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The Impact of Mindfulness Practices on ELT Teachers' Well-Being and Effectiveness During Office Hours in English Preparatory Programs

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Abstract

This study illustrates a qualitative nature touching on mindfulness practices and their relevance for the well-being and efficacy of teachers in English Language Teaching during office hours in preparatory programs at universities. Mindfulness is effective in the field that requires heavy workload like education due to its effect in emotional regulation, concentration, and mental health. The study seeks to explore and explain how mindfulness helps with reaching students, de-stress and enhance emotional presence during office hours where personal interaction means a lot for student success. The databank consists of activities such as semi-structured interviews and group discussions, and reflective journals. Exploring teachers' personal experiences with mindfulness, plus the merits and demerits perceived in infusing this mindfulness into their practice, would constitute the scope of the above-mentioned activities. The results would likely show how mindfulness can be integrated into ELT practices to benefit teachers while at the same time improving classroom effectiveness under the unique pressures of preparatory programs at the university.

Keywords: Mindfulness, Teacher Well-Being, Office Hours, ELT (English Language Teaching)

Introduction

In the fast-paced high demanding environment of the English Language Teaching (ELT), especially in the university preparatory program, it can be said that the well-being of teachers is critical, if not the most critical, aspect of the yet not often talked about teaching quality. Teachers have to perform with much demanding and very diverse tasks ranging from the kind of rigorous lesson to the needs of the very diverse and ever-changing student population. Totally in addition to this mounting pressure-they also commonly deal with very high levels of stress, burnout, and emotional exhaustion, all of which further detract from their teaching, satisfaction with their job, and even personal well-being. Emotional regulation and, consequently, stress management are of utmost importance in ELT, affecting not only the teachers but also their interactions with students and the in-class learning outcomes.

Office hours serves as the most fundamental and critical aspect of the preparatory university program in giving personalized attention to the students, where students can seek lessons or constructive feedback on any of the topics. The entire scenario sometimes becomes so intensive, as it requires the teacher to act as a role model in emotional support, guidance, and solutions to the students' struggles. However, the demands of individual attention often put enormous pressure on the teacher to address within a very limited time to the individual complaint, and this is where stress and fatigue have made their home. Hence, mindfulness practices emerge here as one of the possible emerging avenues for creating a suitable teacher environment for emotional resilience and well-being.

The psychological exercise of mindfulness, meaning paying attention on purpose to the present moment non-judgmentally, has been established to significantly affect stress reduction and emotional regulation and to enhance overall well-being. As far as psychology tool is concerned, mindfulness has received major attraction from all different fields of study, from education (for its effects on improving attention, reducing anxiety, and encouraging more empathetic and patient relationships).

Integrating mindfulness into the routine of ELT teachers would mean, among other benefits, a heightened emotional awareness, improved self-regulation, and the ability to engage more effectively with students, particularly during high-stress moments such as office hours.

So far, most studies on mindfulness in education have concerned the students. However, there's a growing recognition in the need to address the mental and emotional health of teachers, too. For ELT teachers, mindfulness may work against the emotional emptiness they usually feel with intensive academic programs and prepare them to feel clearer and more present for their work. Hence, this study looks into how some mindfulness practices may enhance the emotional well-being of ELT teachers within English preparatory programs, mainly on the application of mindfulness within office hours.

Mindfulness will be examined in this study as a preventive and corrective tool. Researchers will study how teachers use mindfulness practices in their offices before, during, and after the school day and also how the practices affect student interactions. Researchers will study teachers' beliefs about mindfulness as a possible instrument for enhancing classroom effectiveness and managing stress, and improving communication and rapport between teachers and students. It is likely that mindfulness will allow teachers to develop greater resilience, eventually generating healthier teacher-student relationships and a more supportive learning environment for students.

Last but not least, this project plans to employ a qualitative approach in exploring the lived realities of ELT teachers as well. With the implementation of semi-structured interviews, focus group discussions, and reflective journals, it will yield rich, narrative data and insights into personal versus professional impacts of mindfulness. At that time, teachers will be called to share their own experiences, perceptions, and challenges regarding bringing mindfulness to their office hours. Further, students' perspectives will also be considered regarding the impact of teacher mindfulness on the student-teacher relationship and the kind of academic support received by students during office hours.

With this research, we are trying to contribute to better valuable insight about the incorporation of mindful practices into ELT in the specific context of English preparatory programs for improving teacher well-being and teacher-student interaction. This research is expected to localize practical recommendations for integration in his ELT teacher training programs and professional development initiatives so that these effective strategies may be carried out by teachers in managing the emotional demands of their roles and enhancing a positive learning environment for students.

Literature Review

Mindfulness in Education

Research reveals that mindfulness an act of intention and without judgment focus to a moment at present, enjoys a lot of interest in the education field due to its quality of improving student and teacher well-being. Kabat-Zinn holds that mindfulness brings out more awareness of other aspects including thought, emotion, and physical sensation, to aid in emotional regulation and a reduction in stress. In education, one is taught that the student improves by concentration and emotional resilience-results from the reduction in anxiety, thus improving such a student's learning outcomes, and improving teaching effectiveness (Zenner, Herrnleben-Kurz,

& Walach, 2014) ^[22].

Within two decades, the great deal of research focused attention on mindfulness interventions for teachers who are under severe stress due to the kind of cognitive and emotional demands of their work (Roeser et al. 2013). In such research, for example, Jennings and Greenberg (2009) ^[13] mention that mindfulness practices would be ways to improve emotional regulation, empathy, and classroom presence in teachers. These factors will help teachers very much in coping with stressful moments and maintaining good relational quality with their students.

Mindfulness and Teacher Well-Being

Well-being of teachers is an area of rising concern in education as it relates to teacher retention and student success. Studies show that teachers suffer high stress levels that cause burnout, emotional exhaustion, and a decline in the quality of teaching (Baker et al., 2016) ^[2]. Stress in ELT becomes very unbearable especially when teachers have to manage a diversified classroom and use a wide range of language acquisition challenges (Friedman, 2014) Yet another Mindfulness was found to be the magic pill that would relieve teacher stress besides improving his or her emotional well-being. It has been established that mindfulness intervention has profound effects on the symptoms of anxiety, depression, and burnout among educators through a meta-analysis by Keng, Smoski, and Robins (2011) ^[15]. Being applied to ELT, mindfulness practices promote essential resilience and emotional stability among teachers, which would eventually lead to a positive productive learning environment (Brady 2015) ^[4].

Mindful exercises will impact the teachers' cognitive and emotional responses to stress. Hence, they remain focused and engaged while interacting with students, especially during office hours where they should provide feedback, emotional support, and resolve individual student concerns. Effectively managing stress and thus keeping emotions in check during these types of one-on-one interactions becomes critical to giving more effective support and, eventually, better results for students.

Mindfulness in Teacher-Student Interactions

It has been demonstrated through research that mindfulness makes teacher-student relationships better by making teachers more empathetic, patient, and attentive (Jennings and Greenberg, 2009) ^[13]. Such qualities are useful for effective interactions during office hours when students come to solicit personalized academic support, post-evaluation feedback, or guidance on overcoming challenges faced in learning a language. Mindfulness practices encourage teachers to engage more deeply with students, enabling teachers to hear students out better and respond with greater empathy, thus creating an enabling environment for learning. Moreover, mindfulness will lead to enhanced communication skills, an essential component in ELT. Mindfulness in teachers also makes them present and deliberate enough when engaged with students on a one-on-one basis to cater to individualized needs and doubts and give constructive feedback. De Bruin et al. (2016) ^[6], Zijlstra and van der Meer mentioned that practicing mindfulness was very important for teachers as it took care of school management dynamics and engaged students meaningfully, which was critical for office hours focused on personalization of learning.

Mindfulness and Office Hours in ELT

Research has studied the influence of mindfulness on the well-being of teachers and their effectiveness in classrooms; however, little research has been done on the subject of mindfulness as applicable to office hours in ELT. These office hours are an invaluable private space for individual consultation where learners may voice their language questions, study strategies, or anything personal academic disorders. In fact, such kinds of high-stress interaction sessions in which teachers must meet the needs of many students in a specified short time are most suited for promoting mindfulness as a skill that could help manage or balance emotional stability during communication.

In the office hours, teachers can practice mindful listening and deep breathing mindfulness practices, enabling them to simply remain calm and centered so that students might feel heard and supported. These would likely contribute to better teacher well-being and the quality of support during office hours, all leading toward positive improvements for the students—they have better learning outcomes. Indeed, studies like those conducted by Goleman (2013)^[9] and by Mrazek et al. (2013)^[18] indicate that mindfulness training can be an efficient way of teaching these teachers how to meet the students' demands more patiently and clearly, proving much resourceful in individual sessions.

Challenges and Opportunities in Implementing Mindfulness in ELT

This is a well-established assertion that mindfulness can be advantageous for teachers, however, implementing such a practice could be a challenge in education. To some extent, time and training constraints, along with resistance to some mindfulness practices, might render it ineffective within the contexts where they are evaluated. In English language teaching, teachers usually battle fierce workloads and the hectic goal pursuance of curriculum standards, thus making mindfulness one of those abstract teachings that are hard to grasp.

Former research by Shapiro, Brown and Biegel (2007)^[20] indicates that even a few system adjustments, such as a few minutes of mindful breathing before office hours, will bring positive benefits to the well-being and performance of teachers. Indeed, the increasing interest in mindfulness in education indicates that mindfulness could be integrated into ELT teacher training programs, with adequate support in making such training be relevant to ensure provision for teachers in managing their stress and maximising professional interactions.

Research Questions

1. How do mindfulness practices, impact the space of emotional well-being of ELT teachers during office hours in English preparatory programs?
2. How does mindfulness enhance interaction and involvement between teacher and student in the office hours?
3. What are the challenges and benefits perceived by ELT teachers in introducing mindfulness into the office space during office hours?

Methodology

A qualitative research method was used for this study on the effects of mindfulness activities on the well-being and professional effectiveness of ELT teachers during office

hours in the English preparatory programs of universities. Thus, qualitative methodology was chosen for an in-depth understanding of a teacher's personal experience, views, and reflections on the concepts of mindfulness in the context of his or her work routines.

As a research methodology, the study will employ several data collection techniques: semi-structured interviews, focus group discussions, and reflective journals. While semi-structured interviews meant that teachers could individually relate their experiences of how mindfulness has or has not made a difference in their approach to stress, focus, and interactions with students while leaving the door open for flexibility in the guided exploration. Group discussions inspired fellow teachers to discuss with each other experiences concerning common themes and differences of their mindfulness practices. Finally, the reflective journals gave them a rather inner sighted experience of their engagement and writings about their ideas and feelings as they practiced mindfulness.

Approaches of this kind, multi-method in nature, were helpful in truly hefty understanding of the phenomenon by assimilating various perspectives and generating opulent qualitative data. Moreover, it has provided an opportunity for triangulation of findings across diverse sources, therefore heightening credibility and a depth of the study.

Participants

The subjects of this investigation comprised of EF teachers practicing the ELT in English preparatory programs in a university setting. The overall number of recruited participants were 8 teachers, practicing a sample composed of teachers with a balanced distribution in their experience of teaching, educational qualification, and context of teaching. The selected teachers were chosen based on their keen interest to take mindfulness practices and to support in participation in the study. Teachers encouraged them to perform these practices before or within their office hours, as stress management and efficiency improvements are vital to interactions with students.

Data Collection Methods

Semi-structured interviews were used as one of the primary means of collecting data in this research study to investigate teachers' individual rooms about mindfulness practices. These interviews were to become relevant in engaging the personal journeys of the participants in mindfulness, and the interviewees could basically have their own discussions about what they think freely and thoroughly. Finally, semi-structured interviews allowed for some flexibilities but ensured consistency in the type of information collected from all participants.

1. The interview questions will tend to be more open-ended; participants can then talk about their mindfulness practices freely, without restrictions on what to say. Major themes addressed during interviews were:
2. **Experiences with Mindfulness Practices:** The teachers were asked to share about their own experiences of mindfulness practices-like techniques such as meditation, deep breathing or mindful walking. They had to say how frequent their engagement is, what method is being practiced, and what effects it had on their lives within the profession.
3. **Emotional Well-Being and Stress Management:** According to interview sessions, interviews are intended

to discern the influence of mindfulness on teachers' emotions and levels of stress. They were asked to think whether or not mindfulness constructs helped in stress management, anxiety reduction, or resilience building with reference to job-related issues and conditions.

4. **Effectiveness in Teacher-Student Interactions:** Among the significant issues was the effect of mindfulness on how teachers interacted with students, most importantly during office hours. They were asked how they thought mindfulness made a difference for them in their communication with, attention toward, and management of students' needs in these one-on-one scenarios.
5. **Perceived Benefits and Challenges:** The interviews examined the wanted advantages: focus, patience, or work-life balance, that teachers thought they had gained from practicing mindfulness. Discussion on participants was whether they met any challenges while practicing, for example, time constraints, resources, and consistency.
6. Everything was tape-recorded and transcribed, so that all the interviews would be analyzed retrospectively. It enabled the researcher to go through the responses, detecting common patterns or similarities one after another, and learning how mindfulness trains a teacher's overall professional-being and effectiveness. Data gathered from these semi-structured interviews served an important function in understanding the effects of mindfulness practices on the personal and professional lives of ELT teachers.

Focus Groups

In group conversations with a sample of educators, focus discussion paves way to open discussion of how mindfulness may be brought to office hours. They will share insights, strategies, and experiences into which they had not managed to delve in individual interviews. This would also capture much richer experiences into a group dynamic. Topics would include:

- Group discussion about how to incorporate mindfulness in office hours.
- Differences in perceptions and practices among teachers.
- Collective insights on the challenges and rewards of mindfulness.

Reflective Journals

Additionally, to being a participant of the study, the participant is asked to write a weekly reflective journal where she is able to capture her experiences of mindfulness practices. This created a structured yet private space for teachers to record their mindfulness practice before and after work hours with every entry being able to document the mindfulness activity-with descriptions like breathing exercises, meditation, or mindful observation-as well as how the activity affected emotional states and professional behavior.

The reflective journals also induced participants to explore changes over time during and after the mindfulness training. Teachers described their emotional experiences and changes, for example, from stress to calmness or from frustration to patience, and this was helpful in understanding the emotional impacts of mindfulness. Besides, it opened up interactions with students, showing how there have been changes in their communication style, empathy, or responsiveness, especially during office hours.

Besides being a documentary for mindfulness practice, the journals provided an insight into how participants processed self-reflection and self-evaluation. Teachers were able to document their emotional and professional excursions noting how mindfulness enabled them to cope with stress, improve concentration, and create better relationships with students. Slowly, these records disclosed the trajectory of transformation, indicating how mindfulness became "slowly and steadily, more integral in merging their lives "along personal and professional lines." The data thus gathered in qualitatively took the study beyond surface detail to enrich understanding of actual lived experiences of teachers engaging in mindfulness.

Data Analysis

the study used thematic analysis of qualitative data gathered from semi-structured interviews, focus groups, and reflective journals to uncover significant themes relating to the influence of mindfulness practices on well-being and the effectiveness of ELT teachers during office hours. This main feature of the study has thus been summarized in the below table, with example quotes from the participants as well as interpretations of mindfulness effects on teacher-student interactions, emotion regulation, and overall satisfaction among teachers.

Table 1: ELT office hours

Theme	Example Quotes	Interpretation
Stress Reduction	"I feel calmer now." (Teacher A)	Mindfulness helps reduce stress before office hours, improving emotional stability.
Teacher-Student Engagement	"I'm really listening to my students now." (Teacher E)	Mindfulness enhances teacher focus and attentiveness during student interactions.
Emotional Regulation	"I respond more calmly to students' frustrations." (Teacher D)	Mindfulness supports emotional regulation, especially during challenging student interactions.
Time Constraints	"I struggle to find time for mindfulness." (Teacher D)	Time limitations are a significant barrier to practicing mindfulness consistently.
Job Satisfaction	"I feel more balanced and joyful in my work." (Teacher E)	Mindfulness improves overall job satisfaction and emotional well-being.

The Analysis of Teachers' Experiences with Mindfulness Practices on Office Hours. An example of Quotes pulls several direct studies from participants as to how mindfulness affects their well-being, engagement with students, emotional regulation, and satisfaction with the work they do. The

Interpretation column summarizes these quotes putting out the meaning behind them that mindfulness is a contribution to stress reduction, better relations between teachers and students, improved emotional control, and satisfaction as a teacher in general. Reflecting the effects of being in mind on

English language teaching (ELT) teachers in a university preparatory environment.

Data Findings

However, the results obtained indicate that mindfulness practices have great effects on the well-being of ELT teachers and how effectively they perform during the office hours of an English preparatory program. The data were analyzed using semi-structured interviews, focus group discussions, and reflective journal entries. Research used thematic analysis for the systematic examination and organization of the data and identification of major common patterns and themes.

The four main themes that emerged from this analysis were: improvement of well-being of teachers, enhancement of teacher-student interaction, barriers against employing mindfulness practices, and advantages of mindfulness as a whole. Each of the themes discerned a certain lens on how mindfulness touches various sections of the teachers' professional lives.

The research highlighted four fantastic phenomena-the benefits of mindfulness to teachers, the improvement and or graded enhancement of the teacher-student interaction, barriers to implementation and benefits of general mindfulness-from which each theme sheds distinct light on how mindfulness Framed Variation within Different Elements of Teachers' Professional Lives. For example, the theme of well-being improvement indicated that mindfulness practices contributed in minimizing stress and establishing emotional balance that helps teachers to manage their load requirements better. The enhancement in teacher-student interaction showed how mindfulness translated into more empathetic, attentive, and fruitful communications with students during office hours. It was discovered in this study that barriers to the practice of mindfulness like timing and institutional lack of support hindered its regular application. Finally, the mindfulness benefits proffered included more wide-ranging ones, such as enhanced concentration, increased job satisfaction, and an improved sense of balance in the management of personal-professional responsibilities. These findings together have yielded a further multifaceted understanding of how mindfulness practices impact, and therefore also provide valuable insights for educators, administrators, and researchers interested in the actual integration of mindfulness in teaching practice and institutional frameworks.

Improvement in Teacher Well-Being

The major finding is that mindfulness practices, especially deep breathing and short meditation before office hours, have helped teachers manage stress and emotional exhaustion. Teacher A shared:

"I used to feel totally stressed right before office hours, especially with meetings piled back-to-back. But now after practicing mindfulness, I find myself much calmer and able to manage many students without feeling overwhelmed."

This stressed reduction has been corroborated by reflective journal entries. Teacher B said: "Before mindfulness, I was always rushing from one thing to the next. Now I take a minute to breathe, and that helps me reset before I see the next student. It really helps with my mental state. "Mindfulness improved the emotional regulation of the educators especially during eventful difficult situations. Teacher D explained:

"Before mindfulness, dealing with frustrated students was emotionally drained; now I feel better able to manage my emotions. I can keep oneself calm and be concerned with what they feel."

Focus groups also echoed this finding where a few teachers remarked that mindfulness has made them more patient and less impulsive with students at the times when things are not going well with them.

Greater Empathy and Attentiveness

Teachers remarked that they could no longer hear all students from their respective students in office hours. Teacher E stated, "Mindfulness makes me more present with students. I can really listen to their issues and give more thoughtful feedback, which was not always possible." Teacher F echoed this in the focus group: "It seems to me that I connect with my students on a personal level. I can feel when they need encouragement or when they are feeling anxious about their progress, and mindfulness helps me identify those moments with empathy." Furthermore, the focus group teachers said that mindfulness has enhanced their active listening skills, whereby discussions during office hours became more meaningful and supportive.

Improved Teacher-Student Engagement

Mindfulness practices have been incredibly beneficial to transform classroom engagement between teacher and student, especially within office hours. One of the most important benefits that teachers highlighted in the research study is the ability to focus on one student without distractions from one's thoughts or external pressures. Teacher C mentioned the power of practicing mindfulness because clearing the mind gave them the opportunity to be present with the student and give undivided attention to his or her needs. All of this was made possible by a shift in perspective that allowed teachers to interact more intensively and productively with students, thus enriching the conditions for more responsive learning.

Mindfulness practices in the classroom during office hours act as bridges connecting the teachers to the students. Enhanced focus during one-on-one interaction without disturbance due to personal thinking or external pressure was one of the things that the teachers reported as a benefit of the study. Teacher C made this clear when saying: "by practicing mindfulness, they would gain that out-of-thinking space and be fully present with each student in that moment, giving their entirety to that student's needs." It enabled the teacher to communicate more intimacy and efficacy to ensure the students had a more nurturing and responsive learning environment. This improvement on teacher-student engagement is further bolstered by the reflective journal of Teacher D. The teacher had already harbored such feelings before the adoption of mindfulness practices. According to the teacher, he is mentally exhausted, stressed, and distracted by the day that he is not able to provide high-quality support to students during office hours because of this. However, with the introduction of mindfulness in the daily routine, the teacher found it refreshing and focused. This allowed Teacher D to keep presenting effective student engagement and individualized exploration of their concerns through better management of mental fatigue and sustained attention.

This further engagement of students into the teachers will have more broad concerns regarding the improved quality of education, as well as the effectiveness of office hours.

Mindful teachers have led to what could be an appropriate learning environment-conducive, attentive, and supportive-for the enhancement of quality academic support, stronger teacher-student relationships, and, ultimately, improved student outcomes. In addition to these, mindfulness is emerging as a method not only to improve teacher well-being but also to enhance the learning experience of students.

Barriers to Mindfulness Practice

Time Limitations

The practice of mindfulness was one of the many problems teachers faced, especially in between office hours and classes as Teacher G put it. "It's tough to practice mindfulness when the agenda is packed. Busy days find me skipping my mindfulness practice often, and I can tell the difference." Focus group discussions showed that for many teachers' mindfulness was inclined to be more like an extra task on top of an already overly full workload, thus making regular practice an issue.

Skepticism and Initial Resistance

It's the common response by some teachers at first to express skepticism and resistance toward mindfulness practices, especially when the new ones appear misaligned with fast-paced and highly demanding teaching. Teacher H made quite an ironic statement about that uncertainty. They initially had doubts that mindfulness would impact their well-being or effectiveness in teaching at all. It's the common response by some teachers at first to express skepticism and resistance toward mindfulness practices, especially when the new ones appear misaligned with fast-paced and highly demanding teaching. Teacher H made quite an ironic statement about that uncertainty. They initially had doubts that mindfulness would impact their well-being or effectiveness in teaching at all.

In the same way, Teacher F's reflective journal entry tells of an awful lot of mentally changing mindsets. Initially Teacher F questioned how something as supposedly simple as just staying quietly could make such a big difference in their really demanding teaching routine. They could not understand how anything that is related to mindfulness, which sounds completely disjointed from the breathless, energetic environment of teaching, could yield such benefits. But Time was Teacher F's healer in the practice-they realized that this was so much needed to preserve one's mental clarity as well as emotional resilience throughout the day. Now mindfulness has been a part of their daily lives, which shows that gradually integrated into the working space are the practice benefits that are tangible to their well-being and teaching effectiveness. As the familiar pattern of initial skepticism and eventual acceptance of benefits kicks in with mindfulness, it points to an important consideration in that adopting new practices usually takes time. Teachers are initially reluctant to adopt such seemingly foreign and unnecessary practices, but continued practice opens them to understanding how deep the changes they can make in their personal and professional lives really are. It also calls for patience and openness in introducing mindfulness into educational spaces.

Benefits of Mindfulness

Improved Job Satisfaction

This benefit of mindfulness pointed out by teachers was enhanced job satisfaction and professional satisfaction.

Teacher E expressed the following: "Mindfulness has really helped me become more balanced and fulfilled in my work role. I'm not as drained by my office hours, and it's much more enjoyable for me to help my students." Teacher B agreed with making this assertion in their journal: "Mindfulness made a huge difference in my satisfaction with teaching. I feel like I have the emotional energy to give students all they need, and this makes me feel good about it." In this context, a number of teachers concluded that by adhering to mindfulness, they would effectively manage their workload in a way that fosters a healthy work-life balance. Teacher A shared during the focus group discussion: 'Before I started practicing mindfulness, I was always overwhelmed with my work, but now when I face challenges, I do so with a much clearer mind and more patience.' Such an emotional boost by being mindful not only reduces burnout but also enhances the feeling of accomplishment or even the joy of being a teacher. All of that experience shows the strong metamorphic effect mindfulness can have in establishing a much more profound relationship with the profession of teaching-a relationship that allows daily tasks to be more manageable and personally satisfying.

Conclusion

The study showed the effect of practicing mindfulness on the well-being and efficacy of English Language Teaching (ELT) teachers during working hours in their English preparatory program. By qualitative approach, the research made use of data through semi-structured interviews, focus groups, and reflective journals to acquire an understanding of mindfulness and its effects on teacher well-being, teacher-student relationships, and satisfaction at work.

Findings reveal that mindfulness practices contribute significantly in reducing teachers stress, facilitating emotional regulation, as well as enhancing teacher-student engagement. Teachers reported feeling more calm and present at the office, which translates into better management of emotional demands with more patience and empathy. Mindfulness further enables stronger, more meaningful interactions between teachers and students, helping teachers to tend to their student concerns with more attention and empathy.

However, the research also mentioned a few some challenges faced in the implementation of mindfulness and how a busy schedule affects teachers' time limitations along with initial disbelief regarding its effectiveness. However, most of the teachers talked about a positive transformation over time; they acknowledged their progress and have seen positive improvements in reducing stress and overall job satisfaction. Finally, elucidating, the research puts forth the concept that mindfulness could probably become one of the most effective interventions to promote teacher well-being and improve the quality of teacher-student interactions in English preparatory programs. Teacher resilience and emotion regulation have been stressed under difficult learning conditions, and it is suggested that mindfulness practices be included into the ELT curriculum to help teachers cope with their demanding roles. Although much research is still needed to determine how long the effects lingers after ending a mindfulness intervention for teachers, this study has given insights into how it may affect teacher experience and bring about a more balanced, effective, and supportive teaching environment.

Recommendations for Future Research

Future studies should include longitudinal studies that focus on the long-term effects of mindfulness practice on the emotional and professional well-being of teachers. Progressive insight from this study will show how mindfulness has helped educators manage stress, concentrate more effectively, and build positive relations. This will lead to greater understanding in terms of how sustained the mindfulness benefits are in the teaching profession by observing these effects over long periods.

Mindfulness, in addition, could be important in teacher training programs. Future studies may examine the ways mindfulness is associated with preand post-service teacher training in coping and successful teaching practices as well as the effect of institutional support, such as workplace policies promoting mindfulness, on their increased adoption and effectiveness. Understanding this dynamic would help educational institutions design supportive frameworks for the well-being and productivity of teachers.

It has been suggested that research should be broadened by including an exploration of different educational contexts to have a better idea on the generalizability of mindfulness. For example, the role of mindfulness in ELT could be interestingly studied at the secondary level of school since the context may bring out for younger learners and teachers the unique values of applying mindfulness. Another potential area of study could be using mindfulness in virtual learning environments to illuminate how these practices may address the challenges of screen fatigue, isolation, and limited personal interaction. The identification of common patterns and context-specific adaptations would further enhance the understanding of how mindfulness can come to be beneficial to the teaching profession as a whole.

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