recognition as a valuable tool for educators to enhance their well-being, foster positive relationships, and create a conducive learning atmosphere. This approach goes beyond individual mindfulness practices and focuses on the interpersonal dynamics within the school community.

Various forms of mindfulness-based compassion training help us to care more about the needs, happiness, and health of other people. However, direct applications of interpersonal mindfulness activates these influences into direct action on behalf of others. Thus, if lucky, we learn to care more about others and less about ourselves. The self-centered ego gives way to compassionate tolerance. Buddhist practices and meditations may improve our interpersonal relations, both intimate and distant. Today our world, nation, regions, and families are locked in bitter conflict; the entitled view of "my ideas are right" holds sway and prevents any forward

movement for negotiated co-existence of different ideas and people. If we hope to save ourselves as well as our world, we MUST practice more interpersonal mindfulness. Such practices of random acts of kindness, general compassion, taking in suffering and giving out joy, tolerance, openness to differences, general gratitude and others all support more inter-personally cooperative thoughts and behaviors. Such thoughts and behaviors will improve self, dyads, relationship, family, community, race, ethnic group, religion, state, nation, and world. The need for this shift is highly urgent! We must change our being from greed, aversion, and hate to generosity, inclusivity, and love. If not our species and our world may fail.

Interpersonal mindfulness among teachers is crucial for creating a positive and effective learning environment. Interpersonal mindfulness refers to the ability to be fully present and attentive in interactions with others, fostering a deep understanding of oneself and others.

Here are several reasons highlighting the importance of interpersonal mindfulness among teachers:

- Enhance communication
- Building Positive Relationships
- Reduced Stress and Burnout
- Emotional Regulation
- Increased Self-Awareness
- Positive Classroom Culture
- Modeling Behavior for Students

Interpersonal skills for teachers

Teaching is a very noble profession that requires elegance and patience. There are several things you need to remember in order to be a successful teacher. When you are a teacher, you get to interact with a lot of students, their parents, and other teachers. Everyone has a different personality. You must deal with them successfully and effectively. As a teacher, there are some interpersonal skills that you should keep in mind. These abilities will serve you greatly in life.

1. Excelling in Communication

You must become an expert communicator if you want to be a teacher. The pupils will comprehend each and every issue when you can speak more effectively. Your responsibility as a teacher is to impart knowledge to the pupils, which you cannot accomplish effectively if you are unable to explain the chapters to them. As a teacher, it is crucial that you have access to this talent.

2. Superior Understanding Quality

You should learn how to correctly understand each pupil as a teacher. You can only assist someone in improving their academic performance and job development when you fully comprehend them. A teacher should always have the best comprehension possible. Your students will feel more at ease around you. You can quickly identify both their strengths and weaknesses

3. Excellent Listening Techniques

As a teacher, you have good listening skills. If you don't pay attention to the requirements carefully, nothing you accomplish will ever be right. You should always pay close attention and take in every word that is said. Understanding something is greatly aided by listening.

4. Non-verbal Communication

Very few people possess the ability to communicate without really speaking. You ought to become proficient in this social ability. You'll find it quite helpful. You'll have a lot better understanding of the students as a result.

5. Self-Confidence

Never let your confidence waver. Never lose your composure, no matter how awful things may get or how unfavourable things may happen. Believe in your ability to manage any circumstance.

In conclusion this study mainly focuses on how interpersonal mindfulness affects classroom atmosphere and thereby the students development, here the study mainly focuses on presence of mind, non judgemental attitude, non reactivity and self awareness among teachers. Study mainly focus on high secondary teachers because they are mainly dealing with adolescent groups who have extreme mood swings and they are in their most productive phase of life.

REVIEW OF LITERATURE

Empirical Review

Mindfulness, as described by **Pratscher et al. (2017)** and aligned with Brown and Ryan (2003) and Bishop et al. (2004), involves receptive attention and self-regulation. In a mindful state, individuals observe thoughts and feelings without automatic reactivity, creating a space between perception and response. Interpersonal mindfulness entails maintaining awareness during interactions, focusing on one's own experiences and attentively understanding the other person's cues, fostering a non-reactive and responsive approach in conversations.

Keng et al. (2011c) highlight the growing interest in mindfulness as both a psychological concept and clinical intervention. The article reviews empirical literature on mindfulness, exploring its construct, distinctions between Buddhist and Western conceptualizations, and its integration into Western medicine. The research covers mindfulness's positive impacts on psychological health, such as increased well-being, reduced symptoms, and enhanced behavioral regulation. The review concludes with discussions on mindfulness intervention mechanisms and future research directions.

Khukhlaev (2022) notes that mindfulness enhances interpersonal communication and plays a crucial role in engaging with individuals from diverse cultural backgrounds. Gudykunst (1995, 1998) integrates mindfulness into the Anxiety/Uncertainty Management (AUM) theory, emphasizing its significance in successful international communication. **Thomas (2006)** underscores mindfulness as a metacognitive technique linking cultural knowledge to behavioral capability. The Ting-Toomey and Dorjee (2015) intercultural competence model emphasizes mindfulness in fostering cultural sensitivity and effective communication.

Empirical studies support mindfulness positively impacting intercultural interactions, with systematic reviews indicating its potential to alleviate intergroup bias across various social categories.

Theoretical Review

Pratscher et al. (2017) investigate how mindfulness influences interpersonal interactions, focusing on interpersonal mindfulness, characterized by being conscious and present without judgment in relationships. Study 1 reveals a positive link between interpersonal mindfulness and friendship quality, while Study 2 identifies mediators like perspective-taking and empathy. The research also examines co-rumination's impact on relationships. Results support the unique association of trait mindfulness with intrapersonal outcomes and highlight interpersonal mindfulness moderating the link between co-rumination and friendship quality. The study underscores the importance of interpersonal mindfulness in enhancing friendship quality and suggests potential applications, limitations, and future research directions.

Roeser et al. (2012) explore mindfulness training (MT) programs for teachers as innovative professional development tools. These programs aim to enhance teachers' well-being, stress management, and social-emotional skills to improve teaching in public schools. MT is believed to cultivate teachers' "habits of mind," fostering supportive relationships with students and creating positive classroom environments. The article outlines the potential effects of MT programs, discusses emerging initiatives, and suggests directions for future research in teacher education and professional development.

Birnbaum et al. (2008) conducted a mindfulness intervention for early career teachers in Germany, aiming to enhance coping with occupational stress and improve teaching skills. In a quasi-experimental design with 42 participants, the study assessed stress, mindfulness, coping, and teaching quality at three time points. Results indicated that mindfulness-trained teachers exhibited lower stress, increased job satisfaction, and, over time, demonstrated improved classroom management compared to the control group, as evaluated by students.

Akhavan, Walsh, & Goree (2021) highlight that mindfulness in the classroom fosters a learning dialogue between students and teachers, encouraging student choice and collaborative discussions. Mindfulness, as defined by Baer (2003), involves impartially observing internal and external events. Applying mindful principles in teaching not only transforms the classroom atmosphere but also reduces teacher stress and improves well-being. Studies, such as those by Flook et al. (2013)

and Roeser et al. (2012), support these positive effects. School administrators should consider promoting teachers' well-being through collaborative interventions, as mindfulness-based professional development has shown benefits in reducing anxiety, exhaustion, and stress while enhancing teacher effectiveness and student learning (Hue & Lau, 2015; Lomas et al., 2017).

Jennings (2022) offers an invaluable resource in his book for teachers and school personnel seeking to integrate mindfulness into their lives. The book explores how mindfulness can effectively reduce stress and occupational hazards in teaching, providing a vision for transforming teaching and classroom environments. Jennings emphasizes cultivating skills for creating a calm, relaxed, and vibrant learning atmosphere that fosters creativity, innovation, collaboration, and cooperation. Drawing on personal experience as a mindfulness practitioner, teacher, and scientist, Jennings successfully illustrates how mindfulness practices can alleviate teacher stress, enhance well-being, and transform the ability to educate today's youth.

HYPOTHESIS

- ☐ There is a significant difference between interpersonal mindfulness among male and female teachers

SIGNIFICANCE OF THE STUDY

Interpersonal mindfulness is a cornerstone of personal and social well-being, influencing numerous facts of our lives. Its significance is pronounced in fostering effective communication and relationship building, promoting active listening, empathy, and non-judgmental attitudes. In education, mindful teaching creates positive and inclusive learning spaces and contributes to stress reduction by allowing Teachers to navigate challenges with resilience and composure. Beyond personal interactions, interpersonal mindfulness extends to family dynamics, community building, and the broader fabric of society, promoting understanding, cooperation, and a shared sense of well-being. Ultimately, the cultivation of interpersonal mindfulness is a powerful force for creating harmonious and supportive social connections.

RESEARCH METHODOLOGY

The study is descriptive in nature and the respondent population is the higher secondary teachers of Irinjalakuda municipality. The data is collected in simple random sampling of probability sampling as the total population of the schools is known. The researcher used interpersonal mindfulness scale to measure interpersonal mindfulness, nonreactivity, self awareness and non judgemental attitude of the higher secondary teachers

OBJECTIVES

GENERAL OBJECTIVE

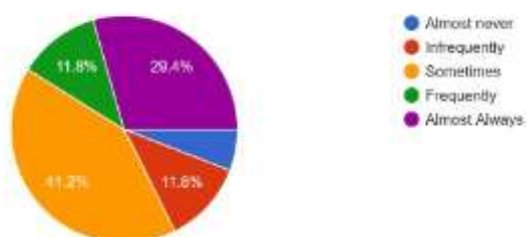
To study the Interpersonal mindfulness among teachers in higher secondary schools under Irinjalakuda Municipality

SPECIFIC OBJECTIVE

To understand interpersonal mindfulness among the teachers

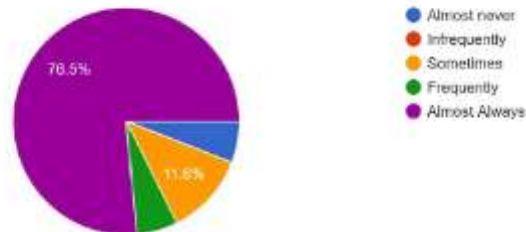
RESULTS

1. When I am with other people, I am aware of my moods and emotions.
17 responses



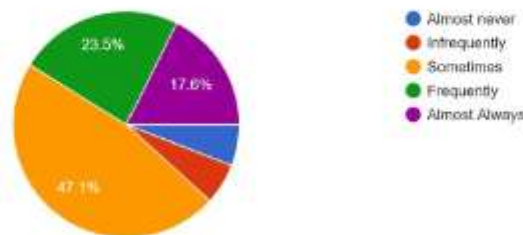
Here in the above graph it shows that 41.2% teachers are sometimes haunted across their own moods and emotions while interacting with students. 29.4% are almost always aware, 11.8% are both frequently and some are infrequently aware, and about 29.4% are almost never aware about their moods and emotions while interacting with their students. From this we can say that almost half of the teachers are intrepted with their own thoughts while dealing their students and it blocks them from giving full attention towards students.

2. When I am conversing with another person, I am fully engaged in the conversation
17 responses



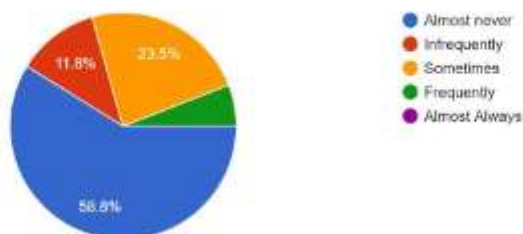
Here it clear that 76.5 % of teachers are almost always included fully while communicating and about 11.8% of teachers are involved and rest of other are frequently, infrequently, almost never engaged themselves completely while communicating. From this it shows that most of the teachers are almost always completely included while interacting with their students

4. In tense moments with another person, I am aware of my feelings but do not get taken over by them.
17 responses



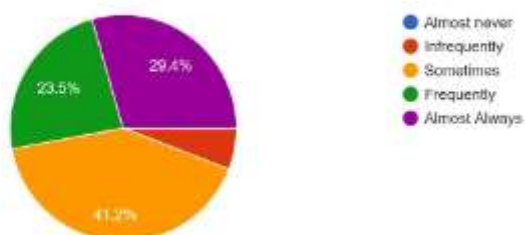
Here it shows that 47.1% of teachers are sometimes aware of their feelings and sometimes it doesn't allow them to be taken over by it, 23.5% are frequently don't allow to be taken over by the other feelings and 17.6% are almost always taken over by those tensed feelings. It shows that about half of the percentage of students are sometimes doesn't taken over by the feeling but sometimes they do aware about the tensed feeling it may be taken over by them.

5. When a person is talking to me, I find myself thinking about other things, rather than giving them my full attention
17 responses



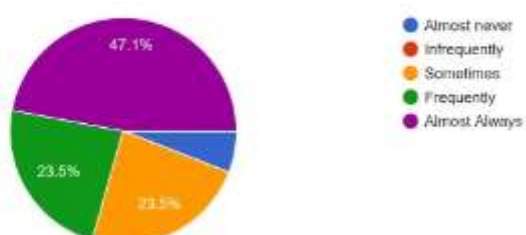
Here it shows that about 58.8% are almost never thinking about something rather than giving them the full attention, 23.5% are sometimes pays low attention while communicating with others and 11.8% infrequently pays attention while interacting with others

8. When I am upset with someone, I notice how I am feeling before responding.
17 responses



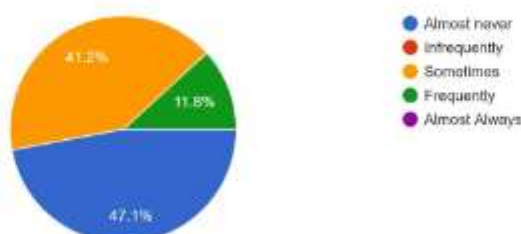
Here its clear that about 41.2% of teachers sometimes notice their feelings before responding to someone while they are upset with someone. 29.4% of teachers are almost always notice it and 23.5% are frequently notice their own feeling while they are upset and respond carefully.

11. I take time to form my thoughts before speaking.
17 responses



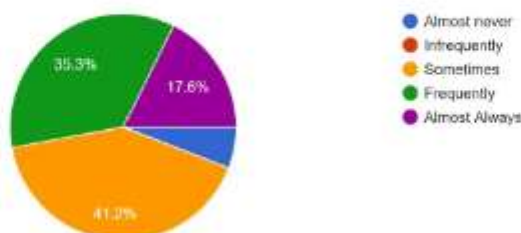
Here it shows that 47.1% are almost always takes their own time to think before speaking ,and almost 23.5% are sometimes and frequently takes time to think before they are ready to give their word

13. When interacting with someone I know, I am often on autopilot, not really paying attention to what is actually happening in the moment.
17 responses



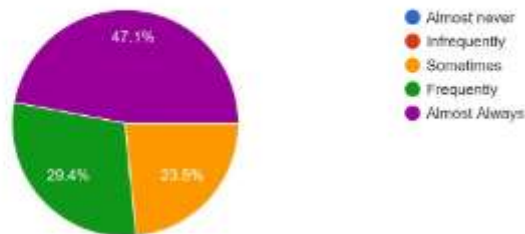
About 47.1% here says that they are they are not not an autopilot and they would pay attention to things happening around. 41.2% teachers sometimes pay attention sometimes they went on with their on thoughts and 11.8% says thru frequently become an autopilot and didn't actually pays attention to things happening around.

14. When I am with another person, I try to accept how they are behaving without wanting them to behave differently
17 responses



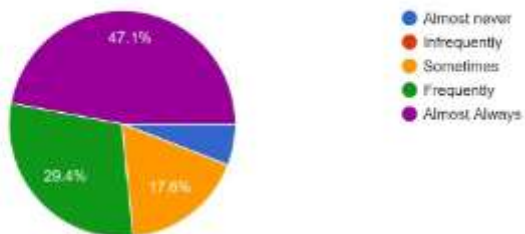
Here, it's clear that 41.2% of teachers sometimes wanted others to behave in a way of their expectations and sometimes they try to accept them as themselves. About 35.3% of teachers says that they frequently try to accept others behaviours and 17.8% says they almost always try to accept other in their own way without any wants.

15. I am aware of others moods and tone of voice while I am listening to them.
17 responses



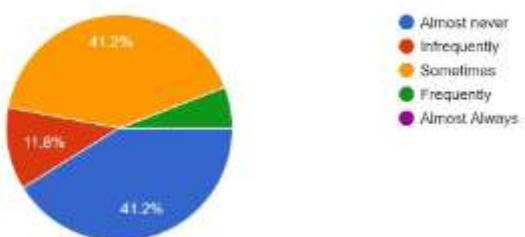
Here 47.1% of teachers says that they are almost always aware about others mood and tone of voice which helps them in better and good understanding of the opposite person. 29.4% says that they are frequently aware of others moods and tones of voice while listening to them which may helps them in seeking the correct aspect of what others are saying, about 23.5% says that they are sometimes pay low attention to others moods and tones and sometimes they pay clear attention towards others mood and tone of voices .

16. I am aware of my facial and body expressions when interacting with others
17 responses



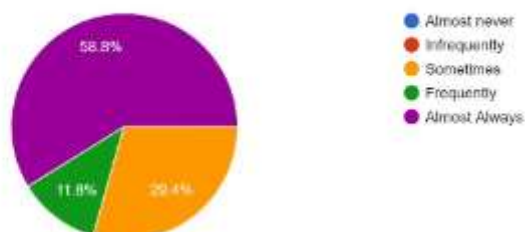
Here 47.1% of teachers says that they are almost always aware about own facial and body expressions while interacting with others which means that they intend to act accordingly which may helps the other person to get interested over listening. About 29.4% of teachers says that they do frequently aware and 17.8% says they sometimes aware and sometimes doesn't aware of their own expressions and others says that they are almost never aware of their own expressions which shows they are not actually caring about what they are telling.

17. When I am with others, I am easily distracted and my mind tends to wander.
17 responses



Here 41.2% of teachers says that they sometimes get distracted and their mind may get wandered and some teachers says they never get distracted and allow mind to get wandered. About 11.8% tells that they infrequently get distracted

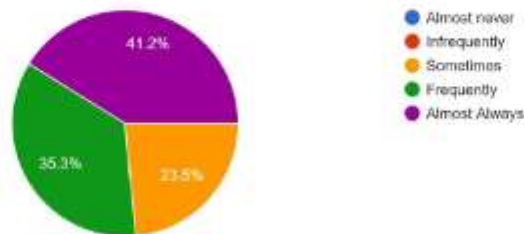
22. Before I speak, I am aware of the intentions behind what I am trying to say
17 responses



Here 58.8% of teachers says that they are almost always aware of their intentions of talking which

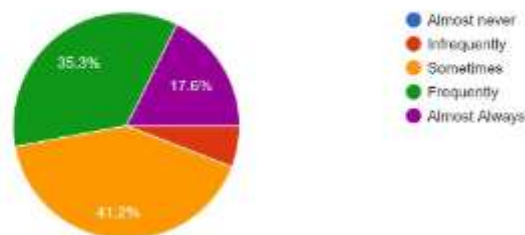
may helps them in correctly depicting their words and thereby visualising clear intention before others. 29.4% says that they are sometimes aware of their own intentions before talking and sometimes they talk without a clear intention. 11.8% says that they are frequently aware about what they are actually meant before speaking to someone else.

25. Rather than being distracted, it is easy for me to be in the present moment while I am interacting with another person.
17 responses



Here 41.2% says that they almost always present at the moment and give their full attention to other person, 35.3% of teachers says they are frequently try to be in the present moment and pays complete interest and attention while interacting with other, 23.5% of them says they sometimes behave up to the moment and sometimes get distracted while interacting with others.

27. I notice how my mood affects how I act towards others
17 responses



Here 41.2% of teachers says that they sometimes notice their moods and it's effect towards Others and sometimes they are not aware about their mood, 35.3% of teachers says that they frequently notice their own moods and 17.6% days thru are almost always aware and notice their own moods and act accordingly.

FINDINGS

Interpersonal Mindfulness

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Interpersonalmindfulness	17	107.71	13.341	3.236

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	Confidence Interval of the Difference	
					Lower	Upper
Interpersonalmindfulness	33.288	16	.000	107.706	100.85	114.56

P value = 0 less than 0.05 so we reject the null hypothesis mean = 0 against mean not equal to zero.

The p value for the test is 0.000, lower than the significant value 0.05. Therefore there is significant difference in interpersonal mindfulness of male and female teachers. Reject the null hypothesis and accept alternate hypothesis

SUGGESTIONS

Suggestions is intended to give to the Government ,Educational department and school management to improve the interpersonal mindfulness by providing trainings through faculty development programmes which is provided every year. As per this study male staffs have low interpersonal mindfulness as compared to female staff so it should be taken considered and need to take necessary steps in resolving it. School management should try to reduce the work loads in academic activity of teachers and a psychological awarweness should have to provide among them which will be helpful for them in building mindfulness.

CONCLUSION

In conclusion, the study suggests that there is a higher level of interpersonal mindfulness among women compared to men. These findings highlight the need for a deeper exploration into the complex interplay of societal expectations, cultural influences, and individual psychological factors that contribute to gender-based differences in mindfulness within interpersonal contexts. Further research in this area could provide valuable insights for fostering a more nuanced understanding of gender dynamics and promoting effective communication and mindfulness across diverse populations.

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