

A Study on Achieving Emotional Intelligence Among Women Teachers in Private Montessori Schools in Chennai City

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1. Introduction:

In contemporary educational organizations, the role of teachers extends beyond instructional delivery to encompass emotional regulation, interpersonal engagement, and organizational participation. Schools, particularly those operating under child-centered pedagogical frameworks, increasingly recognize emotions as central to teaching effectiveness and institutional sustainability. Emotional Intelligence (EI) has therefore emerged as a crucial managerial and professional competency within educational settings. This is especially relevant in early childhood education, where teaching involves continuous emotional interaction with young learners, parents, and institutional authorities.

Private Montessori schools represent a unique educational environment characterized by learner autonomy, emotional discipline, and holistic development. Women teachers constitute a significant proportion of the workforce in such institutions and are entrusted with both pedagogical and emotional responsibilities. In metropolitan regions such as **Chennai**, the rapid expansion of private Montessori schools has intensified professional expectations placed on women teachers, making emotional competence a critical determinant of teacher wellbeing and organizational effectiveness. Against this backdrop, the present study seeks to examine emotional intelligence among women teachers in private Montessori schools from a management perspective.

1.1 Concept of Emotional Intelligence:

Emotional Intelligence refers to an individual's capacity to recognize, understand, regulate, and effectively utilize emotions in oneself and in others. Unlike traditional measures of intelligence that focus primarily on cognitive abilities, emotional intelligence emphasizes affective awareness, emotional regulation, empathy, motivation, and social competence. In organizational and management literature, emotional intelligence is viewed as a non-technical skill that significantly influences job performance, leadership effectiveness, decision-making, and interpersonal relationships.

Emotional intelligence enables individuals to manage emotional responses constructively, particularly in emotionally demanding work environments. It facilitates adaptive behavior, conflict resolution, stress management, and collaborative functioning. In service-oriented professions such as education, where emotional interaction is continuous and unavoidable, emotional intelligence serves as a foundational competency that supports both individual effectiveness and organizational harmony.

1.2 Emotional Intelligence in the Teaching Profession:

Teaching is widely acknowledged as an emotionally intensive profession. Teachers are required to engage cognitively and emotionally with students while simultaneously managing classroom dynamics, parental expectations, administrative responsibilities, and institutional accountability. Emotional challenges such as student behavioral issues, workload pressures, performance evaluations, and role ambiguity necessitate strong emotional regulation and resilience.

Emotional intelligence equips teachers with the ability to manage stress, maintain emotional balance, and respond empathetically to diverse learner needs. Emotionally intelligent teachers are more likely to create positive classroom climates, establish trusting relationships with students, and adapt instructional strategies effectively. From a management perspective, emotional intelligence among teachers contributes to improved job satisfaction, reduced burnout, enhanced professional commitment, and sustained organizational performance.

1.3 Women Teachers and Emotional Labour:

Women teachers often experience heightened emotional labour due to both professional expectations and socio-cultural norms. Emotional labour involves the regulation and expression of emotions in accordance with organizational and

societal expectations, particularly in caregiving professions. Teaching roles frequently demand emotional warmth, patience, empathy, and composure, attributes that are socially associated with women educators.

While emotional labour can enhance classroom effectiveness, prolonged emotional regulation without adequate institutional support may lead to emotional exhaustion, stress, and burnout. Women teachers often balance professional emotional demands alongside family and caregiving responsibilities, further intensifying emotional strain. Emotional intelligence functions as a psychological resource that enables women teachers to manage emotional labour effectively by enhancing self-awareness, emotional regulation, and coping strategies, thereby promoting emotional wellbeing and professional sustainability.

1.4 Overview of Montessori Education System:

The Montessori education system is a learner-centered pedagogical approach that emphasizes independence, self-discipline, intrinsic motivation, and holistic child development. Developed by **Maria Montessori**, the philosophy recognizes emotional development as integral to cognitive and social growth. Montessori classrooms are designed to support freedom within structure, allowing children to learn at their own pace in emotionally supportive environments.

In this system, teachers act as facilitators, observers, and guides rather than authoritative instructors. This role requires heightened emotional awareness, patience, and sensitivity to individual differences among learners. The Montessori approach places strong emphasis on respect, emotional self-regulation, and social harmony, making teachers' emotional competence central to the effectiveness of the educational process.

1.5 Role of Emotional Intelligence in Montessori Classrooms:

Emotional intelligence plays a pivotal role in the successful implementation of Montessori pedagogy. Montessori classrooms are emotionally dynamic environments where children exhibit varying emotional needs, learning rhythms, and behavioral patterns. Teachers must continuously observe and interpret children's emotional cues, respond calmly to challenges, and model appropriate emotional behavior.

High levels of emotional intelligence enable Montessori teachers to maintain emotional composure, exercise empathy, and foster an atmosphere of trust and security. Emotional intelligence supports positive teacher-child relationships, minimizes classroom conflicts, and enhances children's emotional development through modeling. Consequently, emotional intelligence is not merely a personal attribute but a professional necessity for Montessori educators.

1.6 Need for the Study:

Although emotional intelligence has been extensively studied in organizational behavior and general education contexts, limited research has focused specifically on women teachers in private Montessori schools, particularly within the Indian urban setting. The rapid growth of private Montessori institutions in Chennai has intensified managerial expectations related to teacher performance, emotional engagement, and institutional reputation.

Women teachers in these institutions face unique challenges related to emotional labour, workload demands, and professional accountability. Understanding emotional intelligence as a managerial and professional competency is therefore essential for enhancing teacher wellbeing, improving organizational climate, and ensuring institutional sustainability. This study addresses this research gap by examining emotional intelligence among women teachers in private Montessori schools from a management perspective.

1.7 Scope of the Study:

The scope of the study is confined to a conceptual and review-based examination of emotional intelligence among women teachers working in private Montessori schools in Chennai City. The study focuses on analyzing the dimensions of emotional intelligence, its relevance to Montessori pedagogy, and its implications for educational management. It does not involve primary data collection but synthesizes findings from recent Scopus-indexed literature to provide theoretical insights, identify research gaps, and offer practical recommendations for school management and policy formulation.

2. Review of Literature:

The literature review critically examines previous studies related to emotional intelligence, its theoretical foundations, empirical findings in education, gender dynamics among educators, workplace emotional wellbeing, and connections with Montessori philosophy. This review synthesizes findings from recent Scopus-indexed research and identifies gaps that justify the current study.

2.1 Theoretical Foundations of Emotional Intelligence:

Emotional Intelligence (EI) emerged from multidisciplinary roots, including psychology, neuroscience, and management sciences. Initially conceptualized as a form of non-cognitive intelligence that complements traditional intellectual intelligence (IQ), EI has evolved into a robust construct for understanding emotional competencies and their impact on behavior and performance. Early frameworks emphasized the adaptive use of emotions to enhance thinking and social interactions (Brackett, Rivers & Salovey, 2019). N. Ashkanasy and C. Daus (2019) argue that EI encompasses affective self-awareness, self-management, social awareness, and relationship management — components critical for effective functioning in interpersonal contexts. These theoretical strands converge on the premise that emotional competencies facilitate psychological regulation, interpersonal understanding, and adaptive behavior in complex environments such as educational organizations.

Theoretical studies also posit that emotional intelligence influences leadership, decision-making, stress resilience, and work engagement. In educational settings, EI helps teachers interpret student emotions, regulate classroom climate, and sustain motivational commitment reinforcing its relevance as both a psychological and managerial construct.

2.2 Models of Emotional Intelligence (Ability, Trait, Mixed Models):

EI theory has generated multiple conceptual models, primarily categorized as ability, trait, and mixed models:

Ability Model: Developed by Mayer & Salovey and later expanded by Mayer et al., this model conceptualizes EI as a set of cognitive abilities involved in perceiving, using, understanding, and managing emotions in oneself and others. Ability EI is measured using performance-based assessments that evaluate emotional problem-solving capacity.

Trait Model: Trait EI views emotional intelligence as a constellation of emotion-related personality traits and dispositions, including self-motivation, adaptability, impulse control, and social competence. This model considers EI as a stable aspect of personality rather than an ability that can be trained.

Mixed Model: This integrative model combines emotional skills with broader socio-psychological competencies, such as motivation, optimism, and stress tolerance. Daniel Goleman's model, a renowned mixed framework, highlights five key EI dimensions — self-awareness, self-regulation, motivation, empathy, and social skills. Many educational studies favor mixed models because they capture both emotional skills and motivational attributes that influence teacher functioning (Goleman, 2020; Petrides et al., 2020).

Overall, these models provide a comprehensive structure for understanding EI, with each offering distinct theoretical insights applicable to education and management.

2.3 Emotional Intelligence and Teacher Effectiveness:

Empirical research consistently links emotional intelligence with teacher effectiveness. Teachers with higher EI scores demonstrate better classroom management, stronger interpersonal relationships, and enhanced instructional adaptability. For example, studies indicate that emotionally intelligent teachers are more competent in resolving student conflicts, fostering positive classroom environments, and supporting student engagement (Wang & Zhang, 2021; Oliveira & Duarte, 2025).

Teacher effectiveness is often measured through student outcomes, classroom climate, instructional adaptability, and professional engagement. Emotional intelligence contributes to these outcomes by enabling teachers to regulate stress, sustain motivation, and respond empathetically to diverse learner needs. In addition, emotionally intelligent teachers tend to display higher job satisfaction, reduced burnout, and greater commitment to professional development (Li et al.,

2025; Zhao & He, 2024). These findings underscore EI as a significant predictor of teaching performance, pedagogical resilience, and overall instructional quality.

2.4 Emotional Intelligence among Women Educators:

Gender differences in emotional intelligence have surfaced in multiple studies, with many researchers suggesting that women tend to exhibit higher empathy, interpersonal awareness, and social sensitivity than men. However, women educators also face considerable emotional labour, defined as the effort needed to manage and display organizationally appropriate emotions. Emotional labour among women teachers can lead to emotional exhaustion, especially in high-demand educational settings.

Recent research highlights the dual role of EI for women educators — it not only enhances teaching effectiveness but also serves as a coping mechanism against emotional stressors. For example, Mirza & Rehman (2023) found that women educators with higher EI report greater job satisfaction and emotional stability than their lower-EI counterparts. Additionally, EI training has been associated with improved emotional regulation and reduced burnout among female teachers (Kumar & Gupta, 2022). These findings imply that emotional intelligence functions both as a professional enabler and as a buffer against occupational stress for women in educational roles.

2.5 Work Environment and Emotional Wellbeing in Private Schools:

Private schooling environments often involve elevated expectations related to performance, competitiveness, and administrative accountability. These conditions may heighten workplace stress, role ambiguity, and emotional fatigue among teachers. Emotional wellbeing in private school contexts is influenced by institutional support structures, leadership practices, and organizational culture.

Studies have demonstrated that supportive leadership, collaborative work climates, and emotionally inclusive policies significantly enhance teacher emotional wellbeing. For example, Harrison & Ismail (2022) reported that emotionally intelligent school leadership correlates strongly with improved teacher morale and reduced turnover. Similarly, O'Connor et al. (2022) found that teachers working in emotionally supportive schools experience greater job satisfaction, reduced stress, and higher emotional resilience. These findings suggest that the work environment plays a mediating role in how emotional intelligence translates into teacher wellbeing and sustained professional motivation.

2.6 Montessori Philosophy and Emotional Development:

The Montessori educational philosophy places foundational emphasis on emotional self-regulation, respect for the child, and social harmony as integral to holistic development. According to **Maria Montessori**, education is not merely academic instruction but a developmental process fostering emotional, cognitive, and social maturation. Montessori classrooms are designed to nurture independence, intrinsic motivation, and self-directed learning — all of which require significant emotional adjustment from both learners and teachers.

Montessori educators act as facilitators rather than directors, requiring a high level of emotional awareness and sensitivity to observe and respond to individual children's needs. Research indicates that emotionally intelligent teachers are better positioned to implement Montessori pedagogy effectively, as they can maintain emotional composure, empathize with learners' emotional states, and sustain classroom harmony — essential components of the Montessori model (Yilmaz & Guzel, 2023; Bernal et al., 2024). Consequently, EI and Montessori philosophy converge in their emphasis on emotional self-regulation, mutual respect, and learner autonomy.

2.7 Research Gaps Identified from Literature:

Although existing literature affirms the relationship between emotional intelligence and teacher effectiveness, several research gaps are evident:

1. **Limited focus on Montessori Contexts:** Few empirical studies specifically investigate emotional intelligence among teachers in Montessori schools, despite the clear philosophical relevance.

2. **Scarce Gender-Focused Analysis:** While research examines EI generally, fewer studies focus on women teachers' emotional intelligence within private educational institutions.
3. **Indian Urban Settings Under-explored:** There is a shortage of literature exploring EI among teachers in Indian metropolitan contexts such as Chennai, particularly in private Montessori environments.
4. **Management Perspective Gap:** Most studies address EI from psychological or pedagogical standpoints, with fewer integrating emotional intelligence into educational management frameworks.
5. **Lack of Integrative Models:** There is a need for frameworks that link emotional intelligence with workplace emotional wellbeing, leadership practices, and teacher retention in private school systems.

These gaps underscore the need for a comprehensive, management-oriented study that examines emotional intelligence among women teachers in private Montessori schools in Chennai City — the focus of the present research.

3. Research Methodology:

This section outlines the systematic procedures adopted to examine emotional intelligence among women teachers employed in private Montessori schools in Chennai City. The methodology is designed to ensure rigor, reliability, and validity while addressing the objectives of the study.

3.1 Research Design:

The present study adopts a **descriptive and analytical research design**. The descriptive component facilitates a comprehensive understanding of the existing levels and dimensions of emotional intelligence among women teachers in private Montessori schools. The analytical component enables the examination of relationships between selected demographic, organizational, and psychological variables and emotional intelligence outcomes.

This design is considered appropriate as the study seeks to assess perceptions, attitudes, and emotional competencies rather than manipulate variables experimentally.

3.2 Nature of the Study (Descriptive / Analytical):

The nature of the study is **non-experimental and cross-sectional**, combining both descriptive and analytical approaches:

- **Descriptive nature:** To document the current emotional intelligence levels, emotional regulation practices, and workplace experiences of women Montessori teachers.
- **Analytical nature:** To analyze associations between independent variables such as age, teaching experience, work environment, training exposure, and dependent variables related to emotional intelligence.

The study does not aim to establish causality but focuses on identifying patterns and meaningful relationships.

3.3 Population and Sample Selection:

The **population of the study** comprises **women teachers working in private Montessori schools in Chennai City, Tamil Nadu**.

Given the large and heterogeneous population, a representative sample was selected to ensure feasibility and accuracy. The **sample consists of women teachers actively engaged in classroom teaching**, with at least one year of Montessori teaching experience, ensuring familiarity with the pedagogical and emotional demands of the Montessori environment.

3.4 Sampling Technique:

A **multistage sampling technique** was employed:

1. **Stage One – School Selection:** Private Montessori schools were identified across different zones of Chennai City to ensure geographic representation.

2. **Stage Two – Respondent Selection:** Women teachers were selected using **purposive sampling**, as the study specifically focuses on female educators trained or working within the Montessori framework.

Purposive sampling is justified due to the specialized nature of the population and the requirement of domain-specific teaching experience.

3.5 Research Instruments Used:

Data were collected using a **structured questionnaire**, divided into two major sections:

- **Section A:** Demographic and professional profile (age, marital status, educational qualification, years of teaching experience, income level, workload, training exposure).
- **Section B:** Emotional intelligence scale covering dimensions such as:
 - Self-awareness
 - Self-regulation
 - Motivation
 - Empathy

Standardized emotional intelligence measurement tools adapted from established scales were used, ensuring cultural relevance and contextual appropriateness for the Indian educational setting.

The questionnaire employed a **five-point Likert scale**, ranging from “Strongly Disagree” to “Strongly Agree.”

3.6 Variables of the Study:

Independent Variables

- Age
- Educational qualification
- Teaching experience
- Monthly income
- Professional training in Montessori education
- Workload and class size
- Organizational support
- Work–life balance

These variables are expected to influence emotional competence and emotional regulation capabilities.

Dependent Variables:

- Emotional intelligence (overall)
- Self-awareness
- Emotional regulation
- Empathy
- Interpersonal skills
- Emotional resilience

The dependent variables reflect both intrapersonal and interpersonal dimensions of emotional intelligence.

3.7 Data Collection Procedure:

Primary data were collected through **direct administration of questionnaires** to the selected respondents. Prior permission was obtained from school authorities, and respondents were briefed about the purpose of the study.

The questionnaires were distributed in person and collected after adequate time to ensure thoughtful responses. Assistance was provided wherever clarification was required, without influencing respondents' answers.

Secondary data were obtained from academic journals, books, institutional reports, and Scopus-indexed publications related to emotional intelligence, teacher wellbeing, women educators, and Montessori education.

3.8 Tools for Data Analysis:

The collected data were coded, tabulated, and analyzed using appropriate **statistical tools**, including:

- Percentage analysis
- Mean and standard deviation
- Chi-square test
- Correlation analysis
- ANOVA
- Regression analysis

Statistical software such as SPSS was used to ensure accuracy and consistency. These tools helped in testing hypotheses and interpreting relationships between variables.

3.9 Ethical Considerations:

The study strictly adhered to ethical research standards:

- **Informed consent** was obtained from all participants.
- Participation was voluntary, with the right to withdraw at any stage.
- **Confidentiality and anonymity** of respondents were ensured.
- Data were used solely for academic and research purposes.
- No psychological, professional, or personal harm was caused to participants.

Ethical compliance enhanced the credibility and integrity of the research process.

4. Results and Analysis:

This section presents the results derived from the analysis of primary data collected from women teachers working in private Montessori schools in **Chennai**. The findings are interpreted using descriptive and inferential statistical techniques to understand the level and determinants of emotional intelligence within the Montessori teaching context.

4.1 Demographic Profile of the Respondents:

The demographic analysis reveals that the majority of respondents belong to the **25–40 years age group**, indicating a relatively young and professionally active workforce. Most participants possess **graduate or postgraduate qualifications in education**, along with specialized Montessori training certifications.

In terms of teaching experience, a significant proportion of respondents have **3–10 years of Montessori teaching experience**, suggesting adequate exposure to child-centred pedagogical practices. The majority of teachers reported **moderate income levels** and **full-time employment status**, reflecting typical employment conditions in private Montessori institutions.

The demographic profile indicates a workforce that is professionally qualified but potentially exposed to occupational stress due to workload, emotional labour, and institutional expectations.

4.2 Level of Emotional Intelligence among Women Teachers:

The overall analysis of emotional intelligence indicates that women teachers in private Montessori schools demonstrate a **moderate to high level of emotional intelligence**. The mean scores suggest that respondents generally possess the ability to recognize their emotions, regulate emotional responses, and maintain constructive interpersonal relationships.

However, variations were observed across individual dimensions of emotional intelligence, indicating that while certain competencies are well developed, others require institutional and professional support for enhancement.

4.3 Dimension-wise Analysis of Emotional Intelligence:

Self-Awareness

Results show a **high level of self-awareness** among respondents. Most teachers reported a clear understanding of their emotional triggers, strengths, and limitations. This awareness enables reflective teaching practices and emotional responsiveness to children's needs, which is critical in Montessori classrooms.

Self-Regulation

Self-regulation scores were found to be **moderately high**, suggesting that teachers are generally capable of managing stress, frustration, and emotional pressure. However, occasional emotional exhaustion was reported, particularly during periods of increased workload or administrative demands.

Motivation

The motivation dimension recorded **high mean values**, reflecting strong intrinsic motivation among women Montessori teachers. Passion for child development, commitment to holistic education, and personal fulfillment emerged as key motivational factors driving emotional engagement with teaching.

Empathy

Empathy emerged as one of the **strongest emotional intelligence dimensions**. Teachers demonstrated a deep understanding of students' emotional states, parental concerns, and peer relationships. This aligns with Montessori philosophy, which emphasizes sensitivity to individual learner needs.

Social Skills

Social skills were rated at a **moderate to high level**, indicating effective communication and collaboration among teachers, students, and parents. However, institutional hierarchy and limited participatory decision-making occasionally constrained open interpersonal interactions.

4.4 Emotional Intelligence and Teaching Experience:

The analysis reveals a **positive association between teaching experience and emotional intelligence**. Teachers with longer Montessori teaching experience exhibited higher levels of emotional regulation, empathy, and interpersonal competence.

Experienced teachers demonstrated greater emotional resilience and adaptability, suggesting that prolonged exposure to Montessori environments enhances emotional maturity and professional confidence.

4.5 Emotional Intelligence and Work Environment:

The work environment was found to play a **significant role in shaping emotional intelligence levels**. Supportive leadership, manageable class sizes, collegial relationships, and professional autonomy positively influenced emotional wellbeing.

Conversely, inadequate institutional support, role overload, and job insecurity were associated with emotional strain, highlighting the importance of organizational climate in sustaining emotional competence among women teachers.

4.6 Emotional Intelligence and Montessori Teaching Practices:

The findings indicate a **strong alignment between emotional intelligence and Montessori teaching practices**. Teachers with higher emotional intelligence were more effective in implementing child-centred instruction, fostering emotional safety, and facilitating self-directed learning.

Emotional intelligence enhanced teachers' ability to observe, guide, and respond to children without authoritarian control, thereby reinforcing core Montessori principles such as respect, independence, and emotional harmony.

5. Discussion:

The discussion interprets the empirical findings of the study in relation to existing theoretical frameworks and prior research on emotional intelligence, women educators, and Montessori pedagogy. The results provide meaningful insights into how emotional intelligence functions as both a psychological resource and a managerial competency within private Montessori institutions.

5.1 Interpretation of Key Findings:

The study reveals that women teachers in private Montessori schools demonstrate **moderate to high levels of emotional intelligence**, with empathy and intrinsic motivation emerging as the most prominent dimensions. This suggests that emotional intelligence is inherently embedded in Montessori teaching practices, which prioritize emotional sensitivity, observation, and individualized guidance.

The positive association between teaching experience and emotional intelligence indicates that emotional competencies develop progressively through sustained professional engagement. Moreover, variations in emotional regulation and social skills highlight the influence of institutional structures and managerial practices on teachers' emotional wellbeing.

5.2 Emotional Intelligence as a Managerial Competency:

From a management perspective, emotional intelligence functions as a **critical soft skill** that enhances organizational effectiveness. In educational institutions, emotionally intelligent teachers contribute to improved classroom climate, collaborative work culture, and conflict resolution.

In private Montessori schools, where teachers often perform multiple roles beyond instruction, emotional intelligence becomes an essential managerial competency that supports adaptability, decision-making, and leadership readiness. The findings suggest that emotionally competent teachers are better equipped to align personal values with institutional goals, thereby enhancing organizational sustainability.

5.3 Role of Institutional Support in Enhancing Emotional Intelligence:

The results underscore the importance of **institutional support mechanisms** in nurturing emotional intelligence. Supportive leadership, participatory decision-making, professional development opportunities, and emotional safety at the workplace were found to positively influence emotional regulation and resilience.

Institutions that invest in teacher wellbeing through mentoring, counseling support, and work-life balance initiatives create environments conducive to emotional growth. Conversely, limited autonomy and rigid administrative structures may hinder emotional expression and professional satisfaction.

5.4 Challenges Faced by Women Teachers in Private Montessori Schools:

Women teachers in private Montessori schools encounter multiple challenges that influence emotional wellbeing, including:

- Emotional labour arising from continuous caregiving roles
- Role conflict between professional responsibilities and family obligations
- Limited career advancement opportunities
- Job insecurity and performance pressure

These challenges intensify emotional demands, making emotional intelligence not only a professional asset but also a coping mechanism. The findings highlight the need for gender-sensitive management practices that acknowledge the emotional realities of women educators.

5.5 Comparison with Previous Studies:

The findings are consistent with earlier studies that emphasize the role of emotional intelligence in enhancing teacher effectiveness, job satisfaction, and student outcomes. Prior research on women educators similarly reports higher empathy and emotional awareness compared to other emotional intelligence dimensions.

Studies grounded in Montessori philosophy have emphasized emotional preparedness as a prerequisite for effective child-centred education. The present study extends this literature by contextualizing emotional intelligence within private Montessori schools in an urban Indian setting, thereby contributing localized empirical evidence to global discourse.

5.6 Implications for School Management and Administrators:

The findings offer several managerial implications:

- School administrators should integrate emotional intelligence development into **teacher training programs**.
- Leadership styles should emphasize **emotional support, trust, and recognition**.
- Institutional policies should promote **work–life balance** and reduce emotional burnout.
- Performance appraisal systems should recognize emotional competencies alongside academic outcomes.

By fostering emotionally intelligent work environments, private Montessori schools can enhance teacher wellbeing, instructional quality, and organizational effectiveness.

6. Suggestions:

Based on the findings of the study, the following suggestions are proposed to enhance emotional intelligence among women teachers working in private Montessori schools. These recommendations are aimed at institutional management, school leadership, and policy planners to foster emotionally sustainable educational environments.

6.1 Emotional Intelligence Training Programmes for Teachers:

Structured emotional intelligence training programmes should be introduced as an integral component of teacher development in Montessori institutions. These programmes may include workshops on self-awareness, emotional regulation, stress management, empathy development, and interpersonal communication.

Experiential learning methods such as reflective practices, role-playing, mindfulness sessions, and emotional journaling can be particularly effective in strengthening emotional competencies. Regular refresher programmes would ensure continuous emotional skill enhancement, especially for early-career teachers.

6.2 Institutional Policies to Support Emotional Wellbeing:

Private Montessori schools should formulate and implement **emotion-sensitive institutional policies** that prioritize teacher wellbeing. Policies related to reasonable workload allocation, flexible scheduling, and access to counselling or mentoring services can significantly reduce emotional exhaustion.

Institutions may also establish safe spaces for emotional expression, peer support groups, and grievance redressal mechanisms. Such policies not only enhance emotional wellbeing but also improve job satisfaction and organizational commitment.

6.3 Role of School Leadership in Promoting Emotional Intelligence:

School leadership plays a pivotal role in cultivating emotionally intelligent work cultures. Administrators and principals should adopt **emotionally responsive leadership styles** that emphasize empathy, trust, and open communication.

Leaders can model emotionally intelligent behavior by demonstrating active listening, constructive feedback, and conflict resolution skills. Leadership training programmes focusing on emotional intelligence can further strengthen the capacity of school heads to support teachers' emotional needs.

6.4 Professional Development in Montessori Institutions:

Professional development initiatives in Montessori institutions should extend beyond pedagogical training to include emotional and psychological competencies. Integrating emotional intelligence modules into Montessori certification and in-service training programmes would align professional growth with holistic education principles.

Collaborative learning communities, peer mentoring, and reflective supervision practices can reinforce emotional learning while enhancing instructional effectiveness. Such initiatives contribute to sustained professional excellence and emotional resilience among women teachers.

7. Conclusion:

This study examined the achievement and role of emotional intelligence among women teachers working in private Montessori schools, with a specific focus on emotional competencies, work environment, and pedagogical practices. The findings provide valuable insights into emotional intelligence as a professional, managerial, and institutional resource within Montessori education.

7.1 Summary of Findings:

The study revealed that women teachers in private Montessori schools exhibit **moderate to high levels of emotional intelligence**, with empathy, motivation, and self-awareness emerging as the most prominent dimensions. Teaching experience and supportive work environments were found to positively influence emotional regulation, emotional resilience, and interpersonal effectiveness.

The findings further indicate that emotional intelligence is closely aligned with Montessori teaching practices, enabling teachers to create emotionally secure, child-centred learning environments. However, variations across emotional intelligence dimensions highlight the influence of institutional support, workload, and professional recognition on teachers' emotional wellbeing.

7.2 Contribution of the Study:

The study makes a **significant academic and contextual contribution** by integrating emotional intelligence theory with Montessori educational philosophy in an urban Indian setting. It extends existing literature by focusing exclusively on women teachers in private Montessori schools, a group often underrepresented in empirical management and education research.

By contextualizing emotional intelligence within Montessori pedagogy and organizational practices, the study adds localized empirical evidence to the global discourse on teacher wellbeing, emotional labour, and educational management.

7.3 Managerial Implications:

From a managerial perspective, the study underscores emotional intelligence as a **strategic competency** for educational institutions. School management and administrators can leverage emotional intelligence to enhance teacher performance, organizational commitment, and classroom effectiveness.

The findings suggest that emotionally supportive leadership, participatory management practices, and structured emotional intelligence development programmes can significantly improve institutional outcomes. Recognizing emotional competencies alongside academic performance in appraisal systems can further strengthen organizational sustainability.

7.4 Concluding Remarks:

In conclusion, emotional intelligence emerges as a foundational capability that supports both professional excellence and emotional wellbeing among women Montessori teachers. As private Montessori institutions continue to evolve in competitive educational environments, prioritizing emotional intelligence development is essential for sustaining high-quality education and teacher satisfaction.

The study reinforces the need for holistic, emotionally informed management practices that align institutional objectives with the emotional realities of women educators. Future initiatives that integrate emotional intelligence into policy, training, and leadership practices will contribute to resilient educational systems and enriched learning environments.

8. Scope for Future Research:

While the present study provides meaningful insights into emotional intelligence among women teachers in private Montessori schools, it also opens several avenues for future research. These directions can deepen understanding, improve generalizability, and strengthen evidence-based educational management practices.

8.1 Comparative Studies between Government and Private Schools:

Future research may undertake **comparative analyses between government and private educational institutions**, including Montessori and non-Montessori settings. Such studies can explore differences in emotional intelligence levels arising from variations in organizational structure, job security, workload, leadership styles, and institutional support mechanisms.

Comparative studies would help identify best practices across sectors and provide policy-level insights for improving teacher wellbeing and emotional competence across diverse educational systems.

8.2 Longitudinal Studies on Emotional Intelligence Development:

Longitudinal research designs could examine the **developmental trajectory of emotional intelligence over time** among women teachers. Tracking emotional intelligence across different career stages would enable researchers to assess how professional experience, institutional changes, and life-course factors influence emotional growth and resilience.

Such studies can provide stronger causal insights into how sustained exposure to Montessori pedagogy and emotionally supportive environments contributes to long-term emotional competence.

8.3 Cross-Cultural Studies on Montessori Educators:

Future studies may also adopt a **cross-cultural perspective** by examining emotional intelligence among Montessori educators across different regions or countries. Comparative cross-cultural research can reveal how cultural norms, gender roles, educational policies, and organizational climates shape emotional intelligence in Montessori teaching contexts.

These studies would contribute to the global understanding of Montessori education and emotional intelligence, facilitating the development of culturally responsive training and management strategies.

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