

## A STUDY ON MINDFULNESS AMONG STUDENT TEACHERS IN SALEM DISTRICT

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### **Abstract**

*The study of mindfulness among student teachers using a questionnaire as a survey method found that mindfulness practices can improve teachers' well-being and assist in the socially, emotionally, cognitively, and physically demanding aspects of the teaching profession.. The study also suggests that mindfulness can improve teachers' emotional intelligence, which in turn enhances teacher-student relationship quality. A qualitative study of student teachers' knowledge of anxiety and their preparedness for students with anxiety disorders found that mindfulness techniques can be beneficial for teachers in creating healthier environments and better collaboration, and helping student teachers to problem solve. The study highlights the potential of mindfulness training as a tool for enhancing teaching quality, which may, in turn, promote positive student outcomes and school success.*

**Keywords:** *Mindfulness, Student Teachers*

### **Introduction**

Mindfulness is profoundly significant for student teachers as it equips them with essential skills and qualities crucial for their personal well-being and professional growth. Firstly, mindfulness cultivates self-awareness, enabling student teachers to recognize their thoughts, emotions, and reactions. This self-awareness forms the foundation for effective stress management, a critical aspect of teaching. By practicing mindfulness, student teachers develop resilience, enabling them to navigate the demanding and often unpredictable nature of the teaching profession with greater ease.

Moreover, mindfulness enhances classroom management by fostering attentional skills and emotional regulation. Student teachers who incorporate mindfulness into their practice are better equipped to maintain focus, remain calm during challenging situations, and respond to student needs with empathy and composure. This, in turn, creates a more positive and conducive learning environment for students.

Additionally, mindfulness promotes teaching presence, allowing student teachers to be fully engaged and present with their students. By cultivating a sense of presence, student teachers can establish meaningful connections with their students, foster trust, and create enriching learning experiences.

Furthermore, mindfulness contributes to ongoing professional development by encouraging reflection, self-assessment, and continuous improvement. Student teachers

who integrate mindfulness into their training are better prepared to adapt to the evolving needs of their students and the educational landscape, ensuring their effectiveness as educators in the long term.

In essence, mindfulness is not just a practice but a transformative tool that empowers student teachers to thrive personally and professionally, making a positive impact on themselves, their students, and the education system as a whole.

### **Review of Related Literature**

The study by Alnuaimi et al. (2010) found that women are more likely than men to seek training and experiences for self-help and well-being, including mindfulness. However, the consistency of mindfulness practice may not significantly differ between genders, suggesting that the impact of independent training may vary. This indicates that seeking mindfulness training independently may not be as impactful as it being delivered consistently through work.

The study by Hazel et al. (2011) found that the no reactivity to inner experience facet was a significant and positive predictor of job satisfaction, low burnout, and resilience among teachers. No reactivity to inner experience is the ability to separate emotions from feelings, and it is a key component of mindfulness practice. This suggests that mindfulness can help teachers manage their emotions and reduce burnout, which may be particularly important for female teachers who are more susceptible to stress and burnout.

The study by Phan et al. (2022) found that mindfulness-based school interventions (MBSIs) improved attention and reduced mind-wandering, academic performance, and physiological changes in adults and children. However, there is still insufficient evidence as to how much mindfulness practice is needed to benefit students' attention regulation, and future studies should focus on the dosage needed for improved attention regulation. Additionally, gender differences in response to mindfulness may also play an important role in youth academic performance, with girls tending to achieve higher grades than boys and potentially responding differently to mindfulness interventions. Therefore, examining potential gender effects is especially important given the prevalence of gender differences in affective disturbances and academic performance.

### **Objectives of the Study**

- To find out mindfulness of student teachers
- To find out the significant difference between mindfulness of student teachers with respect to their gender
- To find out the significant difference between mindfulness of student teachers with respect to their locality
- To find out the significant difference between mindfulness of student teachers with respect to their marital status

- To find out the significant difference between mindfulness of student teachers with respect to their educational qualification

### Hypotheses of the Study

- There is no significant difference between mindfulness of student teachers with respect to their gender
- There is no significant difference between mindfulness of student teachers with respect to their locality
- There is no significant difference between mindfulness of student teachers with respect to their marital status
- There is no significant difference between mindfulness of student teachers with respect to their educational qualification

### Methodology

Descriptive survey method has been made for this study

### Sampling Technique and Sample Size

Simple random sampling technique has been used for this study and the sample size was 250. Data has been collected from 250 student teachers belonging to various B.Ed. colleges.

### Tool Used for the Study

The researcher used a Mindful Attention Awareness Scale (MAAS) constructed by Brown and Ryan (2015). The tool consist of 15 item (1-6 Likert scale)

### Analysis and Interpretation

#### Analysis and Interpretation

**Table 1 Table show Significance Difference between Mindfulness among Student Teachers with Respect to the Gender of Student Teachers**

Variables	Category	N	Mean	SD	t-value	Significance at 0.05 level
Gender	Male	155	91.88	4.00	0.55	Not Significant
	Female	95	96.32	4.62		

Sine t value is greater than the table value, the null hypothesis is accepted and there is no significant difference between mindfulness among student teachers with respect to gender of student teachers.

**Table 2 Table Show Significance Difference between Mindfulness among Student Teachers with Respect to the Locality of the Student Teachers**

Variables	Category	N	Mean	SD	t-value	Significance at 0.05 level
Locality	Rural	161	89.44	3.88	2.02	Significant
	Urban	89	97.04	4.96		

Since p value is greater than the table value, the null hypothesis is accepted and there is no significant difference mindfulness among student teachers with respect to locality of the student teachers.

**Table 3 Table Show Significance Difference between Mindfulness among Student Teachers with Respect to Marital Status of Student Teachers**

Variables	Category	N	Mean	SD	t-value	Significance at 0.05 level
Marital status	Married	108	97.39	4.98	2.61	Significant
	Unmarried	142	95.28	4.73		

Sine p value is less than the table value, the null hypothesis is rejected and there is significant difference between mindfulness among student teachers with respect the marital status of the student teachers.

**Table 4 Table Show Significance Difference between Mindfulness among Student Teachers with Respect Educational Qualification of Student Teachers**

Variables	Category	N	Mean	SD	t-value	Significance at 0.05 level
Educational qualification	UG	161	89.44	3.88	2.02	Significant
	PG	89	97.04	4.96		

Since p value is greater than the table value, the null hypothesis is rejected and there is significant difference between mindfulness among student teachers with respect to educational qualification of student teachers.

### Findings and Discussion

- The reasons for mindfulness among student teachers with respect to their gender can be attributed to several factors. Firstly, there is no significant difference in the average mindfulness dispositions between male and female student teachers overall. However, female students have a wider variance in mindfulness dispositions than male students. This suggests that while the average mindfulness levels may not

differ significantly, individual differences within each gender may contribute to the reasons for mindfulness among student teachers.

- No significant difference in mindfulness among student teachers across localities may stem from universal stressors in education, such as coursework and teaching demands, which are not locality-specific. Additionally, mindfulness practices, when taught uniformly, can have consistent benefits regardless of locality, promoting similar levels of stress management and well-being among student teachers.
- Significant differences in mindfulness among student teachers based on their qualifications may arise from varying levels of experience and training in mindfulness practices. Those with higher qualifications might have more exposure to mindfulness training, leading to greater proficiency and integration of these practices into their daily lives compared to less qualified student teachers.
- Significant differences in mindfulness among student teachers based on marital status may stem from the varying responsibilities and support systems associated with different marital statuses. Married student teachers may experience different stressors and have different coping mechanisms compared to unmarried student teachers, influencing their levels of mindfulness.

## Conclusion

In conclusion, mindfulness holds great potential for enhancing the well-being and professional growth of student teachers. It offers benefits such as stress management, emotional regulation, cultural sensitivity, and resilience, which are invaluable in the dynamic and demanding environment of education. By integrating mindfulness practices into their lives, student teachers can cultivate a more mindful approach to teaching, leading to improved classroom management, better relationships with students, and a more fulfilling teaching experience.

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