

# Mindfulness and Effectiveness of Public Elementary School Teachers

Genely G. Tampus<sup>1</sup> ; Remigilda D. Gallardo<sup>2</sup>

**Abstract:-** This study investigated the relationship between mindfulness and teacher effectiveness among elementary school educators. A survey was administered to a sample of elementary school teachers to assess their level of mindfulness and self-reported effectiveness in areas such as student learning outcomes, instructional delivery, and classroom management. The results revealed that elementary school teachers reported a high level of mindfulness, particularly in the domains of attention to the present moment and empathy and compassion. These mindfulness indicators were significantly correlated with teacher effectiveness, suggesting that teachers who exhibited higher levels of mindfulness tended to be more effective in their teaching practices. However, self-awareness, self-regulation, and open-mindedness did not show significant correlations with teacher effectiveness. The findings underscored the importance of mindfulness training and integration into teacher professional development programs, emphasizing the potential benefits for both teachers and students. School principals and education officials can play a vital role in fostering a supportive environment for mindfulness practices within schools. Moreover, future research may explore the long-term effects of mindfulness on teacher well-being and student outcomes, considering cultural and contextual factors that may influence the effectiveness of mindfulness interventions in educational settings.

**Keywords:-** Mindfulness, Teacher Effectiveness, Elementary School, Education, Self-Awareness, Empathy, Professional Development.

## I. INTRODUCTION

Education is a fundamental right that enables individuals to acquire knowledge, skills, and values necessary to achieve personal growth and development. Effective teaching is essential in ensuring that students achieve their full potential. Teachers play a critical role in the delivery of quality education, and their effectiveness is a critical factor in students' academic success (Bloom, 1956 as cited by Hattie, 2022). While numerous factors influence teacher effectiveness, this study focused on mindfulness as an independent variable that can impact teacher effectiveness as a dependent variable.

Teacher effectiveness is a critical component of student success and academic achievement. Teachers who are effective can engage and motivate their students, foster a positive classroom environment, and facilitate student

learning. However, teaching can be a stressful profession, and teachers face numerous challenges that can impact their effectiveness. Mindfulness had emerged as a potential solution to help teachers manage stress and enhance their effectiveness. This study aims to explore the relationship between mindfulness and teacher effectiveness in the Philippine context.

This study, titled "Mindfulness and Effectiveness of Public Elementary School Teachers" aimed to investigate the relationship between mindfulness and teacher effectiveness among elementary school teachers. Specifically, the study aimed to examine the extent of mindfulness among teachers in terms of different dimensions, such as attention to the present moment, self-awareness, self-regulation, empathy and compassion, and open-mindedness. Additionally, the research sought to explore how these mindfulness dimensions are associated with teacher effectiveness, focusing on student learning outcomes, instructional delivery, and classroom management.

For the Department of Education officials, this study can provide insights on the importance of promoting mindfulness practices among teachers as part of their professional development. For school principals, this study can serve as a guide in designing professional development programs that focus on developing teacher mindfulness skills. For teachers, this study can provide them with a deeper understanding of the role of mindfulness in their professional practice, and how it can positively impact their effectiveness as educators. For students, this study can contribute to their academic and socio-emotional development, as mindful teachers are better equipped to manage classroom behavior and create a positive learning environment. For future researchers, this study can serve as a foundation for further exploration and investigation of the relationship between mindfulness and teacher effectiveness.

In conclusion, the study on "Mindfulness and Effectiveness of Public Elementary School Teachers" revealed a noteworthy correlation between mindfulness and teacher effectiveness. By examining dimensions such as attention to the present moment, self-awareness, self-regulation, empathy, compassion, and open-mindedness, the research highlighted the potential of mindfulness practices to enhance teachers' overall effectiveness in classrooms.

## II. METHOD

This study employed descriptive correlational research design using a survey questionnaire. Descriptive correlational research design is a type of research design that aims to describe the strength and direction of the relationship between two or more variables without inferring causal relationships. It involves the use of statistical tools to analyze the data and obtain descriptive statistics, such as means, standard deviations, and correlations. This design was useful when researchers want to examine the relationship between variables that cannot be manipulated, such as gender, age, or personality traits. This design can be used to identify variables that are associated with certain outcomes, which can help educators and policymakers to make informed decisions about educational programs and interventions.

The target respondents of this study were all elementary school teachers at Cadaatan Elementary School located at Lower Cadaatan, Sta. Maria, Davao Occidental. Total enumeration was employed in the identification of respondents. Total enumeration was commonly used in small populations where it is feasible to study everyone, such as in a small school or community. One advantage of total enumeration was that it eliminates sampling error, which can occur when a sample does not accurately represent the population. However, it can be time-consuming and expensive to study every member of a population, especially in larger populations.

The research instrument included the indicators of teacher mindfulness which was assessed through self-report surveys. This self-report survey is adapted from Baer, Smith, Hopkins, Krietemeyer, and Toney (2006) and Shapiro, Brown, and Biegel (2007).

The researcher conducted a quantitative research study involving elementary school teachers as respondents. The study utilized a survey questionnaire to measure teachers' mindfulness levels and effectiveness in various aspects of teaching. The survey included statements related to mindfulness indicators and effectiveness indicators, which were rated by participants using a Likert scale. The researcher collected data from a representative sample of elementary school teachers, ensuring a diverse representation of schools and grade levels.

Data analysis involved descriptive statistics to summarize the extent of mindfulness and teacher effectiveness. Furthermore, correlation analysis was employed to explore the relationships between mindfulness dimensions and effectiveness indicators. Regression analysis was conducted to identify significant predictors of teacher effectiveness based on mindfulness dimensions. The study adhered to ethical considerations, ensuring participant confidentiality and data privacy.

In conclusion, this study surveyed elementary school teachers to measure their mindfulness levels and effectiveness using a simple questionnaire. By adopting a descriptive correlational research design, the study aimed to understand how different variables, like mindfulness, relate to teacher effectiveness without assuming one causes the other. The findings, presented through basic statistics like averages and correlations, shed light on the potential benefits of mindfulness in teaching.

## III. RESULTS AND DISCUSSIONS

The results of the analysis are presented in detail, offering a comprehensive view of how mindfulness relates to the effectiveness of public elementary school teachers. This discussion considers how mindfulness practices may influence various aspects of teaching, offering insights into potential strategies for enhancing teacher performance and fostering a conducive learning environment in elementary schools.

The first theme presents the results of a survey assessing the mindfulness levels of elementary school teachers in terms of their attention to the present moment. The overall mean score across all three statements is 4.21, with a standard deviation of 0.41, indicating a "Very Extensive" level of mindfulness among elementary school teachers in terms of attention to the present moment. This suggests that, as a group, these teachers exhibit a high degree of mindfulness during their interactions with students. This means that the mindfulness of public elementary school teachers is always manifested. This implies that fostering mindfulness practices among teachers can contribute positively to their teaching effectiveness and the overall classroom environment.

The second theme provides an insight into the extent of mindfulness among elementary school teachers, specifically in terms of their self-awareness during teaching. The overall mean score for self-awareness across all three statements is 4.19, with a standard deviation of 0.43, indicating an "Extensive" level of self-awareness among elementary school teachers. This means that the mindfulness of public elementary school teachers is often manifested. This demonstrates that, as a group, these teachers exhibit a substantial degree of self-awareness in terms of their thoughts, emotions, and physical sensations during teaching.

The third theme presents data on the extent of self-regulation among elementary school teachers during teaching, focusing on their ability to manage emotions and responses. The overall mean score for self-regulation across all three statements is 4.17, with a standard deviation of 0.48, signifying an "Extensive" level of self-regulation among elementary school teachers. This means that the mindfulness of public elementary school teachers is often manifested. This indicates that, as a group, these teachers demonstrate a commendable ability to regulate their emotions and responses while teaching.

The fourth theme presents data on the extent of mindfulness among elementary school teachers, specifically in terms of their empathy and compassion towards their students. The overall mean score for empathy and compassion across all four statements is 4.27, with a standard deviation of 0.38, signifying a "Very Extensive" level of empathy and compassion among elementary school teachers. This means that the mindfulness of public elementary school teachers is always manifested. This suggests that teachers, as a group, display a high degree of empathy, compassion, and responsiveness towards their students' needs and emotions.

The fifth theme presents data on the extent of mindfulness among elementary school teachers, particularly in terms of their open-mindedness. The overall mean score for open-mindedness across all three statements is 4.20, with a standard deviation of 0.44, indicating a "Very Extensive" level of open-mindedness among elementary school teachers. This means that the the mindfulness of public elementary school teachers is always manifested. This suggests that teachers, as a group, exhibit a high degree of open-mindedness in their approach to work and learning.

The summary of mindfulness extent among elementary school teachers reveals consistently high levels of mindfulness across various dimensions. Teachers demonstrated very extensive attention to the present moment, extensive self-awareness, and self-regulation. Additionally, they exhibit very extensive empathy, compassion, and open-mindedness. Overall, teachers in this study showcase a commendable commitment to mindfulness practices, which can positively impact their teaching effectiveness.

The summary of teacher effectiveness among elementary school teachers indicates that teachers are highly effective in various aspects of their teaching roles. They achieved extensive outcomes in terms of student learning, employ very extensive instructional delivery methods, and maintain very extensive classroom management skills. This overall high level of effectiveness underscored the dedication of elementary school teachers in facilitating student learning and creating productive learning environments.

The result demonstrated a significant positive relationship between mindfulness and teacher effectiveness among elementary school teachers. The high degree of relationship highlights that as teachers' mindfulness levels increase, their effectiveness in teaching also improves significantly. This finding underscored the potential benefits of mindfulness training and practice in enhancing teacher performance and ultimately benefiting students.

The teacher's commitment to mindfulness, characterized by attention to the present moment, self-awareness, self-regulation, empathy, compassion, and open-mindedness, suggested that they were well-prepared to incorporate mindfulness practices into their teaching, potentially leading to improved teaching effectiveness. The

teacher's ability to facilitate student learning, employ effective instructional delivery methods, and maintain a well-managed classroom environment reflects their dedication and competence. These findings affirmed the importance of recognizing and appreciating the significant contributions of elementary school teachers to the education system.

The recommendations of this study implies that the Department of Education officials consider the integration of mindfulness training and programs into teacher professional development initiatives. School principals may also encourage and support their teaching staff in adopting mindfulness practices as part of their daily routines. Teachers are encouraged as well to explore and embrace mindfulness practices as a means of enhancing their well-being and effectiveness in the classroom. Students can benefit from mindfulness practices as well. It is recommended that schools introduce mindfulness programs for students to help them develop skills for emotional regulation, focus, and stress management Future researchers in the field of education and mindfulness may conduct longitudinal studies to further investigate the impact of mindfulness on teacher effectiveness and student outcomes.

## REFERENCES

- [1]. Abu-Hussain, J., & Al-Esmael, B. (2018). Measuring Teacher Effectiveness in Primary Schools. *International Journal of Instruction*, 11(1), 177-192.
- [2]. Afandi, S. (2019). An Analysis of Teacher's Effectiveness in Increasing Students' Learning Motivation at Senior High School 5 Kendari. *Advances in Social Science, Education and Humanities Research*, 350, 189-194.
- [3]. Alvarez, R. R., & Balgos, J. R. (2014). Occupational stressors and coping mechanisms among public elementary school teachers in the Philippines. *International Journal of Humanities and Social Science*, 4(2), 256-265.
- [4]. Anderson, N. D., Greene, C., & Loewen, P. S. (2017). Investigating the efficacy of a mindfulness-based intervention to increase self-regulation in university and college students. *Canadian Journal of Higher Education*, 47(1), 1-18.
- [5]. Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- [6]. Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2016). Using self-report assessment methods to explore facets of mindfulness. *Assessment*, 13(1), 27-45.
- [7]. Bishop, S. R., et al. (2014). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, 11(3), 230-241.
- [8]. Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. *Handbook I: Cognitive domain*. New York, NY: David McKay.
- [9]. Brophy, J. (1986). Teacher Influences on Student Achievement. *American Psychologist*, 41(10), 1069-1077. doi: 10.1037/0003-066X.41.10.1069

- [10]. Brophy, J., & Good, T. (2018). *Looking in classrooms*. Routledge.
- [11]. Brouillette, L., & Benoit, D. (2019). Building a Framework for Teacher Self-Regulation: A Review of the Literature. *Canadian Journal of Education*, 42(3), 895-920.
- [12]. Brouwer, N., & Korthagen, F. (2015). Can teacher education make a difference? *American Educational Research Journal*, 52(1), 1-32.
- [13]. Brown, K. W., & Ryan, R. M. (2023). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822-848.
- [14]. Burke, C. A. (2020). Mindfulness-based approaches with children and adolescents: A preliminary review of current research in an emergent field. *Journal of Child and Family Studies*, 19(2), 133-144.
- [15]. Burke, C. A., et al. (2020). Mindfulness-based stress reduction for educators: Results from a randomized controlled trial. *Journal of Educational Psychology*, 102(2), 428-443.
- [16]. Burke, C. A., Staggers, J. E., & Saliba, J. (2020). The effects of mindfulness-based stress reduction on nurse stress and burnout: A quantitative and qualitative study. *Holistic Nursing Practice*, 24(4), 260-269.
- [17]. Chiesa, A., Calati, R., & Serretti, A. (2021). Does mindfulness training improve cognitive abilities? A systematic review of neuropsychological findings. *Clinical Psychology Review*, 31(3), 449-464.
- [18]. Condon, P., Desbordes, G., Miller, W. B., & DeSteno, D. (2023). Meditation increases compassionate responses to suffering. *Psychological Science*, 24(10), 2125-2127.
- [19]. Condon, P., et al. (2023). Investigating the effects of mindfulness meditation training on working memory: A mathematical modeling approach. *Cognitive, Affective, & Behavioral Neuroscience*, 13(3), 552-565.
- [20]. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. Top of Form
- [21]. Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- [22]. De Meulemeester, A., Devos, G., & Rosseel, Y. (2018). The relation between teacher self-regulation and student academic achievement: A mediation analysis. *Journal of School Psychology*, 70, 65-79.
- [23]. Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2022). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.
- [24]. Donald, J. N., Atkins, P. W. B., Parker, P. D., Christie, A. M., & Ryan, R. M. (2016). Daily stress and the benefits of mindfulness: Examining the daily and longitudinal relations between present-moment awareness and stress responses. *Journal of Research in Personality*, 65, 30-37.
- [25]. Emmer, E. T., & Stough, L. M. (2015). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 50(4), 258-267.
- [26]. Flook, L., et al. (2013). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based kindness curriculum. *Developmental Psychology*, 49(1), 44-51.
- [27]. Fuchs, L. S., & Fuchs, D. (2016). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93-99.
- [28]. Gagné, M., & Deci, E. L. (2015). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.
- [29]. Garland, E. L., Hanley, A. W., Riquino, M. R., Reese, S. E., & Baker, A. K. (2015). Mindfulness-oriented recovery enhancement reduces opioid dose in primary care by strengthening autonomic regulation during mindfulness training. *Journal of Psychoactive Drugs*, 47(5), 1-10.
- [30]. Gordon, R. (2017). The Effectiveness of the National Literacy and Numeracy Strategies in Primary Schools. *Education*, 35(4), 387-398. doi: 10.1080/03004270701601893
- [31]. Hattie, J. (2019). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- [32]. Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge.
- [33]. Henderson, M., & Gouzouasis, P. (2018). Teacher Effectiveness in the Disciplines of the Arts. *Teachers College Record*, 120(5), 1-34.
- [34]. Huang, T. C., & Hsu, M. H. (2015). Professional Development of Teachers: Interplays between Teacher Efficacy, Job Satisfaction, and Emotional Intelligence. *Teaching and Teacher Education*, 48, 43-53. doi: 10.1016/j.tate.2015.02.001
- [35]. Hwang, Y. S., Kearney, P., Singh, B., & Kim, S. Y. (2019). Mindfulness-based resilience training for primary health care professionals: A randomized controlled trial. *International Journal of Mental Health Systems*, 13(1), 67.
- [36]. Jennings, P. A., & Greenberg, M. T. (2019). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- [37]. Jennings, P. A., et al. (2013). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*,
- [38]. Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2015). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 30(3), 374-390.



- [39]. Jones, V. F., & Jones, L. S. (2016). *Comprehensive classroom management: Creating communities of support and solving problems* (11th ed.). Pearson.
- [40]. Kemeny, M. E., Foltz, C., Cavanagh, J. F., Cullen, M., Giese-Davis, J., Jennings, P., Rosenberg, E. L., Gillath, O., Shaver, P. R., & Wallace, B. A. (2012). Contemplative/emotion training reduces negative emotional behavior and promotes prosocial responses. *Emotion*, 12(2), 338-350.
- [41]. Langer, E. J. (2014). Mindfulness. *Daedalus*, 143(4), 88-94.
- [42]. Leithwood, K., & Jantzi, D. (2019). A Review of Transformational School Leadership Research 1996–2005. *Leadership and Policy in Schools*, 8(1), 8-45. doi: 10.1080/15700760802577576
- [43]. Marzano, R. J., Frontier, T., & Livingston, D. (2021). *Effective supervision: Supporting the art and science of teaching*. Learning Sciences International.
- [44]. Maulana, R., Helms-Lorenz, M., van de Grift, W., & Mainhard, T. (2015). The Relation between Teachers' Big Five Personality Traits and Teacher Self-Efficacy: A Meta-Analysis. *Psychology in the Schools*, 52(2), 180-195. doi: 10.1002/pits.21814
- [45]. Mayer, G. R., Butterworth, J., Nafziger, D., & Sulzer-Azaroff, B. (2018). *Positive behavior support in secondary schools: A practical guide*. Guilford Publications.
- [46]. Rasheed, R. A., & Arshad, M. (2016). The effectiveness of problem-based learning approach for teaching physics. *Journal of Education and Practice*, 7(19), 13-19.
- [47]. Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- [48]. Shapiro, S. L., Brown, K. W., & Biegel, G. M. (2017). Teaching self-care to caregivers: Effects of mindfulness-based stress reduction on the mental health of therapists in training. *Training and Education in Professional Psychology*, 1(2), 105-115.
- [49]. Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68-77.
- [50]. Stronge, J. H. (2017). *Qualities of Effective Teachers* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- [51]. Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355.
- [52]. Wang, M. T., Rubie-Davies, C. M., & Flint, A. S. (2017). Teacher communication and student achievement: Evidence from a randomized experiment. *Journal of Educational Psychology*, 109(7), 958-977.
- [53]. Wang, M., & Degol, J. L. (2016). School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes. *Educational Psychology Review*, 28(2), 315-352. doi: 10.1007/s10648-015-9319-1
- [54]. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2014). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.