

Teacher's mindfulness practices and wellness: A psychological insight and implication

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Abstract

This study aimed to determine the teacher's mindfulness practices and wellness. There was a total of 50 teachers included in the study. This study was conducted in elementary schools in Curuan District, Zamboanga City Division. This study utilized the descriptive-correlational research design. It was revealed that teachers' mindfulness practices in terms of emotional regulation is described as strongly agree and interpreted as high extent. The respondents on physical, emotional, mental and social wellness were described strongly agree and interpreted as high extent. There was a significant relationship in the respondents on teacher's mindfulness practices and overall wellness.

Keywords: *Teacher's Mindfulness Practices; Emotional regulation; Physical; Emotional; Mental; and Social Wellness*

1. Introduction

Teachers play a significant role in the learning environment and student success. Their wellness impacts their engagement, motivation, and teaching effectiveness, which in turn affects student learning. When teachers are emotionally unwell, they may struggle to support students with similar needs (Kidger et al., 2010). Research shows that mindfulness practices in schools can enhance teachers' wellness and improve the school environment. Mindfulness, which involves being present and non-judgmental, helps reduce stress, improve emotional control, and strengthen relationships. These benefits are crucial for teachers, who often face high levels of stress and burnout. According to Shapiro and Carlson (2009), mindfulness involves being intentionally aware of the present moment in an open and accepting way. It also helps regulate negative emotions during stressful times (Beddoe & Murphy, 2004).

Given the stress and burnout teachers face, it's crucial for school leaders to focus on teachers' psychological health. This study aims to explore the link between mindfulness practices and teachers' overall wellness, examining how these practices affect their physical, emotional, social, and mental health. Insights from this research could help school leaders better support their teachers and foster a positive school environment.

1.1 Statements of the problem

This study focused on the teacher's mindfulness practices and wellness among elementary school teachers for the school year 2024-2025 in Curuan District, Zamboanga City. Specifically, this study sought to answer the following questions

1. What is the extent of the teacher's mindfulness practices in terms of:
 - 1.1 emotional regulation
2. What is the overall wellness of the teachers?
 - 2.1 physical
 - 2.2 emotional
 - 2.3 social
 - 2.4 mental
3. Is there a significant relationship between the extent of teacher's mindfulness practices and wellness?

1.2 Scope and delimitation

This study focused on elementary teachers in Curuan District throughout school year 2024-2025. It examined teacher's mindfulness practices in terms of emotional regulation and the overall physical, mental, emotional, and social wellness. The study also considered the relationship between teacher's mindfulness practices and teacher's wellness.

2. Methodology

2.1 Research Design

This study assessed teachers' mindfulness practices and their impact on overall wellness using a descriptive-correlational research designed. It examined the extent of teacher's mindfulness practices and wellness in terms of emotional regulation, and overall wellness in terms of physical, mental, emotional, and social. This study employed descriptive-correlational research design, utilizing survey questionnaire with a 4-point Likert scale to gather the desired data. Descriptive-correlational studies focus and on describing relationship among variables without establishing a causal connection (Mustieles, 2020). Pearson's correlation coefficient is employed to explain the relationship between teacher's mindfulness practices and wellness. This approach facilitates understanding the connection between teacher's mindfulness practices and wellness contributing to informed the decision making in educational settings.

2.2 Population and Respondents of the Study

The study surveyed elementary teachers from selected schools during the academic year 2024-2025, with a total population of 250, as per the data from Curuan District Administrative Officers. To ensure accuracy, the Gay 1976 formula recommended a sample size of 20% of the total population for simple random sampling. This approach aimed to provide a representative sample for reliable research findings. By employing Gay's formula, the study sought to enhance the validity and reliability of its results by accurately reflecting the teachers' sentiments and experiences.

2.3 Sampling Design

The study employed simple random sampling. The total population of elementary teachers was 250. Following Gay's (1976) recommendation, the sample size should be 20%, resulting in 50 teacher-respondents. This sample size ensured a desired degree of accuracy. After determining the sample size, the researchers used the lottery technique. Respondents' names were written on uniform-sized papers, rolled, and drawn from a bowl, providing all teacher's an equal chance of selection. By utilizing the lottery method, bias in selecting the study's respondents was eliminated.

2.4 Research Instrument of the Study

The study employed a survey questionnaire to investigate the relationship between teacher's mindfulness practices and wellness, including emotional regulation, and overall physical, mental, emotional, and social wellness. The questionnaire utilized a four-point Likert scale, ranging from strongly agree to strongly disagree, to assess respondents' perceptions. The instrument consisted of two parts: Part I focused on mindfulness practices in terms of emotional regulation. Part II addressed the physical, emotional, social, and mental aspects of overall teacher's wellness. Participants were instructed to select one response per item.

2.5 Validity and Reliability of the Research Instrument

The research instrument used to measure the mindfulness practices and the overall wellness of the respondents was assured valid because questions were taken and adopted from Luciano (2024). Rest assured that it was already checked and verified by the panel of experts. Thus, no need to test the validity and reliability since it underwent the process.

2.6 Result and Discussion

This chapter presents, analyses, and interprets the data obtained from the respondents using the reading comprehension test. The discussion of the results is presented based on the sequence of the problems.

Problem number 1. What is the extent of the teacher's mindfulness practices in terms of emotional regulation?

Table 1. The Extent of teacher's mindfulness practices in terms of emotional regulation.

EMOTIONAL REGULATION	Mean	Verbal description	Interpretation
1. Understands one's own emotions.	3.68	Strongly Agree	High Extent
2. Manages one's emotional experiences.	3.66	Strongly Agree	High Extent
3. Manages the situation to alter its emotional impact.	3.50	Strongly Agree	High Extent
4. Restrains the outward expression of emotions.	3.42	Strongly Agree	High Extent
5. Resolves the underlying issues or stressors	3.50	Strongly Agree	High Extent
6. Shifts attention away from negative emotions.	3.58	Strongly Agree	High Extent
7. Seeks advice in dealing with intense emotion	3.50	Strongly Agree	High Extent
8. Conquers one's own emotions	3.38	Strongly Agree	High Extent
9. Observes one's own emotions without judgment.	3.38	Strongly Agree	High Extent
10. Embraces emotions, both positive and negative	3.56	Strongly Agree	High Extent
Overall Mean	3.52	Strongly Agree	High Extent
<i>Legend 1.0 – 1.75 no extent</i>	<i>1.76 – 2.50 less extent</i>	<i>2.51 – 3.25 extent</i>	<i>3.26 – 4.00 high extent</i>

Table 1 shows that teachers excel in understanding their own emotions, with the highest mean score of 3.68, indicating they are skilled at recognizing and processing their feelings. This implies that teachers value emotional self-awareness as crucial for effective emotional regulation. According to Wang, Burić, Chang, and Gross (2023), teachers'

emotional regulation is influenced by their work environment, personal traits, teaching practices, and well-being. The study highlighted the need for supportive school climates, emotional intelligence training, and addressing burnout to improve teachers' emotional well-being, teaching quality, and student outcomes. Enhancing these areas can lead to better teaching and improved student results.

Conversely, the mean scores for conquering one's own emotions and observing one's own emotions without judgment were lower, at 3.38. This indicates that while teachers are generally good at managing their emotions, they face challenges in fully mastering and non-judgmentally observing them. Jennings and Min (2023) emphasized the importance of compassion, emotional awareness, and resilience training for teachers. They pointed out that teachers often struggle with emotional boundaries, leading to burnout and exhaustion. Emotional mindfulness and resilience training could help teachers manage their emotions better and create a more supportive teaching environment. Educational institutions should prioritize such training to support teachers' mental health and enhance classroom dynamics.

Overall, the mean score of 3.52 suggests that teachers generally practice emotional regulation well, which is crucial for creating a positive learning environment. However, the variability in scores indicates that some aspects of emotional regulation could benefit from more focused mindfulness interventions to further support teachers and improve the learning atmosphere.

Problem number 2. What is the overall wellness of the teachers in terms of physical, emotional, mental, and social?

Table 2. The overall wellness in terms of physical.

PHYSICAL WELLNESS	Mean	Verbal description	Interpretation
1. Shows to be physically energetic.	3.48	Strongly Agree	High Extent
2. Demonstrates high energy levels.	3.26	Strongly Agree	High Extent
3. Experiences minimal physical discomfort.	3.14	Agree	Extent
4. Engages in physical activities.	3.38	Strongly Agree	High Extent
5. Performs daily tasks.	3.74	Strongly Agree	High Extent
6. Maintains balanced nutritious diet.	3.34	Strongly Agree	High Extent
7. Gets enough sleep regularly	2.88	Agree	Extent
8. Establishes a consistent bedtime routine.	2.98	Agree	Extent
9. Maintains good health conditions.	3.26	Strongly Agree	High Extent
10. Maintains healthy weight for body.	3.20	Agree	Extent
Over all Mean	3.27	Strongly Agree	High Extent
<i>Legend 1.0 – 1.75 no extent</i>	<i>1.76 – 2.50 less extent</i>	<i>2.51 – 3.25 extent</i>	<i>3.26 – 4.00 high extent</i>

Table 2 shows that teachers generally have strong physical energy and endurance for their daily tasks, with the highest mean score of 3.74. It implies that most teachers are able to handle their responsibilities effectively, which likely benefits their job performance and well-being. Schippers and Hogenes (2011) found that managing energy is crucial for productivity and job satisfaction. They recommend promoting work-life balance, allowing recovery time, and managing tasks efficiently. Organizations should support these strategies to improve engagement and reduce burnout.

In contrast, the lowest mean score was for getting enough sleep, which was 2.88. This implies that while teachers feel they get enough sleep, it is only to a moderate extent. Inconsistent or insufficient sleep could impact their energy levels and health. Tanaka and Tamura (2016) revealed that structured sleep education can significantly improve mental and physical wellness. Integrating self-help techniques can help manage sleep health and improve overall quality of life. Addressing sleep health was crucial for comprehensive wellness programs, especially given the demands of academic work and paperwork. Healthy sleep habits are essential for overall well-being and disease prevention (Granger et al., 2017).

Overall, with a mean score of 3.27, teachers felt they were generally maintaining their physical wellness. However, the data revealed a need to focus on improving sleep patterns to ensure long-term health. This implies that while teachers were generally physically capable, targeted health interventions, particularly for sleep, are important for supporting their overall wellness and effectiveness in their roles.

Table 3. The overall wellness in terms of Emotional

EMOTIONAL WELLNESS	Mean	Verbal description	Interpretation
1. Embraces contentment in life	3.58	Strongly Agree	High Extent
2. Copes with stress effectively.	3.69	Strongly Agree	High Extent
3. Lives life with purpose.	3.68	Strongly Agree	High Extent
4. Adapts flexibly to all situations.	3.52	Strongly Agree	High Extent
5. Maintains optimism for the future.	3.58	Strongly Agree	High Extent
6. Practices self-compassion.	3.66	Strongly Agree	High Extent
7. Engages in joyful, fulfilling activities.	3.66	Strongly Agree	High Extent
8. Reflects on emotional experiences.	3.62	Strongly Agree	High Extent
9. Seeks support when needed.	3.64	Strongly Agree	High Extent
10. Cultivates gratitude for life's positives.	3.70	Strongly Agree	High Extent
Over all Mean	3.61	Strongly Agree	High Extent
<i>Legend 1.0 – 1.75 no extent</i>	<i>1.76 – 2.50 less extent</i>	<i>2.51 – 3.25 extent</i>	<i>3.26 – 4.00 high extent</i>

Table 3 implies that teachers strongly agree with their ability to manage stress, with a high score of 3.69, implies that they handled work-related stress and burnout effectively. This implies they remained emotionally stable in stressful

situations. Chen and Tu (2019) described adaptability as the ability to interact with and respond to one's environment in a way that maintains psychological balance.

Conversely, teachers scored 3.58 on contentment, which means they were generally satisfied but still sought more financial stability, promotions, and personal success as human nature. Benevene et al. (2019) found that when teachers view their workplace as a happy environment, their health improves due to higher dispositional happiness and self-esteem. Teacher's happiness at work could enhance overall wellness and health.

Overall, the weighted average score of 3.61 reflected a high level of emotional wellness among teachers. They showed strong emotional stability in managing stress and adapting to changes at school, such as dealing with student behavior, colleague relationships, and principal autonomy. Collie and Martin (2017) revealed that teachers' adaptability and perceptions of principal support contribute to their wellness and commitment to their organization.

Table 4. The overall wellness in terms of Mental

MENTAL WELLNESS	Mean	Verbal description	Interpretation
1. Practices meditation regularly.	3.20	Agree	Extent
2. Observe thoughts without getting caught up.	3.30	Strongly Agree	High Extent
3. Challenges negativity with positive affirmations.	3.48	Strongly Agree	High Extent
4. Thinks about an issue before making decisions.	3.56	Strongly Agree	High Extent
5. Manages one's own time wisely.	3.60	Strongly Agree	High Extent
6. Cultivates curious, open-minded attitude towards life.	3.64	Strongly Agree	High Extent
7. Accepts things that cannot change.	3.68	Strongly Agree	High Extent
8. Focuses one's own goal.	3.68	Strongly Agree	High Extent
9. Engages activities promote mental clarity	3.46	Strongly Agree	High Extent
10. Seeks opportunities for intellectual growth	3.56	Strongly Agree	High Extent
Over all Mean	3.52	Strongly Agree	High Extent

Legend 1.0 – 1.75 no extent 1.76 – 2.50 less extent 2.51 – 3.25 extent 3.26 – 4.00 high extent

Table 4 shows that teachers scored highest 3.68 on accepting things they could not change and focused on their goals. This means teachers were good at moving on from past difficulties and concentrating on their objectives. This implies that teachers were still psychologically healthy while doing their jobs despite of the challenges encountered in the past. According to Banso (2023), dwelling on past problems is counterproductive and can lead to negative emotions and wasted time.

However, teachers scored lowest with 3.20 on regular meditation, indicated they didn't meditate daily due to time constraints and busy schedules. Jamil et al. (2023) noted that meditation can positively impact mental health, helping with issues like anxiety and depression.

Overall, with an average score of 3.52, teachers generally maintained a healthy mindset despite challenges. Teachers were able to adjust mentally to the nature of works they are in. Emeljanovas et al. (2023) revealed that teachers' mental health is crucial not only for their own well-being but also for the quality of education and student success.

Table 5. The overall wellness in terms of Social.

SOCIAL WELLNESS	mean	Verbal description	Interpretation
1. Communicates openly with others.	3.44	Strongly Agree	High Extent
2. Listens actively to others' perspectives	3.70	Strongly Agree	High Extent
3. Cultivates understanding towards others.	3.66	Strongly Agree	High Extent
4. Engages in acts of kindness.	3.76	Strongly Agree	High Extent
5. Prioritizes quality time with loved ones.	3.68	Strongly Agree	High Extent
6. Contributes positively to discussions.	3.56	Strongly Agree	High Extent
7. Respects others' boundaries.	3.78	Strongly Agree	High Extent
8. Seeks diverse perspectives understanding.	3.48	Strongly Agree	High Extent
9. Resolves conflicts peacefully.	3.62	Strongly Agree	High Extent
10. Participates in value-aligned community activities.	3.50	Strongly Agree	High Extent
Overall Mean	3.62	Strongly Agree	High Extent

Legend 1.0 – 1.75 no extent 1.76 – 2.50 less extent 2.51 – 3.25 extent 3.26 – 4.00 high extent

Table 5 shows that teachers scored highest 3.78 on respecting others' boundaries, indicating they avoid getting involved in others' personal issues. This means teachers understood and accepted individual differences and challenges. Fox (2012) found that while teachers are aware of and adjust their boundaries, they sometimes struggle with balancing personal and professional relationships with students and their families.

On the other hand, teachers lowest scored with 3.44 on open communication, implies they were less willing to share their thoughts and feelings. This implies they preferred to keep their feelings private to avoid hurting others. Supriatna et al. (2022) noted that teachers play a key role in developing students' social and emotional skills through social-emotional learning (SEL), highlighting that warm and supportive interactions are important, though language use can be less emphasized.

Overall, with an average score of 3.62, teachers were generally effective in social interactions. This implies that they are good at communicating and interacting harmoniously with others. Ellinger et al. (2023) found that positive social interactions can enhance students' mental health, self-esteem, and executive functions.

Table 6. The summary of overall wellness of the teacher's in terms of physical, emotional, mental, and social.

Overall wellness	Mean	Verbal Description	Interpretation
Physical	3.27	Strongly Agree	High Extent
Emotional	3.61	Strongly Agree	High Extent
Mental	3.52	Strongly Agree	High Extent
Social	3.62	Strongly Agree	High Extent
Overall mean	3.51	Strongly Agree	High Extent

Legend 1.0 – 1.75 no extent 1.76 – 2.50 less extent 2.51 – 3.25 extent 3.26 – 4.00 high extent

Table 6 shows the overall wellness of the teachers, as reflected in the areas of physical, emotional, mental, and social wellness, indicates a generally high extent of wellness. It shows that teachers' physical wellness had a mean score of 3.27, which interpreted as a high extent. It implies that most teachers strongly agree, they maintained a good level of physical health. Emotional wellness had an even higher mean score of 3.61, it implies that teachers felt emotionally balanced and supported to a high extent. Similarly, mental wellness was rated with a mean score of 3.52, it implies that teachers perceived their mental wellness to be strong and stable. The highest mean score was observed in social wellness, at 3.62, implies that teachers felt socially connected and supported by their colleagues and community to a high extent. The overall mean score across all dimensions is 3.51, reinforcing that teachers generally experienced wellness to a high extent in all areas measured. The legend indicated that these scores fall within the high extent range, affirming the positive wellness of teachers across these key dimensions.

Problem number 3. Is there a significant relationship between the extent of teacher's mindfulness practices and wellness?

Table 7. Significant relationship of Teacher's mindfulness practices and wellness.

Variables		P-value	R-value	Decision	Interpretation
(x)	(y)				
Wellness	Mindfulness Practices	.000	.731	Reject	High Correlation

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows that there was a significant relationship between the extent of teachers' mindfulness practices and their wellness. The p-value of 0.000 indicates a statistically significant correlation at the 0.01 level, and the correlation coefficient R-value of 0.731 reflects a high positive correlation between mindfulness practices and wellness. It implies that teachers engaged more in mindfulness practices, their overall wellness significantly improved. It implies that incorporating mindfulness techniques into the routine of educators could lead to substantial benefits in their mental health and overall wellness. In addition, given the high correlation observed that mindfulness practices played a crucial role in enhancing teachers' wellness. The strong positive correlation highlights the importance of mindfulness in the teaching profession. The significant impact of mindfulness practices on teacher's wellness highlights the potential for these practices to serve as an effective intervention for reducing stress and improving mental health among educators.

Moreover, incorporating mindfulness practices in schools, as Palmer and Rodger (2009) highlight, benefits both teachers and students. For educators, mindfulness reduces stress, improves emotional regulation, and boosts job satisfaction, leading to a more positive classroom environment. This creates a supportive space where teachers are more attentive, patient, and responsive to students. As teachers practice mindfulness, students are likely to follow suit, fostering a school culture that values overall wellness. This approach not only supports emotional development and engagement but also enhances academic performance and creates a more harmonious learning environment.

Therefore, educational institutions and policymakers might consider integrating mindfulness training and resources into professional development programs to support teachers' wellness and, consequently, their effectiveness in the classroom. Mesa and Lopez (2023) found that an adapted mindfulness program improved depression, stress, and mindfulness among Filipino public-school teachers, but not self-compassion. Participants responded positively, indicating the potential for the program to aid in mental health issues in resource-limited settings.

Conclusions

The study concluded that mindfulness practices positively influenced emotional regulation as described by respondents. It also found strongly agreeable levels of physical, emotional, mental, and social wellness, indicating positive effects of mindfulness. A strong correlation existed between mindfulness and overall teacher's wellness. These findings highlight the universal benefits of mindfulness on teacher's wellness across various dimensions.

Insights and Implications

This implies that mindfulness practices of teachers encouraged emotional regulation and self-awareness that enhanced wellness, reduced stressed and negative states. Thus, it fulfills the psychological needs by helping teachers feel

more in control of their emotions, better equipped to manage classroom challenges, and more connected to their students and colleagues. According to Self-Determination Theory (SDT), individuals thrive when their needs for autonomy, competence, and relatedness are met (Deci & Ryan, 2008). Additionally, from a Positive Psychology perspective, the emphasis on wellness across physical, emotional, mental, and social dimensions aligns with the theory's focus on (Spike, 2023). This theory aligns with Positive Psychology's goal of promoting flourishing and resilience, particularly in demanding professions like teaching. Therefore, the study also implies that integrating mindfulness into teacher development programs could be a powerful strategy to enhance both individual and organizational wellness, ultimately leading to better educational outcomes.

Recommendations

This study recommends various actions to improve teacher's wellness. DepEd should have mindfulness teacher training to improve wellness of the teacher to which could have positively impacted their overall job performance. The Schools Governance and Operations Division should offer technical assistance programs about wellness of the teachers. Moreover, District Supervisors should support teacher's mental health, while School Heads should devise additional solutions, emphasizing quick actions like capacity building. So that teachers can support to struggling students and create engaging lessons. Finally, future research should replicate this study elsewhere.

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