

## Mindfulness Practices: A Study on Psychological Well-Being in Prospective Teachers

\*Loyola, A. \*\* Veliappan, A (Dr)

\*Research Scholar, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India-627012. [loyolasj@gmail.com](mailto:loyolasj@gmail.com)

\*\* Associate Professor, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India-627012. [veliappanmsu@gmail.com](mailto:veliappanmsu@gmail.com)

**How to cite this article:** Loyola, A, Veliappan, A (Dr) (2025). Mindfulness Practices: A Study on Psychological Well-Being in Prospective Teachers. *Library Progress International*, 45(2), 470-475

### Abstract

Mindfulness practices focus on being aware of the present moment with an open and non-judgmental attitude. This study examines the impact of these practices on the psychological well-being of prospective teachers. A sample of 98 second-year Bachelor of Education students studying in colleges of education within Tirunelveli District, Tamil Nadu, India, was selected using a simple random sampling technique for the study. The Mindfulness Scale, prepared and validated by Ramya and Sherlin, and the Psychological Well-being Inventory, developed and validated by Jeyanthi and Antony Raj, were used in the study to collect data. The 't' test revealed a significant difference between male and female prospective teachers, and the females performed better in terms of mindfulness and psychological well-being than the male prospective teachers. The rural prospective teachers were found to be better in their mindfulness, while the urban ones were found to be better in psychological well-being. The Pearson product-moment correlation results revealed a strong positive correlation, indicating that higher levels of mindfulness are associated with greater psychological well-being. It is recommended that prospective teachers incorporate mindfulness training programs to enhance their classroom management and personal resilience skills.

**Key Words:** Mindfulness, Psychological Well-Being, Self-awareness, Emotional regulation, Prospective teachers.

### Introduction

In recent decades, mindfulness has become a powerful tool for improving mental health and emotional resilience. Originating from ancient Buddhist traditions, mindfulness refers to maintaining a non-judgmental awareness of the present moment<sup>[7]</sup> (Kabat-Zinn, 1994). In contemporary psychology and education, it is increasingly recognized for its ability to enhance concentration, emotional regulation, and overall well-being. In the field of teacher education, mindfulness is gaining attention as a method for preparing future educators to handle classroom stress, develop empathy, and sustain mental balance<sup>[8]</sup> (Roeser et al., 2012). Given the emotionally demanding nature of teaching, incorporating mindfulness into teacher training may be essential for fostering effective coping strategies and psychological resilience<sup>[6]</sup> (Jennings & Greenberg, 2009).

Despite the growing awareness of the mental health challenges that teachers face, there is still a lack of focused research on mindfulness and its impact specifically on prospective

teachers. Trainee educators often experience high levels of stress, anxiety, and burnout even before they enter the workforce<sup>[3]</sup> (Flook et al., 2013). These psychological pressures can hinder their professional development and lead to early attrition from the field. This study aims to explore whether engaging in mindfulness practices can significantly enhance the psychological well-being of teacher trainees, addressing an important gap in both educational and psychological research<sup>[8]</sup> (Roeser et al., 2012).

This study investigates prospective teachers enrolled in formal teacher education programmes, focusing on the impact of structured mindfulness practices on emotional regulation, stress management, and self-awareness. The aim is to provide evidence-based recommendations for integrating mindfulness into teacher education curricula, which may help in preparing more emotionally balanced, effective, and sustainable educators<sup>[5]</sup> (Jennings et al., 2017).

### **Literature Review and Rationale**

In recent years, the psychological well-being of teachers has become a prominent concern within the field of education due to its influence on both teaching effectiveness and student learning outcomes. The profession of teaching is inherently demanding, often involving high levels of stress, emotional labour, and a significant risk of burnout<sup>[4]</sup> (Hargreaves & Troman, 2013). These stressors can negatively affect not only the individual well-being of teachers but also the educational environments in which they work. Mindfulness has emerged as a valuable psychological intervention capable of mitigating such stress. Defined as the awareness that arises through paying attention, on purpose, in the present moment, and without judgment<sup>[7]</sup> (Kabat-Zinn, 1994), mindfulness has been shown to promote emotional regulation, enhance resilience, and reduce psychological distress<sup>[1][2]</sup> (Brown & Ryan, 2003; Creswell, 2017). These outcomes suggest that mindfulness may be particularly beneficial for those entering the teaching profession. Prospective teachers face unique challenges, including academic performance pressures, role identity development, and uncertainty about future employment. These stressors can affect their psychological well-being during a critical period of professional formation. While the body of literature on mindfulness interventions for in-service teachers is growing, empirical research focused on pre-service or prospective teachers remains limited. Understanding the potential benefits of mindfulness in this population is essential to inform and enhance teacher preparation programs. Therefore, this study aims to address this gap by examining the relationship between mindfulness and psychological well-being among prospective teachers. The findings are expected to provide valuable insights for incorporating mindfulness-based practices into teacher education curricula, thereby enhancing the mental health and professional development of future educators.

### **Objective of the study**

The objectives of the study are as follows

1. To find out whether there exists any significant difference between male and female prospective teachers in their mindfulness and psychological well-being.
2. To find out whether there exists any significant difference between rural and urban prospective teachers in their mindfulness and psychological well-being.
3. To test whether there exists any significant relationship between mindfulness and psychological well-being of prospective teachers.

### **Research Questions**

Based on the objectives of this study, the following research questions were framed:

1. Is there a significant difference in mindfulness and psychological well-being between male and female prospective teachers?
2. Is there a significant difference in mindfulness and psychological well-being between rural and urban prospective teachers?
3. Is there a significant relationship between mindfulness and psychological well-being among prospective teachers?

**Materials and Methods**

This study employed a survey research design to examine the relationship between mindfulness and psychological well-being among prospective teachers. The survey method was chosen for its effectiveness in collecting standardized data from a defined population within a specific timeframe. The sample consisted of 98 second-year Bachelor of Education (B.Ed.) students enrolled in college of education in Tirunelveli District, Tamil Nadu, India and the participants were selected using a simple random sampling technique. The investigator used the following statistical techniques for data analysis such as t-test, one way ANOVA and correlation.

**Tools Used**

The following tools were used for the collection of data:

1. Mindfulness Scale prepared and validated by Ramya and Sherlin (2022)
2. Psychological Well-being Inventory developed and validated by Jeyanthi and Antony Raj (2015).

**Data Analysis**

**Hypothesis 1:** There is no significant difference between male and female prospective teachers in their mindfulness and psychological well-being.

**Table 1.1**

*Difference between male and female prospective teachers in their mindfulness and psychological well-being*

<i>Variables</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>Calculated 't' Value</i>	<i>'P' Value</i>	<i>Remarks</i>
<i>Mindfulness</i>	<i>Male</i>	23	16.86	6.877	2.734	0.005	S
	<i>Female</i>	75	18.37	7.275			
<i>Psychological well-being</i>	<i>Male</i>	23	56.73	22.80	2.388	0.016	S
	<i>Female</i>	75	61.09	23.30			

*(At 5% level of significance the table value of 't' is 1.96)*

The results revealed a statistically significant difference in mindfulness between male (M = 16.86, SD = 6.88) and female (M = 18.37, SD = 7.28) prospective teachers,  $t(96) = 2.734$ ,  $p = 0.005$ . Similarly, a significant difference was found in psychological well-being scores between males (M = 56.73, SD = 22.80) and females (M = 61.09, SD = 23.30),  $t(96) = 2.388$ ,  $p = 0.016$ . In both cases, female prospective teachers demonstrated higher scores.

**Hypothesis 2:** There is no significant difference between rural and urban prospective teachers in their mindfulness and psychological well-being.

**Table 1.2**

*Difference between rural and urban prospective teachers in their mindfulness and psychological well-being*

Variables	Locality	N	Mean	S.D.	Calculated 't' Value	'P' Value	Remarks
Mindfulness	Rural	63	33.80	12.847	2.113	0.035	S
	Urban	35	31.95	12.865			
Psychological well-being	Rural	63	40.71	16.517	2.859	0.002	S
	Urban	35	43.86	15.860			

(At 5% level of significance the table value of 't' is 1.96)

A locality-based comparison showed a significant difference in mindfulness scores between rural (M = 33.80, SD = 12.85) and urban (M = 31.95, SD = 12.87) prospective teachers,  $t(96) = 2.113, p = 0.035$ . Rural teachers showed a significant higher mindfulness level. In contrast, psychological well-being was significantly higher among urban prospective teachers (M = 43.86, SD = 15.86) compared to their rural counterparts (M = 40.71, SD = 16.52),  $t(96) = 2.859, p = 0.002$ .

**Hypothesis 3:** There is no significant relationship between mindfulness and psychological well-being of prospective teachers.

Table 1.3

*Relationship between Mindfulness and Psychological Wellbeing of prospective teachers*

Variable	Df	Calculated 'γ' value	'P' Value	Remarks
Mindfulness Vs Psychological Well-being	98	0.761	0.000	S

(At 5% level of significance the table value of 'γ' is 0.195)

A Pearson correlation analysis was conducted to examine the relationship between mindfulness and psychological well-being among prospective teachers. The results revealed a strong positive correlation,  $\gamma = 0.761, p < 0.001$ , indicating that higher levels of mindfulness are associated with greater psychological well-being. Therefore, the null hypothesis stating that there is no significant relationship between mindfulness and psychological well-being is rejected.

**Major findings and Its Interpretation**

The 't' test revealed that there is a significant difference between male and female prospective teachers in their mindfulness and psychological well-being. It would be erroneous to attribute gender as the only factor contributing to higher levels of psychological well-being and mindfulness. However, the reasons for the observed variations in mindfulness and psychological well-being between male and female prospective teachers may be due to coping mechanisms, socialisation, self-awareness, and work-life balance.

Further 't' test reveals a significant difference between rural and urban prospective teachers in their mindfulness and psychological well-being. can be attributed to various factors related to their respective environments and experiences. The reason may be complex interactions with environmental, social, economic, and cultural elements specific to a particular geo-location, leading to differences in the mindfulness and psychological well-being of

prospective teachers based on rural and urban areas.

A Pearson correlation analysis revealed a strong positive correlation, indicating that higher levels of mindfulness are associated with greater psychological well-being. It may be due to the fact that those who are aware of what they are doing tend to live in the present and are aware of the pros and cons of their actions. This awareness significantly contributes to their mental well-being, which is reflected in this positive correlation.

### **Recommendations**

Based on the findings of the present study, the following recommendations are proposed to enhance the psychological well-being of prospective teachers through mindfulness practices:

- a) **Integration into Curriculum:** Teacher education institutions should integrate structured mindfulness programs into the B.Ed. curriculum. These programs may include meditation, mindful breathing exercises, and reflective journaling to cultivate self-awareness and emotional balance.
- b) **Regular Mindfulness Training:** Periodic workshops and experiential sessions on mindfulness should be conducted for prospective teachers to enhance emotional regulation and develop effective strategies for managing stress.
- c) **Mentorship and Support Systems:** Institutions are encouraged to establish mentorship frameworks wherein trained faculty guide prospective teachers in applying mindfulness techniques to cope with teaching-related stressors.
- d) **Policy Implications:** Educational policymakers should consider embedding mindfulness-based training in national teacher education frameworks (e.g., NCTE guidelines) to foster psychological resilience among teacher trainees.
- e) **Context-Specific Programs:** Mindfulness interventions should be designed to address the specific needs of prospective teachers in urban and rural contexts, taking into account environmental, cultural, and socio-economic variations.
- f) **Gender-Inclusive Strategies:** Given the observed gender differences, teacher educators should adopt inclusive strategies that address and support the distinct emotional and psychological needs of both male and female teacher trainees.
- g) **Further Research:** Future studies should explore the long-term impact of mindfulness on teaching effectiveness and psychological development through longitudinal and mixed-method research designs.

### **Conclusion**

The results of this study demonstrate a positive correlation between prospective teachers' psychological well-being and mindfulness, highlighting the benefits of incorporating mindfulness training into teacher education programs. Institutions can enable prospective teachers to face the demands of the field with increased self-awareness, psychological balance, and compassion by teaching them mindfulness techniques.

Furthermore, the significance of taking contextual variables, such as gender and geography, into account when analysing differences in prospective teachers' psychological well-being and mindfulness has also been explored in this research. Although people who live in cities and females tend to have higher levels of mindfulness and psychological well-being, it is essential to support all prospective teachers and help them overcome obstacles in their personal and professional lives.

## References

1. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848.
2. Creswell, J. D. (2017). Mindfulness interventions. *Annual Review of Psychology*, 68, 491–516.
3. Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). *Mindfulness for teachers: A pilot study to assess effects on stress, burnout, and teaching efficacy*. *Mind, Brain, and Education*, 7(3), 182–195. <https://doi.org/10.1111/mbe.12026>.
4. Hargreaves, A., & Troman, G. (2013). Making professional practices public: Teacher accounts of life, laughter and learning. In A. Hargreaves, M. O'Connor, & L. E. Day (Eds.), *International Handbook of Educational Change* (pp. 1019–1035). Springer.
5. Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2017). *Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial*. *School Psychology Quarterly*, 32(3), 512–523. <https://doi.org/10.1037/spq0000172>
6. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
7. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.
8. Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). *Mindfulness training and teachers' professional development: An emerging area of research and practice*. *Child Development Perspectives*, 6(2), 167–173. <https://doi.org/10.1111/j.1750-8606.2012.00238.x>