Exploring the Role of Mindfulness-Based Practices in Reducing Teachers' Stress and Anxiety

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Abstract. This qualitative study investigated the lived experiences of 12 teachers who explored mindfulness-based practices to reduce stress and anxiety. The study aimed to achieve three primary objectives. First, it sought to understand how teachers experienced exploring mindfulness-based practices for stress and anxiety reduction. This focus included mindfulness-based interventions, teacher well-being, and their impact on educational outcomes. Second, the study examined how teachers coped with the challenges associated with mindfulness-based practices. It identified themes related to past experiences of stress and anxiety management, the effectiveness of mindfulness interventions they had tried, and the promotion of teacher well-being. Finally, the study delved into the educational insights and practices derived from exploring mindfulness. This focus centered on educational settings, professional development opportunities, and potential improvements in student engagement. Through in-depth interviews with the participants, the study uncovered nuanced experiences, shedding light on the transformative impact that mindfulness-based practices could have. Teachers' narratives revealed the mindfulness techniques they employed to manage stress and anxiety, highlighting their effectiveness in enhancing overall well-being. The findings provided valuable insights into the challenges faced by teachers, the coping mechanisms they used, and the transformative impact on both teacher well-being and student engagement. These insights have significant implications for educational management, advocating for the integration of mindfulness practices to foster a positive and supportive learning environment.

1. Introduction

The career of teaching is rigorous and frequently stressful. In addition to passing along knowledge and skills, teachers oversee guiding their pupils' social and emotional growth. Teachers' mental health may suffer significantly because of the ongoing demands of lesson planning, grading, and classroom management, as well as the emotional strain of working with students from different backgrounds. High levels of stress and anxiety among teachers have been linked to burnout, lowered job satisfaction, and even attrition from the profession, according to studies. This qualitative study examines how mindfulness-based techniques could help instructors feel less stressed. In a global context, mindfulness-based practices such as meditation, yoga, and mindfulness training affect teacher stress, anxiety, burnout, and well-

being. However, to better understand the mechanisms by which mindfulness-based interventions have these effects, as well as the most effective ways to implement these practices in schools and support teachers in incorporating them into their daily routines. Overall, this review provides valuable insights into the potential benefits of mindfulness-based practices for teachers and highlights the need for further research in this area (Sarah. White, Grace Coles, and Warner, 2022). In Asian countries, specifically the Philippines and China (Santos, Dullas, Bustos, Manangguit, and Antonio. 2021) found that compared to Chinese samples, Filipinos experienced higher levels of mental health issues such as anxiety, depression, and stress, which also includes college students. Filipino samples also report lower confidence in medical services, including mental health services, and dissatisfaction with health information. Unfortunately, not all affected or will be affected by COVID-19 mental health-related concerns can obtain and afford the services of professionals and centers to address their needs. In the province, especially in Nueva Ecija, there are only a few mental health programs and centers that cater to the needs of students. A study presented by (Santos, Dullas, Bustos, Manangguit, and Antonio. 2021), the 6th Central Luzon Health Research Forum, sponsored by Central Luzon Health Research and Development Consortium, found that there is a lack of mental health institutions in Nueva Ecija, particularly those of community mental health facilities that will address the need for mental health concerns, particularly college students (Tee, . Wang, Tee, et. al.,2021) In national context, the review focuses on the effects of mindfulness-based interventions on teacher stress, burnout, and well-being in the context of the Philippine educational system. It contains 10 research that were done between 2015 and 2020. The review's findings imply that mindfulness-based techniques can reduce teacher stress and anxiety. These techniques

may be especially helpful in the Philippine educational system, characterized by a heavy workload, low pay, and scarce resources. The authors point out that mindfulness-based techniques can aid educators in fostering self-care, enhancing emotional control, and developing coping mechanisms. In the National Study of Centeno (2020), He examined the efficacy of an adapted mindfulness-based cognitive therapy (MBCT) program implemented in a classroom setting in the Philippines. He explored how mindfulness practice can affect empathy and self-compassion in senior Filipino college students aged 19-22. Two classes were used to compare the effects of mindfulness intervention. One class underwent the adapted MBCT program, while the other underwent the same class without mindfulness interventions. Self-report measures of the Five Facet Mindfulness Questionnaire, Perspective Taking subscale and Empathic Concern subscale of Interpersonal Reactivity Index, and Self-compassion scale-short form were administered before undergoing the adapted MBCT and after the program. After going through the adapted MBCT, college students' mindfulness significantly improved. Empathy and self-compassion also considerably improved after undergoing the program. This corroborates previous studies on mindfulness and its efficacy with adolescents and suggests how practicing mindfulness can improve empathy and self-compassion among Filipino college students. It provides a promising groundwork for the emerging interest and research in Asia, particularly in the Philippines, on how mindfulness can help with the mental health of college students. In the local context, one study by Sheila Mae Lim and Paula Patricia A. Roxa (2021) examined the study involving 51 teachers from a public high school in Davao City and used a randomized controlled trial design. The study results showed that the MBSR program significantly reduced teachers' stress levels and improved well-being, including in-

creased mindfulness, self-compassion, and emotional regulation. The study also found that the MBSR program positively impacted teachers' classroom management skills and their ability to create a positive learning environment. The authors suggest that MBSR may be a practical approach to promoting the well-being of teachers in the Philippines and that further research is needed to explore the potential benefits of mindfulness-based interventions in other educational contexts in the country. The study aimed of exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety is to investigate whether mindfulness-based interventions can be a practical approach to promoting the well-being of teachers in ed-

ucational settings. The study examined the impact of mindfulness-based practices on reducing teacher stress and anxiety, improving their emotional regulation, and enhancing their overall well-being. Additionally, the study aimed to identify specific mindfulness-based interventions that were more effective for reducing stress and anxiety in teachers and explore the potential role of mindfulness-based practices in improving teacher performance and job satisfaction. Ultimately, it would provide insights into the potential benefits of mindfulness-based practices for teachers and inform the development of effective interventions to support teacher well-being in educational settings.

1.1. Purpose of the Study—The study purpose of this study was to investigate how mindfulness-based practices can help reduce such stress and anxiety among teachers. Mindfulness-based practices involve non-judgmentally paying attention to one's thoughts, feelings, and bodily sensations. By doing so, individuals can become more aware of their emotions and learn how to manage them better. This study suggests that incorporating mindfulness-based practices into teacher training programs could be beneficial for reducing stress and anxiety levels among teachers.

1.2. Research Questions—Specifically, this study sought to answer the following questions:

(1) What is the lived experience of teachers in exploring mindfulness-based practices to reduce their stress and anxiety?

(2) How do teachers cope with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety?

(3) What educational insight can be drawn from the study?

The definitions of key terms relevant to the study exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety. Exploring the role of mindfulness in this study refers to Mindfulness-based practices as techniques that help individuals become more aware of their thoughts, feelings, and physical sensations in the present moment. These practices can include meditation, breathing exercises, and body scans. Mindfulness-based practices promote a sense of calmness and clarity in one's mind by focusing on the present moment instead of worrying about the past or

future. Research has shown that these practices can be beneficial for reducing stress, anxiety, depression, and improving overall well-being. By practicing mindfulness regularly, individuals may learn to better manage their emotions and improve their relationships with others. Practices in reducing, in this study refers referencing a study that discusses practices for reducing something, but without further context or details, it is impossible to determine what exactly is being reduced or what the specific practices. Teacher's stress, in this study, refers to practicing mindfulness, which can help reduce stress

and anxiety in teachers. Mindfulness is when you focus on being present in the moment and paying attention to your thoughts and feelings without judgment. The study wanted to see if mindfulness-based practices could help teachers feel less stressed and anxious. So, when the text says "teachers stress," it's referring specifically to the stress experienced by teachers. The study explored whether mindfulness-based practices could help reduce this kind of stress and anxiety among educators. This study defines anxiety as a feeling of worry, nervousness, or unease about something with an uncertain outcome. In "Exploring the Role of Mindfulness-Based Practices in Reducing Teachers' Stress and Anxiety," anxiety refers to the stress and worries that teachers may experience while carrying out their teaching duties. The study was significant because of the benefits to the following: Department of Education (DepEd). By addressing these research objectives, the recent study intends to explore the role of mindfulness-based practices in reducing teachers' stress and anxiety and investigate whether mindfulness-based interventions could be a practical approach to promoting the well-being of teachers in educational settings. The study aims to examine the impact of mindfulness-based practices on reducing teacher stress and anxiety, improving their emotional regulation, and enhancing their overall well-being. Informing Policy and Decision-Making: The study's findings can inform educational policymakers and decision-makers about the exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety is to investigate whether mindfulness-based interventions can be an effective approach to promote the well-being of teachers in educational settings. Improved Teacher Well-being: Mindfulness-based practices can help teachers manage their stress and anxiety effectively, leading to improved overall well-being. Reduced stress levels can enhance teachers' emotional and mental health, enabling them to cope bet-

ter with the challenges of their profession. Enhanced Job Satisfaction: By providing teachers with mindfulness tools, the study can increase job satisfaction. When teachers are less stressed and anxious, they are more likely to find fulfillment in their work, leading to a positive work environment. Better Classroom Management: Teachers who practice mindfulness may develop better emotional regulation and patience. This can positively impact their interactions with students, leading to improved classroom management and a more conducive learning environment. Increased Resilience: Mindfulness practices can enhance teachers' resilience, enabling them to bounce back from difficult situations more easily. This resilience can help them navigate the challenges of the education system with a positive attitude and determination. Positive Impact on Student-Teacher Relationships: Teachers who are less stressed and anxious are likely to be more patient, empathetic, and understanding with their students. This can foster positive relationships between teachers and students, creating a supportive learning atmosphere. Enhanced Focus and Concentration: Mindfulness practices can improve teachers' focus and concentration, allowing them to be more present in the classroom. This heightened attention can lead to better teaching quality and student engagement. Reduction in Teacher Burnout: High levels of stress and anxiety can contribute to teacher burnout. Mindfulness-based interventions may act as a preventive measure, reducing the risk of burnout by promoting self-care and emotional well-being. Cost Savings for Schools: By investing in mindfulness-based interventions, schools may experience cost savings in the long run. Reduced teacher turnover, lower rates of absenteeism, and improved overall teacher effectiveness can benefit educational institutions financially. Positive Organizational Culture: A school where teachers are supported in managing their stress and anxiety through mindfulness practices can de-

velop a positive organizational culture. This, in turn, can attract and retain high-quality educators and create a more nurturing learning environment for students. Research Contribution: The study's findings can provide valuable insights into the fields of education and psychology. They can provide evidence on the effectiveness of mindfulness-based interventions, paving the way for further research and the implementation of similar programs in educational settings worldwide. In summary, exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety can have far-reaching benefits, promoting the well-being of teachers and creating a positive educational environment for educators and students. Future Research and Innovation: The study could serve as a foundation for future research exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety. The findings could identify gaps in knowledge, highlight emerging trends, and stimulate further research inquiries related to this topic. The findings examine contextual factors and variations. The study aims to consider contextual factors in exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety.

1.3. Theoretical Lens—This study was anchored on the following theories: Brand, Fjorback, and Mehlsen (2012), first the theory of Creswell, and then the health belief model. This model suggests that an individual's beliefs about the potential benefits of a health behavior, as well as the perceived barriers and self-efficacy to engage in the behavior, influence their likelihood of adopting it. Mindfulness-based practices may be more effective in reducing stress and anxiety among teachers who believe in their potential benefits and have the self-efficacy to engage in them. A second model was the transtheoretical model (Hwang Kearney, 2015). This model proposes that behavior change occurs in stages, including pre-contemplation, contemplation, preparation, action, and maintenance. Mindfulness-based practices may help teachers progress through these stages by increasing their awareness of stressors, enhancing their motivation to change, and providing the skills and support needed to sustain behavior change. The third model is the job demands-resources model. This model suggests that job demands, workload, emotional demands, and resources such as support and autonomy influence employee well-being and performance. Mindfulness-based practices may enhance teachers' job resources by promoting self-care and well-being, improving their emotional regulation and resilience, and enhancing their job satisfaction and engagement (Kemeny, Foltz Cavanagh, Cullen, Giese-Davis, Jennings, Ekman, 2012). The fourth model is the stress and coping model. This model suggests that stress results from a mismatch between an individual's perceived demands and their perceived resources to cope with those demands. Mindfulness-based practices may help teachers develop coping strategies to manage stress more effectively, such as cultivating awareness of thoughts and emotions and developing nonjudgmental attitudes towards stressors(Centeno 2020).

The self-regulation model This model proposes that stress arises when individuals have difficulty regulating their emotions and behaviors in response to stressors. Mindfulness-based practices may help teachers improve self-regulation by increasing self-awareness, reducing emotional reactivity, and improving impulse control (Villatte, Vilardaga, Hayes, 2015). The conceptual framework of the study was presented in Figure 1. As seen in the figure, there were three interconnected sources of themes. The lived experience of teachers in exploring mindfulness-based practices in reducing teachers' stress and anxiety, a qualitative inquiry that allows researchers and teachers as well as
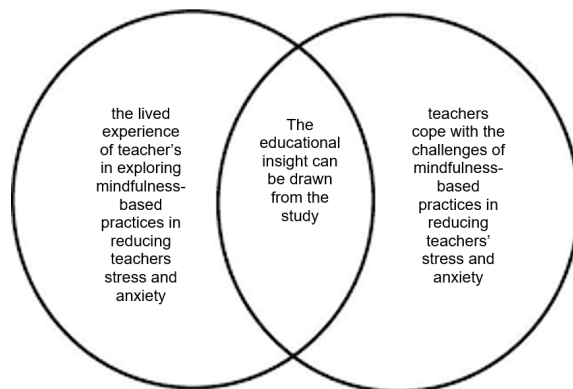
Fig. 1. The Conceptual and Theoretical Framework of The Study

learners to provide the necessary skills, knowledge, and focus on engaging in meaningful inquiry about their professional practice would enhance this practice and effect positive changes concerning the educative goals of the learning community. There was a genuine concern, as could be viewed with the first circle, which interlinks to the second circle; teachers cope with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, which results to the intersection of possible themes. The educational insight can be drawn from the study. Lastly, the positive psychology model focuses on promoting positive emotions, behaviors, and relationships to enhance well-being and resilience. Mindfulness-based practices may align with positive psychology principles by promoting self-awareness, self-compassion, and positive relationships with oneself and others. Contemplative/emotional training reduces negative emotional behavior and promotes prosocial responses (Luken, Sammons, A. 2016).

2. Methodology

In this chapter, the researcher introduced the philosophical assumptions, qualitative assumptions, research participants, data collection, data analysis, ethical considerations, the role of the researcher, and trustworthiness.

2.1. Philosophical Assumptions—It was assumed that all participants answered interview questions honestly and to the best of their abilities. It was further assumed that the sample used for this study was representative of in-depth and focus group interviews on a face-to-face manner as a medium of communication. These assumptions have been articulated throughout the last 20 years in the various SAGE Handbooks of Qualitative Research (Denzin Lincoln, 1994, 2000, 2005, 2011) and as the "axiomatic" issues advanced by Guba and Lincoln (1988) as the guiding philosophy behind qualitative research. These beliefs have been called paradigms (Lincoln, 1985) philosophical assumptions, epistemologies, and ontologies (Crotty, 1998); broadly conceived research methodologies (Neuman, 2000); and alternative knowledge claims (Creswell, 2014). There are beliefs about ontology (the nature of reality), epistemology (what counts as knowledge and how knowledge claims are justified), axiology (the role of values in research), and methodology (the process of research). In this discussion,

I was first discussing each of these philosophical assumptions, detail how they might be used and written into qualitative research, and then link them to different interpretive frameworks that operate at a more specific level in the process of research. Ontology. The issue relates to the nature of reality and its characteristics. When researchers conduct qualitative research, they are embracing the idea of teacher's perceptions and experiences in exploring the role of mindfulness-based practices in reducing teachers stress and anxiety. Different researchers embrace different realities, as do the individuals being studied and the readers of a qualitative study. When studying individuals, qualitative researchers conduct a study with the intent of reporting these multiple realities. Evidence of multiple realities includes the use of multiple forms of evidence in themes using the actual words of different individuals and presenting different perspectives. For example, when writers compile a phenomenology, they report how individuals participating in the study view their experiences differently (Moustakas, 1994). Epistemology. Conducting a qualitative study means that the researcher tries to get as close as possible to the participants being studied. Therefore, subjective evidence is assembled based on individual views. The very reason why I chose these elementary teachers as my participants is because I knew them for quite a long time. This is how knowledge is known through the subjective experiences of people. It becomes important, then, to conduct studies in the "field," where the participants live and work, these are important contexts for understanding what the participants are saying. The longer researchers stay in the "field" or get to know the participants, the more they "know what they know" from firsthand information. For example, good phenomenology requires a prolonged stay at the research site (Wolcott, 2008a). In short, the researcher tries to minimize the "distance" or "objective separateness" (Guba Lincoln, 1988,

p. 94) between himself or herself and those being researched. Axiology. This assumption characterizes qualitative research. How does the researcher implement this assumption in practice? In a qualitative study, the inquirers admit the value-laden nature of the study and actively report their values and biases as well as the value-laden nature of information gathered from the field. This means that the result of this study was shared with the school where I am currently working. We say that they "position themselves" in a study. In an interpretive biography, for example, the researcher's presence is apparent in the text, and the author admits that the stories voiced represent an interpretation and presentation of the author as much as the subject of the study (Denzin, 1989a). I believed that I am more qualified to conduct this study since I have ample experience teaching in elementary school. Methodology. This is characterized as inductive, emerging, and shaped by the researcher's experience in collecting and analyzing the data. In collecting data in this study, I formulated an interview guide so that I have a clear dimension during the interview. Afterward, all the data gathered I recorded, transcribed, analyzed, and interpreted to arrive at a good result. The logic that the qualitative researcher follows is inductive, from the ground up, rather than handed down entirely from a theory or the perspectives of the inquirer. Sometimes the research questions change in the middle of the study to reflect better the types of questions needed to understand the research problem. In response, the data collection strategy, planned before the study, needs to be modified to accompany the new questions. During the data analysis, the researcher follows a path of analyzing the data to develop an increasingly detailed knowledge of the topic being studied.

2.2. Qualitative Assumptions—The researcher made these qualitative assumptions that consist of the methods used in the process of qualitative research (Creswell 2003). The

procedures used by the researcher are inductive and are based on the researcher's own experience in collecting and analyzing data. The research here is the product of the values of the researcher. Through an inductive approach, raw textual data is condensed into a brief, summary format. Clear links are established between research objectives and summary findings derived from raw data. A framework of the underlying structure of experiences or processes that are evident from the raw data is developed. A phenomenological study describes the meaning of lived experiences of individuals about a concept or phenomenon (Creswell, 2003) was used in this study. A phenomenological study intends to understand and describe an event from the point of view of the participants. A key characteristic of this approach is to study how members of a group or community interpret themselves, the world, and life around them (Mertens, 2005). The purpose of this study was to explore the role of mindfulness-based practices in reducing teachers' stress and anxiety. Collectively, these results may provide foundational information to guide the district in addressing the local issue. Administrators might benefit from this information as it might enable them to make informed decisions about what support is needed for teachers in exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety. In addition, this study exploring the role of mindfulness-based practices in reducing teachers stress and anxiety, appear to have experienced in the areas of building background knowledge, interactions, and application.

2.3. Design and Procedure—In the next section, the specific details of the research procedures will be described, so future researchers can generalize the results from this study to other situations. Extensive and careful descriptions of the study's time, place, context, and culture were thoroughly discussed to develop transferability, which is the qualitative parallel to external validity in post-positivist research (Mertens, 2005). This section discusses the interview approach, explains the role of the researcher, and, lastly, describes the sampling method and ethical considerations. Patton (2015) proposes researchers conduct interviews to learn the things they cannot directly observe. Qualitative interviewing is not used to get answers to questions, but to understand the experiences of the participants and the meaning they make of that experience (Seidman, 1988). Generally, qualitative studies use unstructured, open-ended interviews, because they allow for the most flexibility and responsiveness to emerging issues for both the participants and interviewer; however, the use of semi-structured interviews is not uncommon and used when the researcher seeks to obtain specific more focused information (Schwandt, 2001). Semi-structured interviews combine the flexibility of unstructured, open-ended interviews with directionality and an agenda to produce focused, qualitative, textual data (Schensul, LeCompte, 1999). This study collected data using semi-structured interviews to explore how the elementary school teachers describe the exploring the role of mindfulness-based practices in reducing teachers stress and anxiety. To ensure that the same information was collected from all the participants, an interview guide was used. The interview guide included open-ended questions and topics to help structure the interview, but when needed, the interviewer also explored, probed, and asked additional questions to clarify and expand on a particular topic. The interview guide helped make interviewing across several different participants more systematic and comprehensive by defining in advance the issues to be explored (Patton, 2015). The open-ended questions were framed in a way, so the participants could represent their views and perspectives in their own words and terms, in addition to taking the questions in any direction that they chose (Patton, 2015). Since qualitative research studies subjects in their natural setting, all inter-

views except one took place using a face-to-face format at a time convenient for the participants. All interview sessions were tape-recorded for the purposes of transcription. When needed, the researcher used follow-up interviews after transcription to clarify meaning or explore areas in more depth.

2.4. Research Participants—The target population for this study were the twelve (12) participants from the line-up of public elementary school teachers at Kapalong East District, Division of Davao Del Norte, who were still teaching during the school year 2022-2023; The researcher considered an in-depth interview (IDI) from selected public schools who were still teaching. A sample of twelve (12) elementary school teachers was purposively selected from this population. The researcher used purposive sampling, also known as judgment, selective, or subjective sampling, a sampling technique in which the researcher relies on their judgment when choosing population members to participate in the study. This survey sampling method requires researchers to know the purpose of their studies to properly select and approach eligible participants to be conducted (Denzin, 2017). The participants of this study were the elementary school teachers from the selected public schools in the Division of Davao del Norte. Below was a simple description of the participants:

2.5. Research Instrument—I used an Interview Guide Question Tool with sub-questions for the in-depth interview and focus group discussion in this study. The tool would serve as my guide while interviewing the selected teachers participating in the recorded in-depth interview via Google Meet, Zoom, or MS Teams and focus group discussion. This study sought to answer the research questions and collect additional input for my study. To address the validity issues of this design, specifically regarding the method, I would ask for help from the experts. My interview guide question tool should be checked and validated by the experts. The sampling used to select my participants was under the suggestions of the expert panels. I played various roles in this study to attain success. First, I asked for permission to conduct the study, which would start with the Schools Division Superintendent and then with my research participants. As a researcher, if consented, I recorded the actual interview to achieve the needs of this type of research. The interview aimed to understand better teachers' experiences in the new standard way of teaching and learning. The interview would also include how the Department of Education should improve its programs. After gathering the needed data, the researcher transcribed and analyzed everything. However, human instruments were more essential to study in case the quality of this research has to deal with biases and assumptions regarding the persons involved in the study (Greenbank, 2003).

2.6. Data Collection—The researcher secured a letter of permission from the participants. I would use the data collection methods prescribed in the qualitative design upon approval. In the selection, sampling was applied to the research participants; purposive sampling is a sampling technique in which a researcher relies on his or her judgment when choosing population members to participate in the study. It was a non-probability sampling method, and it occurs when elements selected for the sample were chosen based on the researcher's judgment. Researchers often believe they can obtain a representative sample using sound judgment, saving time and money (Black, 2010). This study's suitable samples include all teachers in East Kapalong Elementary School in the Kapalong School division. Ten informants participated in the virtual in-depth interview. Moreover, coding was used to protect the participants' identities. IDI-1 to IDI-12 used for the informants of the in-depth interview. The researcher needs to understand the subjective interaction between the

study participants. The researcher heavily relied on naturalistic methods (interviewing and audio recording), and the interpretive paradigm would be used. Interpretive approaches rely heavily on naturalistic methods like interviewing, observation, and analysis of existing texts. These methods ensure an adequate dialog between the researchers and those with whom they interact to construct a meaningful reality collaboratively. As cited by Aquilam (2014), Yin suggested numerous forms of data collection, such as documents, archival records, interviews, direct observation, participant observation, and physical artifacts. To obtain legitimate and trustworthy data on teachers' experiences of the new normal way of teaching and learning, the researcher conducted an in-depth interview and focus group discussion. This interview aimed to gather information on the feelings and experiences of former teachers of public schools. The participants were encouraged to express their answers most comfortably. The interview with the participants has been transcribed word for word. Lastly, the researcher analyzed the data collected using discourse analysis and thematic analysis. Creswell (2007) suggested that to succeed in the study, the data must be stored so that they can easily be found and protected from damage and loss. In this study, I used an Interview Guide Question Tool with sub-questions for the virtual in-depth interview and focus group discussion. The tool was used as my guide while interviewing the selected elementary teachers who had been my participants in the recorded virtual in-depth interview and focus group discussion. This aimed to answer the research questions and collect additional inputs that can be used in my study. To address the validity issues of this design, specifically regarding the method, I asked for help from the experts. My interview guide question tool was checked and validated by the experts. The sampling I used to select my participants was following the suggestions of the expert panels.

2.7. Data Analysis—In analyzing the qualitative data, I used discourse analysis and thematic analysis. Discourse analysis focuses on the language used and patterning of language used by the study's informants, as reflected in the detailed transcripts of recorded speech (Bueno, 2016). I transcribed and analyzed the recorded in-depth interview and focus group discussion. Part of the analysis was to determine female school leaders' challenges, coping mechanisms, and leadership behavior. Thematic analysis was a method of identifying, analyzing, and reporting patterns within data (Braun Clarke, 2006). It was a widely used method of analysis in qualitative research. In this study, I looked for patterns and themes generated in the transcribed in-depth interview and focus group discussion.

2.8. Trustworthiness of the Study—The concepts of validity and reliability were relatively foreign to qualitative research. Instead of focusing on reliability and validity, qualitative researchers substitute data trustworthiness. Trustworthiness consists of the following components: credibility, transferability, dependability, and conformability (Harts, 2016). Credibility contributes to a belief in the trustworthiness of data by observing the attributes of prolonged engagement. To address the credibility issue, interviewed as many research participants as possible or up to the point of saturation. Transferability is concerned with the extent to which the findings of one study can be applied to other situations. In positivist work, the concern often lies in demonstrating that the results of the job at hand can be used to a broader population since the findings of a qualitative project are specific to a small number of particular environments and individuals. It is impossible to demonstrate that the findings and conclusions apply to other situations and populations. Therefore, to ensure transferability, I acknowledged that it is my responsibility as a researcher to ensure sufficient contextual transformation about

the fieldwork sites to enable the reader to make such a transfer. Confirmability is associated with objectivity in science, which is the use of instruments not dependent on human skill and perception. It is, however, difficult to ensure real objectivity since, as even tests and questionnaires are designed by humans, the intrusion of the researcher's biases is inevitable. Here, steps must be taken to help ensure as much as possible that the work's findings are the result of the experiences and ideas of the participants rather than the characteristics and preferences of the researcher.

2.9. Framework for Analysis—In the conduct of this study, I would follow a procedure that would lead to giving answers to the main questions. The first phase of this study involves collecting data through an in-depth online interview of selected informants through Google Meet or Zoom. After this, the data were organized, transcribed, encoded, and translated. The transcribed data or significant statements that were developed will be subjected to data analysis using discourse and thematic analysis or grouped into themes. The analyzed data were thoroughly interpreted by the researcher with the help of the theories of this study. Common themes based on the informants' responses were considered in this study. The participants' experiences were described in the textural description. With the list of non-redundant units of meaning, the researcher must continue to bracket any assumptions to remain true to the phenomenon (Groenewald, 2004). I rigorously examined these units of meaning to elicit the essence of meaning within the holistic context. Clusters of themes are typically formed by grouping units of meaning (Creswell, 1998; Moustakas, 1994). The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 1994). Familiarization was becoming familiar with the data through reading and re-reading interview transcripts. Familiarizing the whole interview with the audio recording and transcript and any contextual or reflective notes the researcher recorded was a vital stage in interpretation. It could also be helpful to re-listen to all or parts of the audio recording. The researcher becomes immersed in the data by listening to audiotapes, exploring the field, or reading transcripts. The researcher would become aware of critical ideas and recurring themes throughout the procedure and would make a note of them. The researcher may be unable to review all of the material due to the enormous amount of data that might be collected in qualitative research. As a result, a portion of the data set would be utilized. Several elements of the data collection method would influence the selection. Coding was the process of summarizing and representing data in order to provide a systematic account of the recorded or observed phenomenon. After familiarization, the researcher carefully reads the transcript line by line, applying a paraphrase or label that is a 'code' that describes what they have interpreted in the passage as necessary. Coding aimed to classify all of the data to be compared systematically with other parts of the data set. Developing a thematic framework happens after coding a few transcripts. The researcher needs to compare the labels applied and select a set of codes to apply to all subsequent transcripts. Codes could be grouped into categories, which are then clearly defined. This forms a working analytical framework. Several iterations of the analytical framework were likely required before no additional codes emerged. It was always worth having another code under each category to avoid ignoring data that does not fit; the analytical frame-
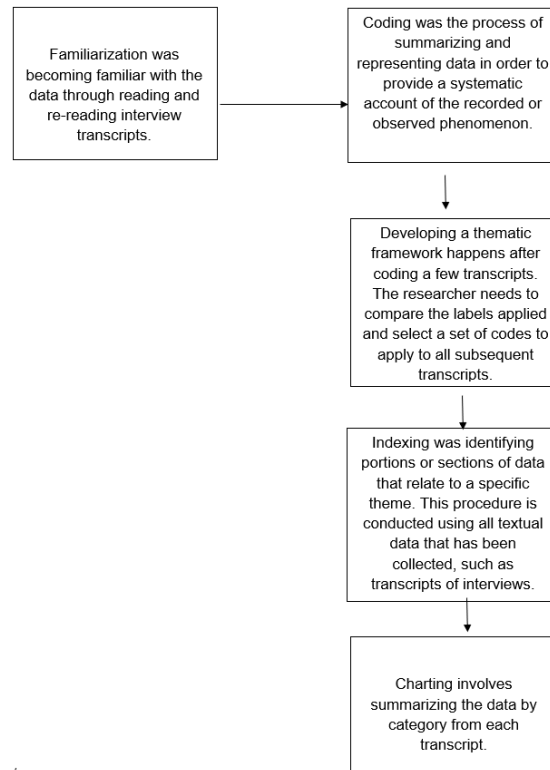
Fig. 2. Analytical Framework of the Study

work was never 'final' until the last transcript had been coded. Indexing involves identifying portions or sections of data that relate to a specific theme. This procedure is conducted using all textual data collected, such as transcripts of interviews. Ritchie and Spencer (1994) suggest using a numerical system to index references and annotating them in the margin beside the text for ease. Qualitative data analysis tools are ideal for this task.

Charting involves summarizing the data by category from each transcript. Good charting requires an ability to strike a balance between reducing the data on the one hand and retaining the original meanings and 'feel' of the interviewees' words on the other. The chart should include references to exciting or illustrative quotations. The final stage, mapping, and interpretation, analyzes the essential qualities depicted in the charts. This analysis should provide a schematic diagram of the event/phenomenon, assisting the researcher in interpreting the data set. I must be cognizant of the objectives of qualitative analysis and define concepts, map the range and nature of phenomena, create typologies, find associations, provide explanations, and develop strategies (Ritchie Spencer, 1994). Therefore, any strategy or recommendations the researcher offers reflect the participants' real views, beliefs, and values. Figure 2. shows procedures undertaken to analyze the textual data. Statements were developed from the transcripts and grouped into larger units of information called "meaning tunings" or themes (Creswell, 2007).

This chapter presented the results of the data analysis and discussed the results of the study, which focused on exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety. The study aims to investigate whether mindfulness-based interventions can be an effective approach to promoting the

well-being of teachers in educational settings. The study examines the impact of mindfulness-based practices on reducing teacher stress and anxiety, improving their emotional regulation, and enhancing their overall well-being. Additionally, the study aimed to identify specific mindfulness-based interventions that may be more effective for reducing stress and anxiety in teachers and explore the potential role of mindfulness-based practices in improving teacher performance and job satisfaction. Ultimately, the study aims to provide insights into the potential benefits of mindfulness-based practices for teachers and inform the development of effective interventions to support teacher well-being in educational settings. What is the lived experience of teachers in exploring mindfulness-based practices to reduce teachers' stress and anxiety? How do teachers cope with the challenges of mindfulness-based practices in reducing their stress and anxiety? What educational insight can be drawn from the study? Before I begin my discussion, I would like to establish the symbols I used as I presented the quotations based on the participant's responses to the study. Regarding the transcriptions of the interviews, I used codes to refer to participants in the research question. Their responses were contained and bounded around the study's three (3) research questions. Moreover, participants' responses were transcribed verbatim, translated into English, encoded, and summarized in matrix form, which led to a schema. The first objective of this study is to learn about teachers' lived experience of exploring mindfulness-based practices to reduce their stress and anxiety.

3. Results and Discussion

This chapter presented the results of the data analysis and discussed the results of the study, which focused on exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety. The study aims to investigate whether mindfulness-based interventions can be an effective approach to promoting the well-being of teachers in educational settings. The study examines the impact of mindfulness-based practices on reducing teacher stress and anxiety, improving their emotional regulation, and enhancing their overall well-being. Additionally, the study aimed to identify specific mindfulness-based interventions that may be more effective for reducing stress and anxiety in teachers and explore the potential role of mindfulness-based practices in improving teacher performance and job satisfaction. Ultimately, the study aims to provide insights into the potential benefits of mindfulness-based practices for teachers and inform the development of effective interventions to support teacher well-being in educational settings. What is the lived experience of teachers in exploring mindfulness-based practices to reduce teachers' stress and anxiety? How do teachers cope with the challenges of mindfulness-based practices in reducing their stress and anxiety? What educational insight can be drawn from the study? Before I begin my discussion, I would like to establish the symbols I used as I presented the quotations based on the participant's responses to the study. Regarding the transcriptions of the interviews, I used codes to refer to participants in the research question. Their responses were contained and bounded around the study's three (3) research questions. Moreover, participants' responses were transcribed verbatim, translated into English, encoded, and summarized in matrix form, which led to a schema. The first objective of this study is to learn about teachers' lived experience of exploring mindfulness-based practices to reduce their stress and anxiety. The study would specifically seek to answer the following queries, with three major themes: challenges in mindfulness-based interventions, teacher well-being, and Impact on Educational Outcomes.

3.1. Teachers' lived experiences exploring mindfulness-based practices to reduce teachers' stress and anxiety—

3.1.1. Challenges in mindfulness-based interventions—Based on the interview data gathered from teachers' lived experiences exploring mindfulness-based practices to reduce teachers' stress and anxiety, the participants' transcripts in the focus interview Answer the research question and connect to the first theme, challenges in mindfulness-based interventions. I analyzed the narration from teachers or participants A1, A2, and A3 of their lived experiences in exploring mindfulness-based practices in reducing teachers' stress and anxiety. The transcripts of the focus interview participants: Answer the research question and connect to the first theme, challenges in the mindfulness-based interventions. Teachers face high-pressure situations daily, and having effective coping mechanisms can prevent burnout and enhance resilience. Mindfulness techniques offer viable strategies for handling stressors in real time. I analyzed the narration from teachers or participants A1, A2, and A3 of their lived experiences in exploring mindfulness-based practices in reducing teachers' stress and anxiety. The transcripts of the focus interview participants: Answer the research question and connect to the first theme, challenges in the mindfulness-based interventions. Teachers face high-pressure situations daily, and having effective coping mechanisms can prevent burnout and enhance resilience. Mindfulness techniques offer viable strategies for handling stressors in real time. I analyzed the narration from teachers' lived experiences to explore mindfulness-based practices for reducing teachers' stress and anxiety. The participants' transcripts in the focus in-depth interview answered the research question and connected to the first theme, challenges in mindfulness-based interventions. These responses reflect the lived experiences of teachers who have benefited from mindfulness-based interventions, shedding light on the positive outcomes and potential solutions for reducing stress and anxiety in educational settings; achieving a work-life balance is vital for teachers' overall well-being. Mindfulness interventions can help teachers detach from work-related stressors, allowing them to recharge during personal time. This balance is crucial for preventing teacher burnout and ensuring sustained motivation and dedication to their profession. There is a growing body of research evidence that has suggested that mindfulness-based interventions (MBIs) can help decrease stress and burnout experienced amongst HCPs, increase job satisfaction levels, and improve patient outcomes (Escuriex and Labbe 2011; Irving et al. 2019; Shanafelt et al. 2018). Although there are varying definitions of mindfulness, it is commonly and operationally defined as the quality of awareness that occurs through intentionally focusing on present-moment experiences in an accepting and non-judgemental manner. Mindfulness has become an increasingly popular psychological intervention worldwide; it has an extensive and well-established evidence base investigating the efficacy of MBIs to improve psychological functioning and well-being in clinical and non-clinical populations (Gu et al. 2015). Numerous MBIs are currently employed with clinical and non-clinical populations; mindfulness-based stress reduction is one of the most extensively used and evaluated MBIs. MBSR was initially designed for patients with chronic medical conditions to help reduce stress and improve their quality of life via focused attention, meditation, cognitive restructuring, and adaptive learning techniques (Kabat-Zinn 2013). The standard MBSR program was an 8-week group intervention, where participants meet once weekly for 2 to 3 hours and undertake a 6-hour silent retreat. Participants are encouraged to complete 45 min of daily mindfulness practice to aid skill generalization (Virgili 2013). Mindfulness practices are taught via formal practices (e.g., body scan,

sitting meditation, mindful walking, and hatha yoga) and informal practices whereby individuals are instructed to mindfully engage in typically mindless tasks such as brushing teeth and washing dishes. Supported by the ideas of Yoon, Duncan, Lee, Scarloss, Shapley (2019), stressed that these responses reflect the lived experiences of teachers who have benefited from mindfulness-based interventions, shedding light on the positive outcomes and potential solutions for reducing stress and anxiety in educational settings.

3.1.2.   Teacher well-being—On the other hand, based on the interview data gathered from teachers' lived experiences, we explored mindfulness-based practices for reducing teachers' stress and anxiety. The transcripts of participants in the focus interview Answered the research question and connected to the first theme, which is teacher well-being. I analyzed the narration based on the interview data gathered from teachers' lived experiences to explore mindfulness-based practices for reducing teachers' stress and anxiety. The transcripts of the focus interview participants Answer the research question and connect to the first theme, which is to support the teacher's well-being. Participants describe how mindfulness practices have heightened their awareness of the present moment, reducing uncertainty-related anxiety. This heightened presence fosters a sense of fulfillment and well-being. Mindfulness interventions have encouraged participants to cultivate self-compassion, enabling them to manage self-criticism and negative self-talk. This self-acceptance positively impacts their well-being. However, one participant expresses how mindfulness practices have empowered them to navigate emotional challenges effectively, contributing to their overall emotional well-being and resilience. I analyzed the narration based on the interview data gathered from teachers' lived experiences in exploring mindfulness-based practices in reducing teachers' stress and anxiety.

The transcripts of the focus interview participants: Answer the research question and connect to the first theme, which is to support the teacher's well-being. One participant stated that better sleep quality directly results from reduced stress and anxiety. Mindfulness practices have helped participants manage their thoughts and emotions, improving sleep patterns and enhancing well-being. I analyzed the narration based on the interview data gathered from the lived experiences of teachers exploring mindfulness-based practices for reducing teachers' stress and anxiety. The transcripts of participants in the focus in-depth interview answered the research question and connected to the first theme, which is support the teacher well-being. Participants report that mindfulness practices have positively influenced their relationships, leading to a more supportive and collaborative professional atmosphere. Healthy interpersonal connections contribute significantly to teacher well-being. I analyzed the narration based on the interview data gathered from the lived experiences of teachers exploring mindfulness-based practices for reducing teachers' stress and anxiety. The transcripts of participants in the focus in-depth interview answered the research question and connected to the first theme, which is teacher well-being. Due to mindfulness practices, participants express a renewed sense of purpose and fulfillment in their teaching profession. This fulfillment acts as a buffer against stress, enhancing their overall well-being. These coping mechanisms have empowered me to handle challenges with composure and grace. These responses support Thomas M. Galla's (2019) idea of demonstrating the transformative impact of mindfulness-based practices on teachers' well-being, emphasizing emotional resilience, self-compassion, presence, sleep quality, interpersonal relationships, fulfillment, and effective coping strategies. The findings suggest that integrating mindfulness into teachers' professional development can significantly enhance

their well-being and job satisfaction.

3.1.3. Positive Impact on Educational Outcomes.—On the other hand, based on the interview data gathered from teachers' lived experiences, we explored mindfulness-based practices for reducing teachers' stress and anxiety. The transcripts of participants in the focus interview Answered the research question and connected to the first theme, which is the positive Impact on Educational Outcomes. I analyzed the narration based on the interview data gathered from teachers' lived experiences exploring mindfulness-based practices to reduce teachers' stress and anxiety. The transcripts of participants in the focus in-depth interview answered the research question and connected to the first theme, the positive Impact on Educational Outcomes. It is very clear from the narration of participants after saturation that mindfulness equips teachers with patience and emotional regulation, essential for effective classroom management. A peaceful classroom environment enhances the overall learning experience for students. Some points of view highlighted that a serene classroom environment resulting from teacher mindfulness positively influences students' focus and academic performance. Mindful teaching methods may contribute to improved learning outcomes. I analyzed the narration based on the interview data gathered from teachers' lived experiences exploring mindfulness-based practices to reduce teachers' stress and anxiety. The participants' transcripts in the focus in-depth interview answered the research question and connected to the first theme, the positive Impact on Educational Outcomes. Responses justified that mindfulness practices promote self-awareness and emotional regulation among students, decreasing behavioral problems. A calmer classroom benefits the teacher's well-being and the overall learning environment. I analyzed the narration based on the interview data gathered from teachers' lived experiences exploring mindfulness-based practices in reducing teacher stress and anxiety. The transcripts of the focus interview participants: Answer the research question and connect to the first theme, the Impact on Educational Outcomes. The participants' responses highlighted that mindfulness helps teachers develop empathy and understanding, fostering positive relationships with students. Trust and open communication contribute to a supportive and positive learning environment. I analyzed the narration based on the interview data gathered from teachers' lived experiences exploring mindfulness-based practices to reduce teachers' stress and anxiety. The participants' transcripts in the focus in-depth interview answered the research question and connected to the first theme, the Impact on Educational Outcomes. Shown in Figure 3, the emerging themes of the teachers' lived experiences in teachers' lived experience in exploring mindfulness-based practices in reducing stress and anxiety, such as challenges in the mindfulness-based interventions, Support the teacher well-being, and Positive Impact on Educational Outcomes.

3.2. Teachers Coping with The Challenges of Mindfulness-Based Practices In Reducing Teachers' Stress and Anxiety—Some stated that integrating mindfulness into SEL programs equips students with essential life skills. These skills contribute to a positive learning environment and can impact their well-being and future success. Hence, others believe mindfulness enables teachers to be more attentive and adaptable to students' needs. Individualized support enhances student learning experiences and can positively impact their academic achievements. These responses highlight the transformative impact of mindfulness-based practices on educational outcomes, emphasizing improved student engagement, academic performance, classroom management, reduced behavioral issues, positive teacher-student relationships, focus on individual student
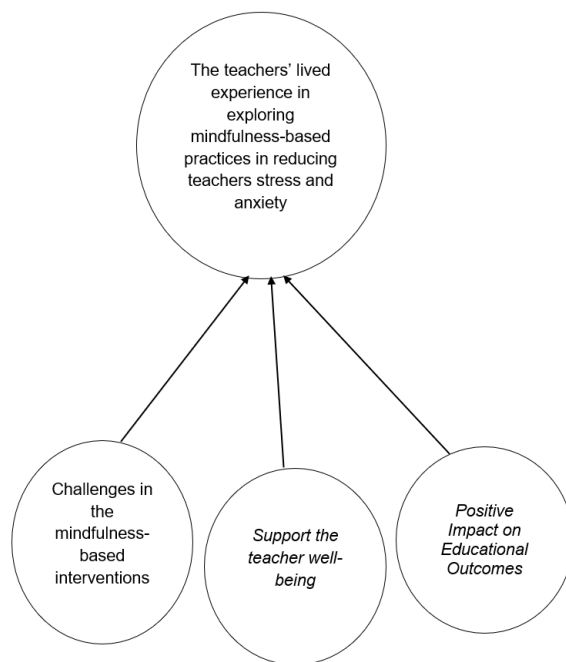
Fig. 3. The teachers' lived experience in exploring mindfulness-based practices in reducing teachers stress and anxiety

needs, and the promotion of social and emotional learning. The findings supported by Lim and Paula Patricia (2021) suggest that incorporating mindfulness in education positively influences teachers and students, creating a conducive and enriching learning environment. The second objective of this study is for teachers to cope with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety. Three major themes emerged: Stress and Anxiety Management, Effectiveness of Mindfulness Interventions, and Promotion of Teacher Well-being.

3.2.1. Stress and anxiety management— As I analyzed the narration of teachers' coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, I emerged with the theme of stress and anxiety management. The participants highlighted in their statement that teachers often face impatience and resistance when they begin mindfulness practices. The need for immediate results conflicts with the gradual nature of mindfulness. Overcoming this impatience requires understanding that mindfulness is a skill that develops with consistent practice and patience. As I analyzed the narration of teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety emerged with the theme stress and anxi-

ety management. Some responses highlighted that calming a restless mind is a common challenge. Thoughts racing in the mind can hinder the mindfulness process. The struggle to quiet the mind highlights the need for regular practice, as mastering mindfulness techniques takes time and effort. While other participants stated that, teachers find it challenging to balance mindfulness practice with their busy schedules. This challenge underscores the importance of integrating mindfulness into daily routines. Creating a structured approach and prioritizing self-care are essential to managing stress amid work demands. At this statement the teachers also highlight the challenges of integrating mindfulness into their busy schedules. They mention the difficulty in finding time, especially during busy periods like exams, and the need to bal-

ance mindfulness with teaching responsibilities. As I analyzed the narration of teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety emerged with the theme stress and anxiety management. All three teachers acknowledge the benefits of mindfulness practices in reducing stress and anxiety. They recognize the positive impact on their well-being and their ability to cope with the challenges of teaching. One teacher emphasizes the importance of community support, indicating that practicing mindfulness with fellow teachers creates a sense of belonging and helps sustain the practice. This suggests that a supportive environment and community engagement play a vital role in coping with stress and anxiety. This is supported by the idea of Thomas M. Galla (2019). All responses imply that external factors, such as administrative tasks and deadlines, can hinder the consistent practice of mindfulness. Schools and educational institutions must acknowledge these challenges and provide support systems that effectively help teachers manage these external pressures.

3.2.2. Effectiveness of mindfulness interventions. —On the other hand, teachers cope with the teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, which emerged with the theme of the effectiveness of mindfulness interventions. I analyzed the narration based on teachers coping with the teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety emerged with the theme of the effectiveness of mindfulness interventions. Some responses highlighted that All teachers acknowledge the positive impact of mindfulness practices on reducing stress and enhancing their effectiveness as teachers. They find that these practices contribute to a calmer and more focused teaching approach, positively influencing their interactions with stu-

dents and overall classroom dynamics. I analyzed the narration based on teachers cope with the teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, which emerged with the theme of the effectiveness of mindfulness interventions. While the benefits are evident, teachers also recognize the challenges of integrating mindfulness into their teaching routines. They mention that it's an ongoing journey, implying that continuous effort and support are necessary for sustaining mindfulness practices. Despite the challenges, they perceive the journey as valuable, indicating a positive attitude toward the effectiveness of mindfulness interventions. I analyzed the narration based on teachers coping with the teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety emerged with the theme effectiveness of mindfulness interventions. The is very clear that teachers emphasize the importance of consistency in their mindfulness practices. Having a daily routine dedicated to mindfulness exercises allows them to sustain the positive effects, making them more resilient in the face of stress and better equipped to handle the challenges of teaching. Teachers highlight the ripple effect of reduced stress levels and enhanced mindfulness in the classroom environment. They note improved patience, empathy, and positive student responses, suggesting that the benefits of mindfulness extend beyond their well-being and contribute to a more positive and conducive learning atmosphere. Some participants stated that teachers find that mindfulness-based practices significantly reduce their stress and enhance their effectiveness in the classroom. Consistency in practicing mindfulness, coupled with ongoing support and effort, is crucial. The positive effects improve teachers' well-being and create a more positive and engaging learning environment for students.

3.2.3.   Promotion of teacher well-being— On the other hand, teachers' coping mechanisms with the challenges on teachers coping with the teacher's coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety emerged with the theme promotion of teacher well-being. I analyzed the narration of teachers coping with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, emerging with the theme of promoting teacher well-being. The responses of teacher participants highly insinuate that teachers unanimously agree on the positive impact of mindfulness practices in coping with stress and anxiety. They highlight the effectiveness of mindfulness techniques, such as mindful breathing and meditation, in helping them manage challenging situations. I analyzed the narration of teachers coping with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, which emerged with the theme of promoting teacher well-being. I analyzed the narration of teachers coping with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, emerging with the theme of promoting teacher well-being. Some responses stated that teachers emphasize the importance of school support in promoting their well-being. They appreciate the school's proactive approach, providing resources like workshops and meditation sessions. This recognition from the administration validates the significance of teacher well-being, creating a supportive and nurturing environment. I analyzed the narration of teachers coping with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, which emerged with the theme of promotion of teacher well-being. One participant stated that find strength in the shared experience of practicing mindfulness. Peer support groups and the opportunity to exchange mindfulness techniques create a sense of solidarity among teachers. This camaraderie enhances their coping mechanisms, allowing them to face challenges collectively and making them more resilient. Hence, responses indicated that promoting teacher well-being extends beyond individual practices. It involves a holistic approach that combines personal coping strategies, school-supported initiatives, and peer support. This comprehensive approach fosters a positive work environment and enhances the overall well-being of teachers. Supported with the idea of Sarah White, Grace Coles, and Lucy A. Warner (2022), teachers recognize the positive impact of mindfulness-based practices in coping with the challenges of teaching. The support from the school, including mindfulness workshops and peer support groups, plays a crucial role in promoting their well-being. This holistic approach helps teachers cope with stress and anxiety, strengthens their resilience, and fosters a sense of community within the school. Further discussed, teachers acknowledge mindfulness as a crucial coping mechanism, recognizing its value in helping them navigate the challenges of their profession. The emphasis is placed on managing stress and cultivating a sense of balance and well-being. Teachers appreciate the school's proactive initiatives to promote well-being. These include integrating mindfulness into various aspects of school life, such as staff meetings and classrooms. Integrating mindfulness into daily routines creates a supportive environment where teachers can easily access these practices, enhancing their coping mechanisms. The third objective of this study is to explore educational management insight and practices that can be drawn from the study. The study would specifically seek to answer the queries of what educational insight and practices can be drawn from the analysis of exploring mindfulness-based practices in reducing teachers' stress and anxiety emerged significant themes such as educational settings, professional development, and improved student engagement. Figure 4 shows the emerging themes of the teachers' lived experiences coping with
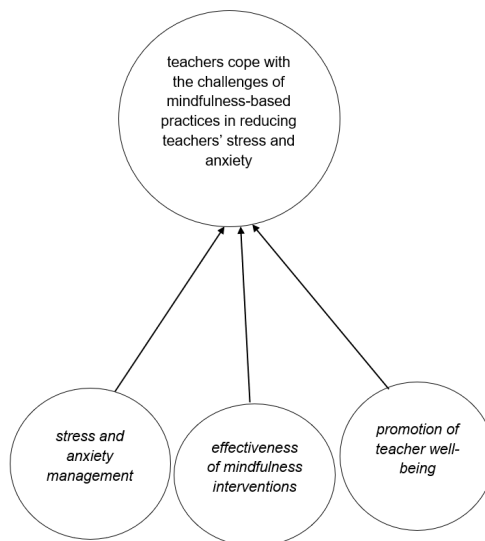
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Fig. 4. How do teachers cope with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety

the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, namely, the effectiveness of mindfulness interventions and the promotion of teacher well-being.

3.3. The Educational Insight and Practices Can Be Drawn from The Study Of Exploring Mindfulness-Based Practices In Reducing Teachers Stress And Anxiety—

*3.3.1. Educational settings—*Based on the interview data gathered from the teacher, explore what educational insight and practices can be drawn from the study of mindfulness-based practices in reducing teachers' stress and anxiety, which emerged as a theme in educational settings. As I analyzed the narration of the teacher, I explored educational insight or tools that can be drawn from the study exploring mindfulness-based practices in reducing teachers' stress and anxiety emerging in educational settings. The narration of teachers' responses wisely stated that teachers recognize the practical applications of mindfulness-based practices within the classroom. They emphasize the need for incorporating mindfulness exercises directly into lessons, indicating a shift toward more interactive and engaging teaching methods that promote focus and emotional regulation

among students. As I analyzed the teacher's narration, I explored educational insight or values that can be drawn from the study exploring mindfulness-based practices in reducing teachers' stress and anxiety emerging in educational settings. Teachers highlight the importance of adopting a whole-school approach to mindfulness. They suggest implementing mindfulness sessions for teachers and students, integrating mindfulness into the curriculum, and fostering a mindful school culture. This approach ensures that mindfulness becomes an integral part of the educational environment, benefiting everyone involved. As I analyzed the narration of the teacher explore educational insight or tools that can be drawn from the study on of exploring mindfulness-based practices in reducing teachers stress and anxiety emerged theme educational settings. Teachers note the flexibility of mindfulness practices, emphasizing the importance of adapting these techniques to suit diverse student needs. This adaptable approach allows educators to tailor mindfulness

practices, ensuring they are accessible and beneficial for all students, regardless of their backgrounds or learning styles. As I analyzed the teacher's narration, I explored educational insight or tools that can be drawn from the study exploring mindfulness-based practices in reducing teachers' stress and anxiety emerging in educational settings. This approach aligns with the idea of education not just as an academic pursuit but as a holistic endeavor that nurtures the mind and spirit. Supported with the ideas of Patricia Marie F. Manarang and Jan Pauline V. Lizardo (2021), teachers recognize the connection between teacher well-being and student well-being. They stress the importance of prioritizing teacher mental health and providing adequate support. A focus on teacher well-being creates a positive ripple effect, enhancing the overall learning environment and benefiting students' emotional and academic growth. The data highlights the practical implications of mindfulness-based practices in educational settings. Teachers emphasize the need for integration into classrooms, a whole-school approach, flexibility in implementation, and recognition of the interconnectedness between teacher and student well-being. These insights provide valuable guidance for educational institutions aiming to create supportive and mindful learning environments.

3.3.2. Professional development—On the other hand, the study to explore educational insight or tools that can be drawn from the analysis of teachers educational insight or tools that can be drawn from the survey of exploring mindfulness-based practices in reducing teachers' stress and anxiety emerged as a theme of professional development. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study of teacher, explore educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers' stress and anxiety, the theme of professional

development. Teachers acknowledge the direct link between teacher well-being and student success. They emphasize the importance of prioritizing teacher well-being in professional development, not just for the teachers' sake but also for its positive impact on the learning environment. A happy and balanced teacher creates a more nurturing and inspiring atmosphere for students, enhancing the overall educational experience. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study of teacher explore educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers stress and anxiety emerged theme professional development. Teachers recognize the need for regular mindfulness sessions as a part of professional development. These sessions can equip teachers with practical mindfulness tools, enhancing their ability to manage stress and anxiety effectively. By integrating mindfulness into professional development, teachers can experience the benefits of these practices firsthand and incorporate them into their teaching routines. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study of teacher explore educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers stress and anxiety emerged theme professional development. Teachers emphasize the importance of mindful communication as a tool derived from the study. Enhancing communication skills through mindfulness techniques can lead to better understanding, empathy, and collaboration. These skills are essential not only in the classroom but also in interactions with colleagues, creating a positive and respectful school environment. The study's emphasis on self-reflection and awareness resonates with teachers. Incorporating reflective practices, such as journaling and group discussions, into professional development workshops can pro-

mote self-awareness. This self-awareness helps teachers manage stress and enhances emotional intelligence, leading to more meaningful interactions with students and colleagues. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers' stress and anxiety, the theme of professional development emerged. Teachers recognize the importance of building resilience through mindfulness practices. By incorporating mindfulness-based resilience training into professional development, teachers can develop strategies for overcoming challenges. Supported by Matousek, Dobkin, Pruessner, and Cortisol (2020), this resilience training fosters a mindset that acknowledges difficulties without being overwhelmed, empowering teachers to navigate stressors more effectively and sustaining their well-being. Teachers emphasize the importance of beginning the class with a mindful activity. This approach sets a positive tone for the lesson, reducing teacher stress and improving student attention and engagement. Activities like mindful breathing exercises or gratitude circles create a conducive atmosphere for learning.

3.3.3. Improved student engagement—On the other hand, the study aims to explore educational insight or tools that can be drawn from the study of teacher stress and anxiety. Mindfulness-based practices in reducing teachers' stress and anxiety emerged as a theme of improved student engagement. Based on the interview data gathered from the teacher, educational insight or tools that can be drawn from the study of teachers' perceptions of exploring mindfulness-based practices in reducing teachers' stress and anxiety emerged as a theme of improved student engagement. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers stress and anxiety

emerged theme improved student engagement. The study emphasizes the power of mindful presence in the classroom. Being fully present with our students, actively listening and empathizing, significantly impacts their engagement levels. One tool we can adopt is 'mindful listening.' During class discussions or one-on-one interactions, practicing mindful listening techniques can enhance our connection with students. This approach not only reduces our stress by fostering a sense of connection but also encourages students to engage more actively, leading to improved overall classroom engagement. Teachers recognize the value of incorporating short mindfulness exercises into lessons to enhance student engagement. These exercises create moments of focus and calmness, making it easier for students to concentrate and actively participate in the lesson. Mindful breathing and meditation sessions are practical tools that improve the learning environment. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers stress and anxiety emerged theme improved student engagement. Teachers acknowledge the effectiveness of incorporating mindfulness into transitions between activities or subjects. Mindful transitions prevent disruptions, reduce teacher stress, and enhance student engagement. By seamlessly integrating mindfulness exercises during transitions, teachers create a smoother classroom environment conducive to active student participation. Teachers highlight the significance of mindful listening as a tool to improve student engagement. Being fully present and practicing active listening techniques fosters a sense of connection between teachers and students. This approach reduces teacher stress by creating a positive classroom atmosphere and encourages students to engage more actively in discussions and interactions. As I analyzed the narration of teachers exploring educational insight or tools

that can be drawn from the study on exploring mindfulness-based practices in reducing teachers' stress and anxiety, the theme of improved student engagement. Teachers recognize the potential of mindfulness techniques to improve student engagement. They suggest that professional development programs could include training in these techniques, specifically focusing on communication and empathy. This tool can empower teachers to create more engaging and responsive classroom environments. Teachers propose incorporating mindfulness routines into the classroom as a tool to improve student engagement. They suggest starting the day with a short mindfulness exercise to set a positive tone and prepare both teachers and students for a day of engaged learning. These practices can positively impact the classroom atmosphere. As I analyzed the narration of teachers exploring educational insight or tools that can be drawn from the study on exploring mindfulness-based practices in reducing teachers' stress and anxiety, the theme of improved student engagement emerged. Teachers emphasize the need for professional development programs to include mindfulness training. They view mindfulness as a tool that helps teachers manage stress and improves their teaching style. This fosters a

classroom environment that encourages active participation and improved student engagement. The study of Luken and Sammons (2016) supports this. Teachers stress the importance of being present and fully engaged with students as a tool to improve student engagement. Learning to be mindful and present allows teachers to connect with students on a deeper level, making the classroom a place where students feel heard and valued, thus enhancing their engagement in the learning process. The study highlights the importance of modeling mindfulness behaviors for students. One tool we can utilize is integrating mindfulness into our teaching methods. For example, we can pause for a brief mindfulness activity during lessons, encouraging students to participate. This not only relaxes the class but also enhances their focus afterward. Furthermore, organizing mindfulness workshops or inviting mindfulness experts to school can expose teachers and students to diverse mindfulness practices, enriching our engagement strategies and overall classroom experience. Shown in Figure 5, the emerging themes of the educational management insight drawn from the study: academic settings, professional development, and improved student engagement.

4. Implications and Future Directions

This chapter presents a brief overview of the study, followed by implications based on its findings. Future directions in culturally responsive teachers through the lens of classroom advisers are also discussed here.

4.1. Findings—The findings of the study were based on the data gathered from the target population for this study with the twelve (12) participants from the line-up of public elementary school faculty, as elementary school unit who were still teaching during the school year 2022-2023, The findings disclosed that the first objective of this study was to learn about teachers' lived experiences of exploring mindfulness-

based practices to reduce their stress and anxiety. The study revealed three significant themes: challenges in the mindfulness-based interventions, Support for the teacher's well-being, and Positive Impact on Educational Outcomes. As I analyzed the narration of teachers' coping mechanisms with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, I emerged with the theme of stress and
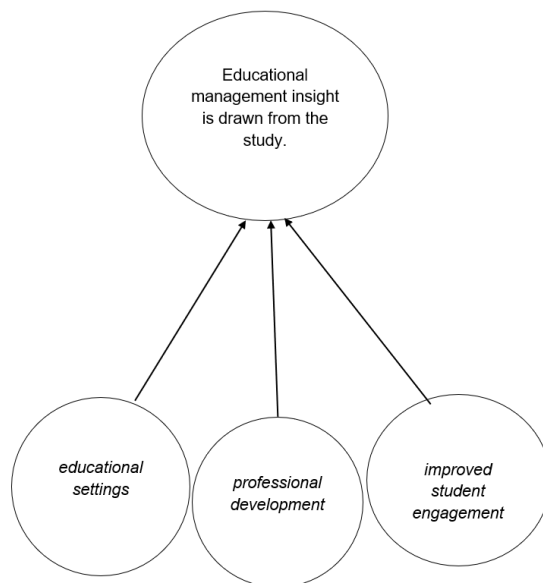
Fig. 5. Educational management insights are drawn from the study

anxiety management. Some responses highlighted that calming a restless mind is a common challenge. Thoughts racing in the mind could hinder the mindfulness process. The struggle to quiet the mind highlights the need for regular practice, as mastering mindfulness takes time and effort. The second objective of this study was for teachers to cope with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety. Three major themes emerged: stress and anxiety management, namely, mindfulness interventions' effectiveness and teacher well-being promotion. The third objective of this study is to explore educational management insight and practices that can be drawn from the study. The study would specifically seek to answer the queries of what educational insight and practices can be drawn from the analysis of exploring mindfulness-based practices in reducing teachers' stress and anxiety emerged significant themes such as academic settings, professional development, and improved student engagement. Therefore, his study aimed to understand how teachers explore the role of mindfulness-based practices in reducing teachers' stress and anxiety. Finally, the study seeks to draw educational insights from its

findings regarding the lived experience of teachers in exploring mindfulness-based practices in reducing teachers' stress and anxiety, teachers' coping mechanism with the challenges of mindfulness-based practices in reducing teachers' stress and anxiety, and propose educational insight can be drawn from the study

4.1.1. Implications—The research highlights the study's implications about exploring the role of mindfulness-based practices in reducing teachers' stress and anxiety. Teachers' lived experiences of exploring mindfulness-based practices to reduce their stress and anxiety with three significant themes: challenges in the mindfulness-based interventions, Support for the teacher's well-being, and Positive Impact on Educational Outcomes. Mindfulness-based practices can significantly contribute to improving teacher well-being. Educators experiencing reduced stress and anxiety are likely to be more satisfied, motivated, and effective in their roles, positively impacting the overall school environment. Teachers who engage in mindfulness practices are better equipped to handle classroom challenges. Reduced stress and anxiety can improve focus, patience, and emotional regulation, enhancing teaching effectiveness and

ultimately benefiting student learning outcomes. Teachers need to cope with the challenges of mindfulness-based practices in reducing their stress and anxiety, and three major themes emerged: stress and anxiety management, mindfulness interventions' effectiveness, and teacher well-being promotion. The study explored educational management insight and practices drawn from the study. The study would specifically seek to answer the queries of what educational insight and practices can be drawn from the analysis of exploring mindfulness-based practices in reducing teachers' stress and anxiety emerged significant themes such as academic settings, professional development, and improved student engagement. Therefore, his study aimed to understand how teachers explore the role of mindfulness-based practices in reducing teachers' stress and anxiety. Teacher well-being directly correlates with student learning and engagement. Teachers who are less stressed can create a more engaging and participatory classroom environment. Mindfulness practices benefit teachers and indirectly enhance student engagement, participation, and academic performance. Mindfulness-based practices can serve as a preventive measure against teacher burnout. Schools can reduce the risk of burnout, staff turnover, and absenteeism by providing teachers with effective stress management techniques. This, in turn, ensures a stable and dedicated teaching workforce, positively impacting the quality of education offered to students. Hence, mindfulness teachers may also find it easier to manage challenging parent-teacher interactions.

4.2. Future Directions—The study's findings have important implications for various aspects of education, including teacher training programs and professional development. Research could explore the effectiveness of mindfulness-based practices across different educational levels, from early childhood education to higher education. Understanding how mindfulness interventions could be tailored to specific age groups and educational contexts can provide valuable guidance for educators and policymakers. Comparative studies could be conducted to evaluate the effectiveness of various mindfulness techniques and programs. Comparing different approaches, such as mindfulness meditation, yoga, or mindful breathing, can help identify the most suitable and impactful methods for reducing stress and anxiety among teachers. Future research could delve into the relationship between teacher mindfulness and student outcomes. Investigating how teachers' reduced stress and enhanced well-being influence classroom dynamics, student engagement, academic performance, and socio-emotional development could provide a comprehensive understanding of the broader impact of mindfulness practices in educational settings. Research could focus on integrating mindfulness training into pre-service and in-service teacher education programs. Exploring incorporating mindfulness practices into the curriculum for future teachers can prepare them with essential stress management tools before entering the classroom, potentially fostering a more resilient teaching workforce. With the advancement of technology, future studies could explore the effectiveness of technology-based mindfulness interventions, such as mindfulness apps or online programs. Investigating the accessibility and impact of digital mindfulness resources can cater to diverse teacher populations and facilitate widespread adoption of these practices. Research could address cultural and contextual factors influencing the adoption and effectiveness of mindfulness-based practices. Understanding how cultural backgrounds and educational contexts shape teachers' perceptions and experiences of mindfulness interventions can inform culturally sensitive and contextually relevant approaches to implementation. Future studies could explore the role of teacher collaboration and peer support in sustaining mindfulness practices. Investigating the impact of peer sup-

port groups, mindfulness communities within schools, or collaborative mindfulness initiatives can shed light on the social aspects of mindfulness adoption and its influence on teacher well-being. Research findings can contribute to developing educational policies that prioritize teacher well-being and promote integrating mindfulness practices in schools. Studying successful policy implementations in different regions. Future research could investigate the long-term effects of mindfulness-based interventions on teachers' well-being. Longitudinal studies can provide insights into the sustainability of mindfulness practices and whether the benefits persist over an extended period, po-

tentially informing the development of more comprehensive and enduring interventions. Exploring ways to involve parents in mindfulness initiatives can be a future research direction. Understanding how parental participation in mindfulness programs can create a holistic support system for teachers and students, fostering a mindful school community, can be an area of exploration. Lastly, focusing on these future directions, research can continue to advance our understanding of the role of mindfulness-based practices in reducing teachers' stress and anxiety, ultimately leading to the development of more effective interventions and supportive environments within educational settings.

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