

# **Level of Teachers' Mindfulness and Its Relationship to Learners' Academic Performance**

**Joshua J. Luis**

Polytechnic University of the Philippines Open University System

## **Abstract**

This study determined the relationship between the level of teachers' mindfulness and learners' academic performance in the primary grades. Using a descriptive-correlational research design, the researcher employed the Five-Facet Mindfulness Questionnaire (FFMQ) to measure teachers' mindfulness and analyzed learners' academic performance through class averages from the most recent grading period. A total of 90 primary-grade teachers were selected as respondents through simple random sampling. Pearson's correlation coefficient ( $r$ ) was employed to examine the relationship between the level of teachers' mindfulness and learners' academic performance. The results revealed that there is a significant relationship between the level of teachers' mindfulness and learners' academic performance in terms of Non-Judging of Inner Experience and Describing; however, Observing, Acting with Awareness, and Non-Reactivity to Inner Experience facets did not show significant associations. This indicated that certain mindfulness facets, namely, non-judging of inner experience and describing, have more practical implications for academic performance than the other facets of mindfulness. The researcher recommended incorporating mindfulness training into professional development programs for educators to enhance both teacher well-being and student success.

**Keywords:** Academic performance, Five-Facet Mindfulness Questionnaire, Teachers' mindfulness

## **Introduction**

Worldwide, stress and burnout among teachers remain significant issues, often resulting in anxiety and depression. The demanding nature of the teaching profession, coupled with high expectations, heavy workloads, and limited support, exacerbates these conditions. These mental health struggles can significantly impact their professional performance, potentially leading to decreased classroom effectiveness, strained relationships with learners and colleagues, and even higher attrition rates within the education sector.

In the Philippines, teaching profession is one of the noblest and most challenging careers. Public school teachers are tasked with numerous responsibilities, including teaching, fostering community relationships, and handling clerical duties. They must create a conducive learning environment, prepare lesson plans, provide instructional materials, teach, assess student performance, conduct home visits, participate in co-curricular activities, engage in professional development, conduct research, attend in-service training, and a lot more. To address these concerns, DepEd introduced policies which aimed to transfer administrative work away from teachers (DO No. 002, s. 2024) and clarify and limit teacher

workloads (DO No. 005, s. 2024). However, a study conducted by IDinsight and EDCOM 2 found that these policies have not fully resolved the issue (IDinsight, 2025). Consequently, the emotional strain, work pressure, role conflicts, and low reward system contribute to increased job burnout, anxiety, and stress among public school teachers.

The persistent stress faced by teachers often leads to reduced job satisfaction, as the pressures and demands of the profession outweigh the intrinsic rewards of teaching (Jain, 2021). Research indicates that teachers who are stressed and burnt out are less effective in their instructional practices, which can lead to a less engaging and supportive learning environment (Bottiani et al., 2019). Students in such environments may receive less individual attention and support, resulting in lower levels of achievement and decreased academic performance.

In recent years, teachers' mindfulness has recently gained increasing attention in improving teachers' well-being. As defined by Karl et al. (2020), teachers' mindfulness is the comprehensive ability of teachers to maintain present-moment awareness, articulate internal experiences, act with focused attention, accept internal experiences without judgment, and manage emotional reactivity in the classroom setting. Five interrelated facets are central to the philosophy of mindfulness, each contributing to a holistic understanding and application of the practice. These facets, namely Observing, Describing, Acting with Awareness, Non-Judging of Inner Experience, and Non-Reactivity to Inner Experience, form the bedrock of mindfulness-based interventions. Mindfulness encourages individuals to observe internal phenomena without impulsive reactions, fostering a sense of emotional resilience and self-regulation.

Recent studies suggest that teachers' mindfulness promises to cultivate a nurturing and conducive atmosphere for students and educators (Parish, 2020). It has recently been recognized as an effective method for managing stress and enhancing teachers' well-being both in the workplace and in their personal lives (e.g., Grossman et al., 2020; Roeser et al., 2021).

Moreso, numerous research endeavors have also consistently highlighted the profound impact of the classroom environment on various facets of students' academic journeys, encompassing their levels of engagement, motivation, and the overarching quality of their learning experiences. Henriksen et al. (2022) delved into the intricate interplay between the classroom setting and students' academic engagement, shedding light on how the physical and social aspects of the learning environment contribute to or hinder students' active participation in the educational process. Likewise, Al-Refae et al. (2021) explored the motivational dimensions influenced by the classroom ambience, elucidating how the design and atmosphere can either foster or impede students' enthusiasm for learning. Additionally, the research by Rand et al. (2020) offered valuable insights into how the classroom environment impacts the overall learning experience.

In the Philippines, research on mindfulness remains limited (Chua, 2022). Within the educational context, recent studies have primarily focused on specific aspects of mindfulness, such as stress management and its applications among students. Ulzano et al. (2021) explored the stress responses and mindfulness practices employed by UP Diliman students to cope with academic pressures, while Fernandez et al. (2022) examined the potential of mindfulness-based strategies for young Filipino learners. Chua (2022) investigated the applicability of mindfulness in basic education by analyzing the personal and professional experiences of educators. Additionally, Ilisan-Sales (2022) examined how mindfulness interventions enhance students' self-regulation, and Mesa et al. (2023) assessed the impact of an adapted MBCT program on depression, stress, self-compassion, and mindfulness among thirty-thr-

ee Filipino public school teachers.

Furthermore, Maclid (2023) developed a mindfulness program tailored for preschool-aged children, while Tayoto (2024) explored the perceived benefits of mindfulness practices in managing stress among college students. Luciano et al. (2024) extended this discourse by investigating the relationship between mindfulness practices and student well-being. Despite these contributions, there remains a significant research gap—none of these studies specifically examine the mindfulness of teachers and its direct influence on learners' academic performance in the primary grades.

Recognizing this gap, the present study explores the relationship between teachers' mindfulness and learners' academic achievement in the primary grades of Gloria District, Oriental Mindoro. In the context of early education, primary school teachers play a crucial role as educators, role models, and emotional anchors for young learners. Emerson et al. (2019) emphasized that mindfulness training is particularly beneficial for teachers working with early-grade learners, such as those in Grades 1-3, where the need for emotional support and classroom engagement is at its peak.

Hence, studying the relationship between teachers' mindfulness and primary-grade learners' academic performance is essential to understand how enhancing teachers' well-being can positively impact learners' learning outcomes. The absence of this research could lead to unaddressed teacher stress, a negative classroom environment, weaker teacher-student relationships, and reduced learner academic performance. Understanding the benefits of mindfulness in teaching can also inform strategies and interventions to support both teachers and students, leading to improved educational outcomes.

In this light, the present study investigates the level of teachers' mindfulness and its relationship to learners' academic performance to contribute to the body of research on the impact of teachers' mindfulness in promoting academic success among primary school children. It also sought to provide valuable insights for policymakers, educators, and stakeholders in creating a holistic educational environment that prioritizes both teachers' well-being and students' academic success, aligned with the country's educational aspirations.

## **Methodology**

This study utilized a quantitative research method, specifically a descriptive-correlational design, to examine the relationship between teachers' mindfulness levels and learners' academic performance in the primary grades of Gloria District for the school year 2024-2025. The descriptive design was used to collect data without altering variables, while the correlational design measured the association between the two variables.

Using Cochran's Sample Size Formula, the study selected 90 teachers from a total population of 117 primary-grade teachers across 28 public elementary schools in Gloria District. The simple random sampling technique was applied to ensure equal selection opportunities among the respondents. The study focused on primary-grade teachers in Gloria District, which was identified as one of the lowest-ranking districts in the National Achievement Test (NAT-2024). This underperformance prompted the researcher to explore the influence of teachers' mindfulness on student outcomes.

To gather data, the study used the Five-Facet Mindfulness Questionnaire (FFMQ) by Agyapong et al., a 39-item standardized survey measuring five mindfulness dimensions: Observing, Describing, Acting with Awareness, Non-Judging of Inner Experience, and Non-Reactivity to Inner Experience. Learners' academic performance was measured using their most recent class average. The FFMQ's reliability was tested using Cronbach's Alpha, with all facets scoring above 0.90, ensuring high internal consistency.

and reliability of the instrument. The researcher obtained ethics clearance, sought permission from the Schools Division Superintendent, and administered the survey via Google Forms. All 90 responses were collected, organized, and prepared for analysis.

For data analysis, various statistical treatments were employed: Percentage was used to determine the distribution of teachers' mindfulness levels and learners' academic performance; Frequency was used to count occurrences and identify patterns; Ordinal Scales converted mindfulness levels and academic performance into numerical values for analysis; and Pearson's Correlation Coefficient ( $r$ ) was applied to measure the strength and direction of the relationship between teachers' mindfulness and learners' academic performance. This methodological approach ensured reliable and objective insights into the potential influence of teachers' mindfulness on student learning outcomes.

## Results and Discussion

### 1. Level of Teachers' Mindfulness in Terms of Observing

**Table 1 Distribution of Teachers' Mindfulness Levels in Terms of Observing**

Mindfulness Level	Frequency	Percentage
High	39	43.33%
Moderately High	44	48.89%
Moderately Low	7	7.78%
Low	0	0%
<b>Total</b>	90	100.00%

Table 1 shows the distribution of Teachers' Mindfulness Levels in Terms of Observing. Most of the teacher-respondents exhibit a commendable level of mindfulness in terms of observing, with 48.89% (44 teachers) being categorized as having a Moderately High level and 43.33% (39 teachers) being classified under the High level. Only 7.78% (7 teachers) demonstrated a Moderately Low level, while no respondents fell into the Low category. This suggests that the teachers of the Gloria District are actively engaged in observing their environment and internal states, an essential component of mindfulness that supports emotional regulation, classroom management, and adaptive teaching practices. The absence of teachers in the Low category underscores a positive trend towards mindfulness, potentially linked to professional development initiatives, supportive school environments, or personal mindfulness practices. These results align with existing literature emphasizing the significance of the observing facet of mindfulness in the teaching profession. According to Corthorn et al. (2024), most teachers naturally develop observational awareness, allowing them to monitor emotions and classroom dynamics effectively. This reinforces that teachers can use their heightened awareness to identify and address learners' emotional and behavioral needs more proactively, leading to improved classroom management and a more supportive learning environment.

Similarly, Wang (2023) reported that teachers who regularly reflect on their internal states exhibit improved emotional regulation, which fosters stronger teacher-student relationships and a more conducive learning environment. This implies that schools should encourage reflective practices among teachers to help them better manage stress and maintain positive interactions with learners, ultimately enhancing the overall learning experience.

Moreover, Akhavan et al. (2021) highlighted that participation in mindfulness-based professional development significantly enhances teachers' awareness of their thoughts, emotions, and surroundings. This suggests that integrating mindfulness training into teacher development programs can equip

educators with strategies to remain calm and composed in challenging situations, leading to more effective teaching and greater student engagement.

Likewise, Brenner (2022) further corroborated that self-observation practices facilitate adaptive teaching strategies and cultivate supportive learning environments. This confirms that teachers who actively observe their instructional methods can adjust their teaching styles to better meet the diverse learning needs of learners, promoting inclusivity and personalized learning experiences.

Additionally, He et al. (2023) found that teachers who frequently observe their internal and external experiences report lower stress levels and higher job satisfaction. This underscores that schools should provide structured mindfulness programs or wellness initiatives to help teachers maintain their well-being, reducing burnout and fostering a more motivated and effective teaching workforce.

## 2. Level of Teachers' Mindfulness in Terms of Describing

**Table 2 Distribution of Teachers' Mindfulness Levels in Terms of Describing**

Mindfulness Level	Frequency	Percentage
High	3	3.33%
Moderately High	78	86.67%
Moderately Low	9	10.00%
Low	0	0%
<b>Total</b>	90	100.00%

Table 2 presents the Level of Teachers' Mindfulness in Terms of Describing. Majority of the respondents exhibit a Moderately High level of mindfulness in terms of describing, with 86.67% (78 teachers) falling into this category. A smaller proportion, 10% (9 teachers), were classified as having a Moderately Low level, while only 3.33% (3 teachers) were categorized as High. Notably, none of the respondents fell into the Low category. These results suggest that most teachers are adept at articulating their thoughts, emotions, and experiences clearly, an essential aspect of mindfulness that promotes effective communication and emotional regulation in teaching contexts. The small percentage of teachers in the High category implies that while most demonstrate a strong capacity for describing, opportunities for further growth remain to elevate their mindfulness practices.

The findings align with the study of Frenzel et al. (2021) who found that most teachers possess the ability to express their emotions and internal experiences with clarity, which enhances their relationships with students and contributes to a positive classroom atmosphere. This conveys that teachers who develop stronger descriptive skills can foster a more supportive and empathetic learning environment, allowing learners to feel more understood and engaged in classroom discussions.

Similarly, Aldrup et al. (2022) emphasized that clear emotional expression allows teachers to navigate classroom challenges more effectively by promoting understanding and empathy. This suggests that teacher training programs should include strategies for improving emotional articulation, as this skill can lead to better conflict resolution, improved student behavior management, and a more harmonious classroom climate.

Moreover, Valente et al. (2022) observed that teachers who can clearly articulate their thoughts demonstrate greater emotional regulation, leading to improved decision-making and stress management. This points to the importance of incorporating mindfulness-based reflection activities into professional development programs, as these practices can help teachers manage work-related stress and maintain a high level of instructional effectiveness.



Along with this, Pang (2020) reported that most educators engage in regular self-reflection, which strengthens their ability to verbalize experiences and adapt their teaching practices accordingly. This signifies that, for teachers, fostering a habit of self-reflection can lead to greater adaptability in instructional methods, enabling them to respond effectively to diverse student needs and dynamically refine their pedagogical strategies.

In the same vein, Dreer-Goethe (2021) confirmed that teachers' capacity to describe their emotions correlates with higher job satisfaction and better overall well-being. This supports the idea that schools should implement structured mindfulness and reflection practices to support teachers' well-being, as improved emotional articulation contributes to lower burnout rates and greater career fulfillment.

### 3. Level of Teachers' Mindfulness in Terms of Acting with Awareness

**Table 3 Distribution of Teachers' Mindfulness Levels in Terms of Acting with Awareness**

Academic Performance	Frequency	Percentage
Excellent	0	0%
Very Satisfactory	28	31.11%
Satisfactory	60	66.67%
Fairly Satisfactory	2	2.22%
Did not Meet Expectations	0	0%
<b>Total</b>	90	100.00%

Table 3 displays the Level of Teachers' Mindfulness in Terms of Acting with Awareness. The data indicates that the level of mindfulness among the teacher-respondents in terms of Acting with Awareness leans toward the lower spectrum. A majority, 54.44% (49 teachers), demonstrated a Moderately Low level of mindfulness, while 36.67% (33 teachers) exhibited a Moderately High level. Notably, 8.89% (8 teachers) were categorized as having a Low level, and none were classified under the High category. These results suggest that while a significant number of teachers show some ability to stay present and deliberate in their actions, many struggle to maintain high levels of awareness in their day-to-day activities, potentially impacting their overall mindfulness and effectiveness in professional settings. The absence of respondents in the High category underscores a need for interventions to enhance this dimension of mindfulness.

The findings affirm the study of Pentsil (2021) who found that educators often struggle to sustain mindfulness due to the demanding nature of their roles and the constant pressures of classroom management. This alludes to the need for schools to provide mindfulness-based professional development programs to equip teachers with strategies for staying present and reducing stress, ultimately improving their effectiveness in the classroom.

Similarly, Bi & Ye (2021) reported that while some teachers demonstrate momentary mindfulness, their overall awareness is frequently disrupted by emotional exhaustion and workload pressures. This suggests that implementing structured wellness programs could help teachers cultivate sustained mindfulness, leading to better decision-making and improved student engagement.

Likewise, Zito et al. (2024) highlighted that chronic stress can erode teachers' ability to maintain a mindful presence, even among those who initially show promise in this area. This underscores the importance of school policies that promote work-life balance and provide emotional support resources to prevent burnout, ensuring that teachers can maintain a high level of attentiveness in their teaching practices.

Correspondingly, Carroll et al. (2022) observed that while mindfulness training programs improve short-term attentiveness, many educators struggle to embed these practices consistently into their routines. This indicates that professional development efforts should not only introduce mindfulness strategies but also provide follow-up support to help teachers integrate these practices into their daily work, fostering long-term benefits in classroom management and learner interactions.

In the same way, Kriakous et al. (2020) emphasized the importance of structured support systems, noting that without sustained interventions, teachers' mindfulness often remains uneven, impacting their professional effectiveness. This implies that school leaders and policymakers should consider institutionalizing mindfulness programs, embedding them into the teaching culture that promotes sustained practice.

#### 4. Level of Teachers' Mindfulness in Terms of Non-Judging of Inner Experience

**Table 4 Distribution of Teachers' Mindfulness Levels in Terms of Non-Judging of Inner Experience**

Mindfulness Level	Frequency	Percentage
High	12	13.33%
Moderately High	66	73.34%
Moderately Low	12	13.33%
Low	0	0%
<b>Total</b>	90	100.00%

Table 4 illustrates the Level of Teachers' Mindfulness in Terms of Non-Judging of Inner Experience. The findings reveal that the majority of the teacher- respondents have a Moderately High level of mindfulness in terms of Non-Judging of Inner Experience, with 73.34% (66 teachers) falling into this category. A smaller but equal percentage, 13.33% (12 teachers), were categorized under both the High and Moderately Low levels, indicating some variability in this dimension of mindfulness. Notably, none of the respondents were classified under the Low category, suggesting a generally positive disposition among teachers toward accepting their thoughts and feelings without harsh self-criticism. This capacity for non-judgmental awareness is crucial for emotional resilience, self-compassion, and maintaining a balanced perspective in demanding professional environments. However, the relatively small proportion of teachers at the High level indicates room for growth in fostering deeper mindfulness practices.

These findings are supported by Katz & Moè (2024) who found that most teachers demonstrate moderate to high levels of self-compassion, reflecting a tendency to accept personal experiences with kindness rather than judgment. This implies that teachers who develop higher levels of self-compassion are better equipped to handle stress and avoid burnout, emphasizing the importance of integrating mindfulness-based interventions into teacher training programs to cultivate self-acceptance and well-being.

Similarly, Squyres (2023) emphasized that while many educators engage in reflective practices that promote emotional acceptance, the depth and consistency of these practices vary. This suggests that providing structured mindfulness training and ongoing professional support could help teachers develop a more stable and enduring practice of self-compassion, which, in turn, can enhance their emotional regulation and classroom interactions.

In addition, Suttles (2024) reported that although teachers generally recognize the importance of accepting their emotions, external stressors and workload can limit the extent to which they fully

embrace this approach. This conveys that school administrators and policymakers should create environments that support teachers' well-being by incorporating stress management initiatives, flexible workloads, and mental health resources to reinforce their mindfulness practices.

Moreover, Pentsil (2021) noted that while mindfulness interventions have improved teachers' self-acceptance, not all participants sustain these habits long-term. This highlights the necessity of follow-up training sessions, peer mentoring, and institutional support to ensure that teachers maintain their mindfulness practices beyond initial training, ultimately fostering long-term benefits in their personal and professional lives.

Parallel to this, Squyres (2023) further observed that while many teachers cultivate emotional awareness, expanding access to structured mindfulness programs could help elevate more educators to higher levels of self-compassion and acceptance. This underscores the need for schools to invest in professional development programs that focus not only on initial mindfulness training but also on long-term application strategies, ensuring that teachers can consistently apply mindfulness in their daily interactions.

## 5. Level of Teachers' Mindfulness in Terms of Non-Judging to Inner Experience

**Table 5 Distribution of Teachers' Mindfulness Levels in Terms of Non-Judging to Inner Experience**

Mindfulness Level	Frequency	Percentage
High	17	18.89%
Moderately High	67	74.44%
Moderately Low	6	6.67%
Low	0	0%
<b>Total</b>	90	100.00%

Table 5 exhibits the Level of Teachers' Mindfulness in Terms of Non-Reactivity to Inner Experience. The findings highlight that the dominant portion of teacher-respondents have a Moderately High level of mindfulness in terms of Non-Reactivity to Inner Experience, with 74.44% (67 teachers) falling into this category. A smaller proportion, 18.89% (17 teachers), reached the High level, while only 6.67% (6 teachers) demonstrated a Moderately Low level. Notably, none of the respondents were categorized as Low, indicating that the teachers generally possess a capacity to observe their thoughts and emotions without immediate reaction. This skill is essential in managing stress and maintaining composure, particularly in high-pressure teaching environments. The relatively high percentage of teachers in the Moderately High and High categories suggests a strong foundation in this aspect of mindfulness, though opportunities for growth remain to elevate those in the Moderately Low group.

Relevant to the findings of the study, Najjarpour (2024) highlighted that many educators exhibit the ability to observe their thoughts and emotions without impulsive reactions, which is vital for maintaining focus and composure in challenging classroom environments. This implies that enhancing teachers' non-reactivity skills through mindfulness training could further improve their ability to handle classroom stress and prevent burnout, thereby fostering a more stable and supportive learning atmosphere.

Similarly, Hoferichter et al. (2022) found that teachers often display significant non-reactivity, enabling them to handle stress constructively and support positive interactions with students. This suggests that investing in mindfulness-based professional development programs can help teachers cultivate even greater emotional stability, ultimately leading to better teacher-student relationships and a more



conducive learning environment.

Córdova et al. (2023) observed that a majority of educators possess well-developed non-reactivity skills, which contribute to their capacity to manage high-stress situations effectively. This affirms that schools should encourage mindfulness practices as part of their professional well-being programs, ensuring that teachers have the necessary tools to navigate emotionally demanding situations with greater ease.

Additionally, Hidajat et al. (2023) confirmed that teachers frequently demonstrate a strong baseline in this mindfulness dimension, allowing them to maintain emotional balance even under pressure. This highlights the need for continuous reinforcement of mindfulness practices, such as peer support groups and reflective exercises, to sustain and enhance this critical skill among educators.

Furthermore, Martin Hettinga (2022) emphasized that the prevalence of non-reactivity among educators reflects a critical strength in their mindfulness practice, providing a solid foundation for personal and professional resilience. This underscores the importance of integrating mindfulness strategies into teacher training and ongoing professional development, as doing so can enhance teachers' capacity to manage stress effectively, reduce emotional exhaustion, and foster a more emotionally regulated classroom environment.

## 6. Learners' Academic Performance

**Table 6 Distribution of Classes by Level of Academic Performance**

Mindfulness Level	Frequency	Percentage
High	39	43.33%
Moderately High	44	48.89%
Moderately Low	7	7.78%
Low	0	0%
<b>Total</b>	90	100.00%

Table 6 outlines the Academic Performance of Learners in the Primary Grades of Gloria District. The findings reveal that the academic performance of learners in the primary grades of the Gloria District, as reflected by the class averages of 90 classes, predominantly falls within the Satisfactory level, accounting for 66.67% (60 classes). This is followed by 31.11% (28 classes) achieving a Very Satisfactory level, while a small proportion, 2.22% (2 classes), were categorized as Fairly Satisfactory. Notably, none of the classes reached the Excellent category, and no class was classified under Did Not Meet Expectations. These results indicate that while the majority of classes meet the expected academic standards, there is limited representation in the higher performance levels. This suggests a potential need to enhance teaching strategies, learner engagement, and support systems to elevate the overall academic outcomes of students in the district.

The findings align with previous research on student performance in the Philippines. Bernardo et al. (2022) revealed that despite improvements in overall student performance, only a small proportion of Filipino students reach high proficiency levels. This reinforces that while foundational competencies are being met, there is a need for more targeted interventions to support high-achieving students, such as enrichment programs and differentiated instruction.

Similarly, Aguhayon et al. (2023) found that while many students meet basic competencies, only a fraction of them achieve higher levels of performance, pointing to a gap in support for advanced learners. This suggests that schools should implement more robust talent development programs to nurture students who demonstrate potential for academic excellence.

In addition, Lansangan et al. (2024) further highlighted that Filipino students often perform below international benchmarks in higher-order thinking skills, demonstrating the lack of high-achievers. This reflects the importance of integrating critical thinking, problem-solving, and analytical skills into the curriculum to better prepare students for more complex academic challenges and global competitiveness. Moreover, Briones et al. (2022) examined the implementation of the K-12 curriculum and found that while many students meet minimum educational standards, there are insufficient programs aimed at fostering advanced academic performance. This signifies the need for more structured and sustained academic interventions, including mentorship initiatives, advanced placement programs, and extracurricular academic activities.

Additionally, Menezes et al. (2023) pointed out that despite improvements in the education sector, low achievement levels persist, particularly among marginalized groups, which limits their opportunities to reach higher academic performance. This confirms that targeted support should be provided for disadvantaged students, such as remedial classes, financial assistance programs, and community-based learning initiatives to bridge learning gaps and promote equity in education.

## 7. Relationship between Level of Teachers' Mindfulness and Learners' Academic Performance

**Table 7 Relationship Between Teachers' Mindfulness and Learners' Academic Performance**

Factors	Pearson's <i>r</i>	Verbal Description	<i>p</i> -Value	Interpretation	Effect Size
Observing	0.170	Very weak	0.108	Not significant	0.539
Describing	0.231	Weak	0.028	Significant	0.466
Acting with Awareness	0.137	Very weak	0.200	Not significant	-0.002
Non-judging of Inner Experience	0.430	Moderate	<.001	Significant	0.455
Non-reactivity to Inner Experience	0.173	Very weak	0.103	Not significant	0.324

Table 7 presents the relationship between the levels of teachers' mindfulness and learners' academic performance. The results indicate that this relationship varies across different aspects of mindfulness, suggesting that not all mindfulness facets contribute equally to academic success.

The Non-Judging of Inner Experience facet demonstrates a moderate and significant relationship at  $p < .001$  with an effect size of 0.455, suggesting that teachers who accept their thoughts and feelings without judgment tend to foster classroom environments that support better academic outcomes. This finding aligns with the study of McRobbie (2021), who found that teachers practicing non-judgmental acceptance of their emotions create supportive and effective learning spaces, leading to improved student performance. This implies that when teachers refrain from self-criticism and extend the same approach to their learners, they cultivate a psychologically safe classroom where learners feel encouraged to take academic risks and engage in learning without fear of failure. Hence, teacher training programs should incorporate mindfulness strategies that emphasize self-acceptance and emotional regulation to cultivate more effective learning environments. Furthermore, schools should introduce social-emotional learning programs to reinforce emotional resilience among both teachers and students. Similarly, the Describing facet shows a weak but significant relationship at  $p = 0.028$  with an effect size of 0.466, implying that teachers who can clearly express their thoughts and emotions have a small but meaningful impact on student performance. Alomari (2023) supported this, reporting that the ability to

articulate inner experiences fosters better communication and understanding within the classroom, ultimately benefiting student engagement and academic performance. This suggests that teachers who verbalize their experiences and emotions model effective communication strategies, which, in turn, enhance students' ability to express themselves clearly in both verbal and written tasks. Consequently, professional development should include reflective practices and training on emotional expression to enhance teachers' communication skills and classroom interactions, ultimately fostering a more dialogic and engaging learning environment.

Conversely, the Acting with Awareness dimension exhibits a very weak and insignificant relationship at  $p = 0.200$ , with an effect size of  $-0.002$ , indicating that a teacher's attentiveness during actions does not significantly affect learners' performance. This finding is consistent with Özhan et al. (2021), who observed that acting with awareness, characterized by attentiveness to present-moment tasks, showed minimal influence on academic performance. This establishes that while present-moment awareness enhances a teacher's ability to remain focused and composed, it does not necessarily translate into instructional quality or pedagogical effectiveness. This alludes that while present-moment awareness is essential for teacher well-being, its direct influence on student outcomes may be limited. Mindfulness training should, therefore, balance both personal well-being and student-centered engagement strategies, ensuring that mindful awareness is directed toward instructional improvement rather than solely on self-regulation.

Likewise, the Observing ( $p = 0.108$ ) and Non-Reactivity to Inner Experience ( $p = 0.103$ ) dimensions show very weak and non-significant relationships, with effect sizes of  $0.539$  and  $0.324$ , respectively. These findings align with Parrish (2020), who noted that while observing and non-reactivity to inner experiences are valuable for teacher well-being, they exhibit weak and non-significant relationships with direct academic outcomes. This indicates that while mindfulness practices aimed at fostering observation and non-reactivity can help reduce teacher stress, they may not necessarily improve student performance. Teachers who engage in heightened observation and non-reactivity may experience reduced emotional exhaustion, but these practices alone may not enhance student comprehension or motivation. Schools should, therefore, balance mindfulness programs by integrating strategies that not only support teacher well-being but also enhance instructional effectiveness, such as active engagement strategies and student-centered pedagogies.

Overall, these findings suggest that while some facets of mindfulness, such as Non-Judging of Inner Experience and Describing, have a positive impact on academic performance, others, like Acting with Awareness, Observing, and Non-Reactivity to Inner Experience, show little direct influence. This provides evidence that mindfulness training for teachers should be carefully tailored, emphasizing aspects that contribute both to their personal well-being and to student success.

## Conclusion

The findings of this study on the level of teachers' mindfulness and its relationship to learners' academic performance provide valuable insights into the role of mindfulness in education. The results indicate that teachers generally exhibit strong mindfulness capacities in Observing, Describing, Non-Judging of Inner Experience, and Non-Reactivity to Inner Experience. However, a notable weakness was observed in Acting with Awareness, where a majority of teachers demonstrated lower mindfulness levels. This suggests a need for interventions aimed at enhancing teachers' ability to remain fully present and deliberate in their actions.

In terms of learners' academic performance, most classes performed at a Satisfactory level, with a limited number achieving a Very Satisfactory rating. No classes reached the Excellent category, highlighting the need for improved instructional strategies and academic support to enhance student achievement.

The study found a moderate and significant relationship between teachers' Non-Judging of Inner Experience and learners' academic performance. This suggests that teachers who accept their thoughts and emotions without self-criticism create supportive learning environments that contribute to better student outcomes. A weak but significant relationship was also found between the Describing facet of mindfulness and academic performance, indicating that teachers who effectively express their emotions and experiences positively influence student engagement and learning.

Conversely, the study found no significant relationships between the facets of Observing, Acting with Awareness, and Non-Reactivity to Inner Experience and learners' academic performance. These results suggest that while mindfulness is beneficial for teacher well-being, not all facets directly impact student achievement.

Overall, the findings highlight the importance of fostering specific aspects of mindfulness in teachers, particularly in self-acceptance and emotional articulation, to enhance both instructional effectiveness and student performance. However, the study has certain limitations. The sample was limited to teachers in the Gloria District, which may not fully represent the broader teaching population. Additionally, the study did not account for other variables that may influence academic performance, such as teaching methodologies and student motivation.

Future research should address these limitations by including a more diverse sample and employing longitudinal designs to examine the long-term effects of mindfulness on both teachers and learners. Further studies might also explore the impact of targeted mindfulness training programs on improving teacher effectiveness and student outcomes.

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