

Comprehensive Study of Teacher's Burnout and its Implications for Meaningful Mindfulness Activities

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ABSTRACT

Teacher burnout is a growing concern worldwide, significantly impacting instructional quality, teacher well-being, and retention. This study aimed to assess the burnout levels of teachers at Palungkada Elementary School and to explore the potential of meaningful mindfulness activities as interventions to alleviate burnout symptoms. Using a mixed-methods approach, quantitative data were gathered through a validated Teachers' Burnout Scale covering four dimensions: career satisfaction, perceived administrative support, coping with job-related stress, and attitudes toward students. Qualitative data were collected through open-ended questions that provided insights into personal experiences, coping strategies, and mindfulness preferences. Results revealed very high career satisfaction among teachers, but neutral perceptions in administrative support, stress management, and student attitudes—suggesting moderate burnout risk. Qualitative responses identified key stressors, such as administrative workload and student behavior, and highlighted the positive role of mindfulness in enhancing well-being. The study recommends integrating structured mindfulness activities into the school's wellness program and strengthening administrative support to reduce burnout and promote teacher resilience.

Keywords: Teacher burnout, mindfulness interventions, stress management, administrative support, elementary education

• INTRODUCTION

Teacher burnout has emerged as a critical concern across educational systems in Asia, with mounting evidence highlighting its detrimental effects on teacher well-being, instructional quality, and student outcomes. In China, recent studies have demonstrated that psychological capital and mindfulness play pivotal roles in mitigating burnout among educators, particularly those teaching English as a Foreign Language. Mindfulness, characterized by present-moment awareness and non-judgmental acceptance, has been shown to foster resilience and emotional regulation, thereby reducing the risk of emotional exhaustion and burnout symptoms among teachers. Interventions such as mindfulness training have proven effective in decreasing stress and improving emotional health in teachers, as evidenced by a four-day intensive mindfulness program in eastern China that resulted in significant reductions in perceived stress and negative affect. Similar trends are observed in other Asian contexts, where mindfulness-based practices are increasingly integrated into teacher development programs to address the growing prevalence of stress and burnout in educational settings.

Beyond Asia, the phenomenon of teacher burnout and the potential of mindfulness as a protective

intervention have been extensively studied in other continents. In Europe, research from Slovenia underscores the direct positive impact of mindfulness on teacher well-being and its significant negative association with burnout, reinforcing the importance of mindfulness-based support mechanisms for educators facing heightened emotional demands⁶. In Africa, an eight-week mindfulness-based intervention among South African physical education teachers led to substantial reductions in stress and burnout, highlighting the universal applicability of mindfulness practices across diverse educational and cultural contexts. Meanwhile, in Latin America, studies conducted during the COVID-19 pandemic revealed complex patterns of burnout, with factors such as guilt and emotional exhaustion playing critical roles; these findings underscore the need for comprehensive psychological support and adaptive interventions for teachers.

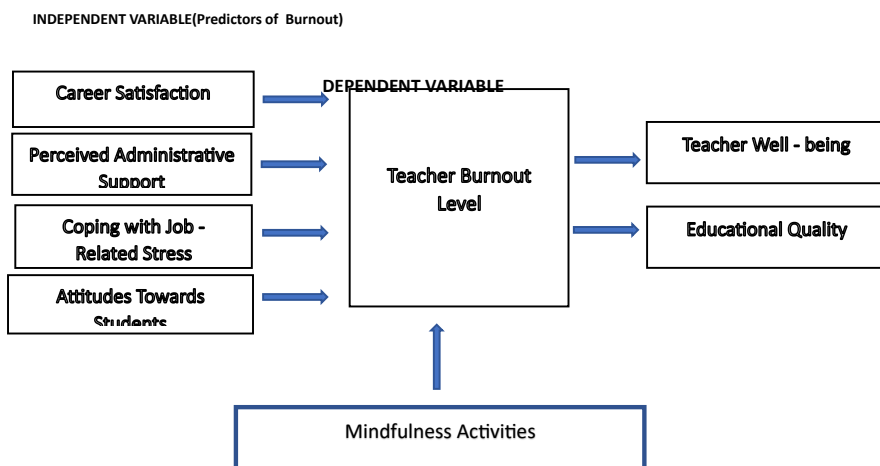
In the Philippines, the issue of teacher burnout is similarly pronounced, with educators frequently encountering high workloads, administrative demands, and emotional exhaustion. Recent local research emphasizes that mindfulness-based interventions not only support teacher well-being and motivation but also contribute to stress reduction and burnout prevention⁹. Teachers in Philippine elementary schools have reported that mindfulness practices—such as meditation, mindful breathing, and reflective journaling—help them manage daily stressors and maintain their passion for teaching, even in the face of systemic challenges. These findings affirm the necessity of integrating meaningful mindfulness activities into teacher wellness programs, tailored to the unique cultural and institutional realities of Filipino educators, to foster resilience and sustain educational quality.

Statement of the Problem

This study aims to comprehensively assess the level of burnout among teachers at Palungkada Elementary School and to explore the potential of meaningful mindfulness activities in addressing teacher burnout. Specifically, the study seeks to answer the following questions:

1. What is the level of teacher burnout at Palungkada Elementary School as measured by the Teachers' Burnout Scale in terms of:
 - Career Satisfaction
 - Perceived Administrative Support
 - Coping with Job-Related Stress
 - Attitudes Towards Students
2. What are the common sources of stress and burnout experienced by teachers, as revealed through open-ended qualitative responses?
3. What coping mechanisms and mindfulness practices do teachers currently utilize to manage stress and burnout?
4. What changes or interventions do teachers suggest in the school environment to reduce burnout and promote well-being?
5. In what ways do teachers describe their experiences of burnout, and how do these experiences influence their considerations of leaving the teaching profession, including the contributing personal, organizational, and systemic factors??
6. What specific mindfulness activities do teachers perceive as most beneficial if introduced in the school's wellness program?

Conceptual Framework



Component	Description
Career Satisfaction	Teachers' overall contentment and fulfillment with their teaching career.
Perceived Administrative Support	Teachers' perception of support, praise, and assistance from school administrators.
Coping with Job - Related Stress	Strategies and emotional responses teachers use to manage stress from their teaching duties.
Attitudes Towards Students	Teachers' perceptions and feelings about their students, which can affect motivation and stress.
Teacher Burnout Level	The outcome variable reflecting emotional exhaustion, depersonalization, and reduced personal accomplishment.

The conceptual framework of this study, "Comprehensive Study of Teacher's Burnout and Its Implications for Meaningful Mindfulness Activities," serves as the foundational structure that organizes the investigation into how teacher burnout occurs and how mindfulness activities can address it.

Key Components and Relationships

The framework identifies teacher burnout as the central phenomenon, influenced by factors such as classroom events, student misbehavior, and teachers' self-perceived efficacy.

Drawing on cognitive-behavioral theory, the framework explains that teachers' cognitive appraisals (how they interpret stressful classroom situations) trigger emotional and physiological responses, leading to

burnout if negative patterns persist.

Mindfulness activities are positioned as potential interventions that can disrupt these negative cognitive-emotional cycles, helping teachers regulate their emotions and reduce burnout symptoms.

Purpose and Role in the Study

The conceptual framework guides the research by clarifying the variables (e.g., classroom stressors, cognitive appraisals, emotional responses, mindfulness interventions) and their presumed relationships.

It helps formulate research questions, select appropriate methodologies, and interpret findings by situating the study within established psychological theories and educational research.

By mapping out these connections, the framework justifies the study's significance and provides a logical basis for examining how mindfulness can mitigate teacher burnout.

Significance

This framework not only structures the inquiry but also highlights the importance of addressing both external (classroom environment) and internal (cognitive and emotional processes) factors in teacher well-being.

It ensures the research remains focused, coherent, and grounded in theory, ultimately aiming to generate actionable insights for educational practice and teacher support.

2. METHODOLOGY

Locale of the Study

The study will be conducted at Palungkada Elementary School(P ES). The school is located in Dagupan, Luna, Apayao.

Respondents of the Study

The respondents of the study will be the Teachers of all levels from K - 6 grades 7 female and 3 males. A total of 10 teachers in Palungkada Elementary School.

Research Instruments

The instrument employed in this study is a structured questionnaire designed to systematically gather relevant data from the participants. It consists of carefully formulated items that aim to measure the key variables under investigation. The questionnaire was developed based on a thorough review of related literature and validated scales to ensure reliability and validity.

The instrument includes both closed-ended and Likert-scale questions, allowing for quantitative analysis of respondents' attitudes, perceptions, or behaviors. Prior to its administration, the questionnaire underwent a pilot test to refine the items for clarity and effectiveness. This ensured that the instrument accurately captures the intended information and minimizes respondent bias.

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3. RESULT AND DISCUSSION

Table 1. Teachers' Burn-Out Level

Dimension	Very High	High	Low	Very Low	Mean (SD)	Descriptive Interpretation
	n (%)	n (%)	n (%)	n (%)		
Career Satisfaction						

I look forward to teaching in the future.	7 (.7)	3 (.3)			3.7	Very high
I am glad that I selected teaching as a career.	5 (.5)	5 (.5)			3.5	High
Teaching is more fulfilling than I had expected.	4(.4)	6(.5)			3.4	High
If I had to do all over again, I would not become a schoolteacher.	1(.1)	3(.3)	6(.6)		2.5	Neutral
I look forward to each teaching day.	5(.5)	5(.5)			3.5	High
Over all mean					3.32	Very High
Perceived Administrative Support						
I get adequate praise from my supervisors for a job well done	7(.7)	3(.3)			3.7	Very high
I feel that the administrators are willing to help me with classroom problems, should they arise .	6(.6)	4(.4)			3.6	Very high
I believe that my efforts in the classroom are unappreciated by the administrators.	1(.1)		6(.6)	3(.3)	1.9	Very low
My supervisors give me more criticism than praise.		1(.1)	6(.6)	3(.3)	1.8	Very low
I feel that the administrators will not help me with classroom difficulties.			7(.7)	3(.3)	1.8	Very low
The administration blames me for classroom difficulties.			9(.9)	1(.1)	2	Low
Over all mean					2.466666667	Neutral
Coping with Job Related Stress						
I feel depressed because of my teaching experiences.	1(.1)	2(.2)	5(.5)	2(.2)	2.2	Low
The teaching day seems to drag on and on.	1(.1)	1(.1)	8(.8)		2.3	Low
My physical illnesses may be related to the stress in this job.		3(.3)	6(.6)	1(.1)	2.7	Neutral
I find it difficult to calm down after a day of teaching.	1(.1)		8(.8)	1(.1)	2.1	Low

I feel that I could do a much better job of teaching if only the problems confronting me were not so great.		4(.4)	5(.5)	1(.1)	2.3	Low
The stresses in this job are more than I can bear.		2(.2)	8(.8)		2.2	Low
Overall mean					2.25	Neutral
Attitudes Towards Students						
The students act like a bunch of animals.		1(.10)	7(.7)	2(.2)	1.9	Very low
Most of my students are decent people.	1(.1)	9(.9)			3.1	High
Most students come to school ready to learn.	1(.1)	9(.9)			3.1	High
Students come to school with bad attitudes.		2(.2)	8(.8)		2.2	Low
Overall mean					2.575	Neutral

Table. 1. Presents the teachers' burn-out level. Teachers reported a very high level of career satisfaction with a mean score of 3.32, reflecting strong intrinsic motivation and passion for their profession. Most look forward to teaching in the future (mean = 3.7), are glad they chose teaching as a career (mean = 3.5), and find their work fulfilling, indicating low burnout in this area. Only a small portion expressed neutrality about choosing teaching again, underscoring overall positive career attitudes. This high satisfaction serves as a protective factor against burnout, supporting teacher retention and engagement, consistent with literature that links career fulfillment to reduced emotional exhaustion.

In terms of Perceived Administrative Support, the respondents' perceptions were neutral (mean = 2.47), revealing mixed feelings. While many acknowledged receiving adequate praise and assistance from supervisors (means around 3.6–3.7), others felt unappreciated and reported receiving more criticism than praise, with low scores on negative statements (1.8–1.9). Most disagreed with the notion that administrators blame them for classroom difficulties. This ambivalence highlights an area of risk for burnout, as inconsistent administrative support can contribute to stress and job dissatisfaction. Enhancing positive supervisor-teacher interactions and reducing critical feedback may help improve morale and reduce burnout risk.

Furthermore, teachers indicated a neutral level of coping with job-related stress (mean = 2.25), suggesting moderate stress levels overall. Low scores on feelings of depression, stress-related physical illness, and difficulty calming down after teaching reflect relatively low burnout symptoms. However, some teachers acknowledged that job stress can sometimes feel overwhelming and that fewer problems would improve their coping. These findings suggest that while many teachers manage stress adequately, a notable portion remains vulnerable to burnout, underscoring the need for proactive stress management interventions and coping support.

Teachers' attitudes toward students were neutral (mean = 2.58), indicating some ambivalence. Most viewed students positively, considering them decent and ready to learn (mean = 3.1), while negative perceptions of student behavior were low. This generally positive outlook supports healthy teacher-student

relationships, which are crucial for reducing burnout. Nonetheless, the presence of some challenges with student behavior suggests that additional support for classroom management and student engagement could further enhance teacher well-being and reduce stress.

In the common sources of stress and burnout experienced by teachers, the qualitative responses reveal several common sources of stress and burnout among teachers. Key stressors include dealing with challenging parent interactions, such as complaints about disciplinary actions, overlapping assessments and school activities, and the increased workload during the pandemic with remote learning adjustments. Classroom management issues, including handling noisy learners and managing tantrums in kindergarten, also contribute significantly to stress. Additionally, technical difficulties during instructional supervision and the pressure of administrative tasks, such as report submissions and documentation, exacerbate teacher burnout. These factors highlight the multifaceted nature of stressors that teachers face, spanning interpersonal, organizational, and situational challenges.

Coping mechanisms and mindfulness practices utilized by teachers employ a variety of coping strategies and mindfulness practices to manage stress and burnout. Many incorporate mindful transitions throughout the school day, such as short walks or deep breathing exercises, and engage in meditation, journaling, and self-reflection to maintain calmness and focus. Time management techniques and sharing feelings with trusted colleagues or family members are also common approaches. Positive thinking, taking deep breaths during breaks, and designating specific work hours to separate professional and personal life further support teachers' mental well-being. These practices demonstrate teachers' proactive efforts to cultivate resilience and emotional regulation amidst their demanding roles.

Gathering Data using the open - ended questions, to satisfied more information, details and answers, finds out:

Question 1: Can you describe a recent stressful incident at school and how you managed it?

They answered:

"Parent complained on how I disciplined her son" I asked he to come to our school so that I can explain myself. I can tell her what happened"

"Overlapping of assessment or activities. I managed by focusing on conducting assessment while having a class I strategize to assess my learners one by one."

"During pandemic there is no contact with learners so we provide learning activity sheet, module and many more."

"Descriptive Classroom Behavior: Use positive reinforcement to promote good behavior; implement consistent and fair classroom rules; talk to the student in private to know the underlying reason; integrate socio - emotional learning enhance self-regulation."

"When my learners are too noisy. I get their attention by letting them talk and I keep myself silent."

Overlapping of school activities or competitions: I do time management; I also delegate or share responsibilities to my co-teachers; stay focused and organized."

"Managing tantrums in kindergarten specially during the first month of class is one of the hardest parts in handling kindergarten class thus, this requires patience and understanding. One of the effective strategies that I used was the play - based learning to gain their trust and belongingness. Also, communication with parents to ensure the consistency in behavior management strategies used in school and at home."

"The particularly stressful day was during instructional supervision where in supervisors visited schools. I was scheduled to be observed during the lesson. My laptop is not working and I cannot use my video lesson and interactive activities. Despite the technical issues, I stayed calm and quickly adapted by

switching to a more traditional approach using printed materials I had prepared as backup.”

Question 2: How do you currently practice mindfulness or stress reduction, if at all?

They answered:

“During the day, I incorporate mindful transition by a short walk around the classroom.”

“I do mindful meditation; deep breathing; relaxation, and journaling.”

“I practice time management between work and my personal life.”

“I will go to husband’s school and we will eat lunch together. Share my feelings to a trustworthy person.”

“Keep calm, relax, think positively.”

“Practice reflecting on the small wins daily, such as a student improving on the lesson going smoothly - refrain from taking work home each evening; designate a specific work-hours to stop - take deep breathe between classes or during breaks.”

“I do self-reflection. Then breath in and out.”

Question 3: What changes would you like to see in your school environment to reduce burnout?

“Reduce, rush submission of reports”

“Reducing unnecessary paper work would free us up to focus on what really matters - connecting with pupils and delivering quality education.”

“There should be balanced workloads, flexible schedules, increased mental health support and greater collaboration and support among peers.”

“An opportunities for professional development that focus on stress management and self- care that values work - life balance that prioritizes our well - being as teachers.”

“I want them to revise Child Protection Policy for more disciplines learner and supportive parents.”

“Peaceful, orderly and clean.”

“Minimize unnecessary documentation and streamline reporting procedures: Timed - wellness breaks, yoga classes, or guided relaxation exercises.”

“I’d like to see more support for teacher well - being like reduced administrative workload, scheduled time for planning and collaboration and access to mental health resources.”

Question 4: Have you ever considered leaving the teaching profession due to burnout? If so, what factors led you to this consideration?

They answered:

“No, I have never considered leaving due to burnout, because in the first place, I choose to become a teacher and this burnout are just part of the challenges.”

“Yes, I have considered leaving the teaching profession due to burnout. It came during a time when the workload felt me overwhelming, I was struggling to maintain a work - life balance especially that I am handling a double grade and having a one-year-old baby. However, what kept me going was reconnecting my “why” - relationship with my pupils, the impact I knew I was making and the support of my colleagues who reminded me I wasn’t alone.”

“Sometimes due to many school activities and administrators works and reports. However, my passion for teaching and love to children keeps me motivated to continue my teaching profession.”

“Yes, due to learners’ misconduct and study behavior.”

“Continual lesson planning, marking administrative work and extracurricular activities; taking work home, working late at school, having minimal personal time.”

Question 5: If mindfulness activities were introduced as part of your school’s wellness program, what specific activities would you find most beneficial and why?

“Guided activities and meditation session, because this will reduce stress and anxiety.”

“I want an activity that on reducing stress since teachers are prone to it due to many ancillary works and activities. As well an activity for the learner that could motivate them to come to school daily to reduce absenteeism.”

“Mindful breathing exercises; mindful listening (small - group talk about their day or an experience); mindful journaling (let them reflect on their thoughts, feelings, and experiences); gratitude practice (each day, pupils could write down three things they are grateful for or share with the group).”

“Conducting information, education, and communication on bullying, VAWC and MHPSS. This will give information and open up learner’s mind to discipline themselves.”

The common sources of stress and burnout experienced by teachers are the following managing difficult parent interactions (e.g., complaints about discipline), overlapping assessments, activities, and competitions causing workload pressure, lack of contact with learners during the pandemic requiring alternative teaching methods. challenging classroom behaviors, including noisy learners and tantrums in kindergarten, technical issues during instructional supervision or lesson delivery, heavy administrative tasks, paperwork, and report submissions, balancing multiple roles (e.g., handling double grades, personal responsibilities), learner misconduct and study behavior challenges.

At least six respondents mentioned workload, behavior management, and parent issues as stressors.

In coping mechanisms and mindfulness practices currently utilized, mindful transitions such as short walks during the day. mindful meditation, deep breathing, relaxation, and journaling. Time management to balance work and personal life. sharing feelings with trusted individuals (e.g., spouse). positive thinking and self-reflection. taking deep breaths between classes or during breaks, reflecting on small wins to maintain motivation.

Around seven respondents reported using mindfulness or stress reduction techniques.

Suggested changes or interventions to reduce burnout and promote well-being, reduce or eliminate rush and volume of report submissions. minimize unnecessary paperwork to focus more on teaching and student connection, balanced workloads and flexible schedules, increased mental health support and peer collaboration, professional development focusing on stress management and self-care, revision of child protection policies to support discipline and parental cooperation, peaceful, orderly, and clean school environment, scheduled wellness breaks, yoga, or guided relaxation sessions, access to mental health resources and protected planning time.

At least six respondents suggested workload reduction and wellness support.

Teachers’ experiences of burnout and influence on leaving the profession. Some have never considered leaving, viewing burnout as part of teaching challenges. Others considered leaving due to overwhelming workload, work-life imbalance, and learner misconduct. Passion for teaching, relationships with pupils, and colleague support help sustain motivation. Burnout linked to continual lesson planning, marking, administrative tasks, and minimal personal time.

About four respondents explicitly mentioned considering leaving due to burnout.

The suggested changes or interventions to reduce burnout and promote well-being. Teachers suggest several meaningful changes to improve the school environment and reduce burnout. Reducing the volume and rush of report submissions, minimizing unnecessary paperwork, and streamlining documentation processes are frequently mentioned as ways to alleviate administrative burdens. Teachers also advocate for balanced workloads, flexible schedules, and increased mental health support, including access to counseling and wellness programs. Professional development opportunities focused on stress management

and self-care, as well as scheduled wellness breaks, yoga, and guided relaxation exercises, are recommended to promote holistic well-being. Furthermore, fostering a peaceful, orderly, and clean school environment, alongside revising policies such as the Child Protection Policy to support discipline and parental cooperation, are viewed as important systemic improvements.

Teachers' experiences of burnout and considerations of leaving the profession the responses indicate a spectrum of experiences related to burnout and its impact on teachers' career considerations. While some teachers affirm their commitment to the profession despite stress, viewing burnout as an inherent challenge, others have contemplated leaving due to overwhelming workloads, difficulty maintaining work-life balance, and behavioral issues among learners. Personal factors such as caring for young children and managing double-grade responsibilities intensify these challenges. Organizational factors, including excessive administrative duties and extracurricular demands, further contribute to feelings of exhaustion. Nonetheless, many teachers find motivation in their passion for teaching, the meaningful relationships with students, and peer support, which help sustain their dedication. These insights underscore the complex interplay of personal, organizational, and systemic influences on teacher retention and well-being.

4. SUMMARY, CONCLUSION AND RECOMMENDATION

Summary and Findings

This study aimed to comprehensively assess the burnout levels among teachers at Palungkada Elementary School and to explore how meaningful mindfulness activities could help reduce burnout and promote teacher well-being. Data were collected using a validated Teachers' Burnout Scale and open-ended questions to capture both quantitative and qualitative perspectives.

The study revealed that teachers exhibit very high career satisfaction, reflecting strong professional commitment and low burnout in this dimension, as most look forward to continuing their teaching careers and find their work fulfilling. However, perceptions of administrative support were mixed, with some teachers feeling appreciated while others experienced criticism and lack of support, indicating a moderate risk for burnout. Similarly, teachers reported managing job-related stress reasonably well, though some acknowledged physical symptoms and challenges in calming down after work. Attitudes toward students were generally positive, yet some concerns remain that could contribute to burnout if unaddressed. Qualitative findings highlighted common stressors such as parental complaints, workload, and classroom management, alongside coping strategies including positive reinforcement, mindfulness practices, and communication. Teachers expressed a clear desire for reduced paperwork, balanced workloads, mental health support, and mindfulness activities like meditation and journaling to enhance well-being. While some have contemplated leaving the profession due to stressors, passion for teaching and collegial support help sustain their commitment. Overall, the integration of structured mindfulness and improved administrative support emerged as promising avenues to bolster teacher resilience, reduce stress, and promote sustained career satisfaction.

Conclusion

The study on the burnout levels of Palungkada Elementary School teachers reveals a generally very high career satisfaction, indicating that most teachers remain passionate and fulfilled in their profession despite challenges. However, the neutral levels of perceived administrative support, coping with job-related stress, and attitudes towards students suggest areas of concern that may contribute to burnout risks.

1. Teachers reported varied experiences with administrative support; while some feel valued, others perceive a lack of adequate support and appreciation. Their coping mechanisms also differ, with some experiencing stress-related physical symptoms. Attitudes toward students range from positive to neutral, often influenced by challenges in managing classroom behavior.
2. The open-ended responses identified common sources of stress, including overlapping school activities, parental complaints, and technical difficulties. At the same time, teachers employ effective coping strategies such as positive reinforcement, time management, and mindfulness practices to manage these challenges.
3. Teachers expressed a strong desire for several improvements, including a reduction in administrative workload, increased mental health support, professional development focused on stress management, and the integration of mindfulness activities into school wellness programs.
4. Overall, despite demonstrating strong commitment and satisfaction in their teaching careers, the presence of significant stressors and gaps in support highlight the need for targeted interventions aimed at sustaining teacher well-being and preventing burnout.

Recommendations

In light of the study's findings, the following evidence-based recommendations are proposed to address teacher burnout and enhance well-being at Palungkada Elementary School:

1. Enhance administrative support. Establish regular feedback and recognition mechanisms to affirm teacher contributions.
2. Foster open communication channels for problem-solving and teacher concerns.
3. Reduce punitive or critical supervisory practices and cultivate a supportive leadership culture.
4. Streamline Administrative Tasks. Simplify reporting procedures and reduce redundant paperwork.
5. Create a balanced workload distribution to avoid overlapping responsibilities. Implement clear scheduling practices to prevent burnout from excessive demands.
6. Integrate Mindfulness and Wellness Programs. Introduce evidence-based mindfulness activities such as guided meditation, mindful breathing, and reflective journaling.
7. Incorporate wellness breaks or relaxation sessions into the school day. Offer regular workshops on stress management, emotional regulation, and work-life balance.
8. Support Positive Student-Teacher Interactions. Encourage positive reinforcement, social-emotional learning, and conflict resolution strategies.
9. Provide training on classroom management and parent engagement. Establish behavior support programs tailored to students' developmental needs.
10. Provide Access to Mental Health Resources. Facilitate peer support groups and mentoring circles. Partner with mental health professionals for periodic assessments and counseling access.
11. Promote a culture of psychological safety, trust, and shared responsibility for well-being.
12. 10. Foster a Positive School Climate. Maintain a clean, peaceful, and orderly learning environment. Review policies to ensure they protect teachers' rights and promote respectful behavior. Celebrate successes and cultivate a sense of community among staff and stakeholders.

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