

Gathering & Organizing Your Research

A Study of Select Minnesota Public School Teachers' Mindfulness as it Relates to Their Stress-Management, Resilience, and Job Satisfaction for Motivation

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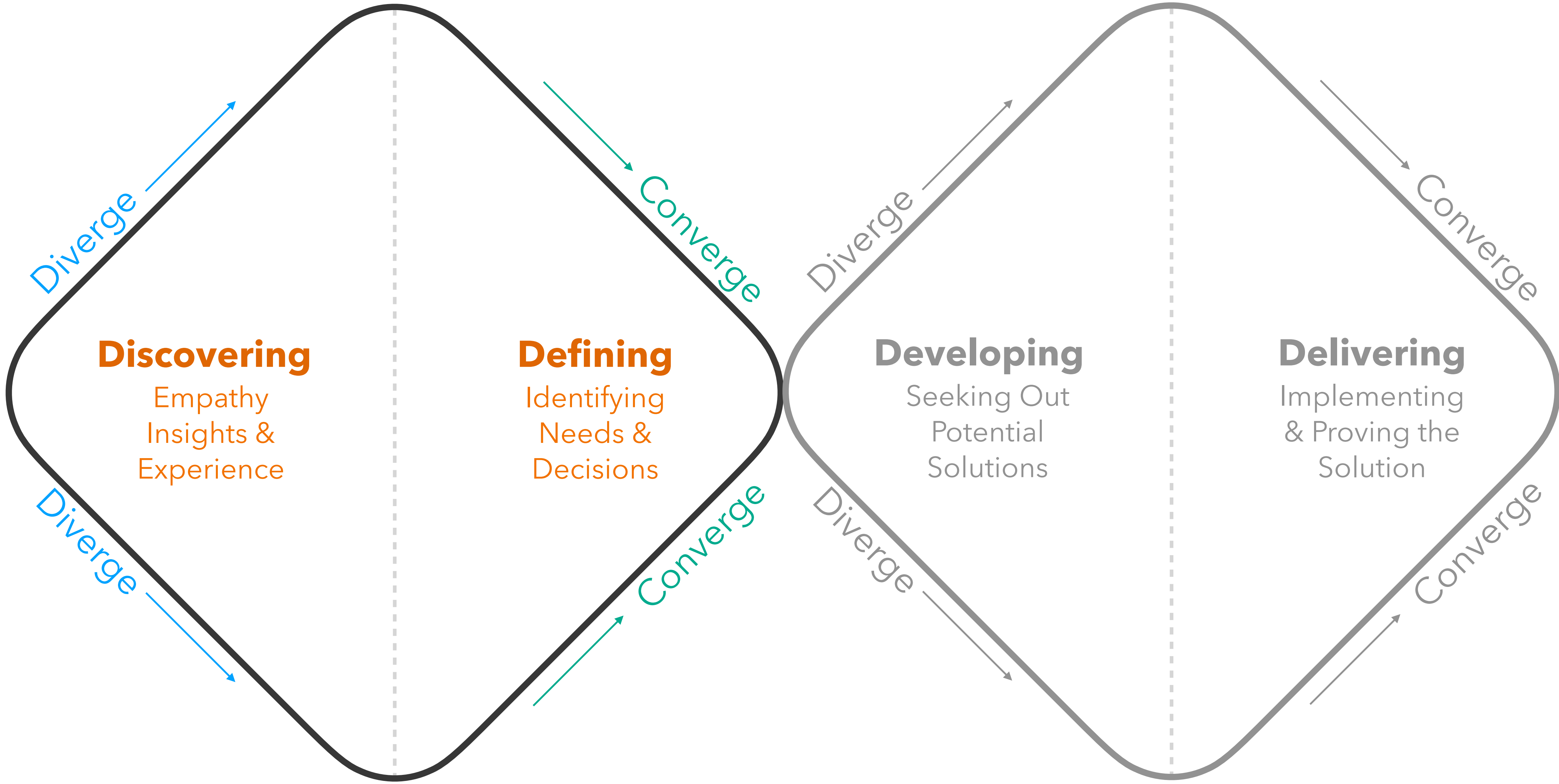
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“Practice sharing the fullness of your being, your best self, your enthusiasm, your vitality, your spirit, your trust, your openness, above all, your presence. Share it with yourself, with your family, with the world.”

Jon Kabat-Zinn

General Problem Statement/Inquiry



Finding the Right Problem

Finding the Right Solution

What am I interested/experienced in?

- Theories and Behaviors

Human Motivation
(What makes teachers want to improve?)

What gap am I looking to fill?

- Contributions and Attributes

Antecedent
(What within teachers creates motivation to improve?)

How does this make education better?

- Practices and Perceptions

Mindfulness
(How does teacher stress-management, resilience, and job satisfaction create motivation for improvement?)

The Problem | *Why Is This Important?*

The career field of teaching can be stressful, as it demands constant, multitudinous needs of a wide spectrum regarding the human condition. Teachers need training on stress-management techniques which allow them to sustain quality instruction in their classrooms (Eva & Thayer, 2017, p. 21).

The Purpose | *Filling the Gap for Ed Improvement*

The purpose of the study was to identify how mindfulness and mindfulness practices support stress management, resilience, and job satisfaction as it relates to motivation among select Minnesota public school teachers who have had mindfulness training.

Results & Findings

Attribute Averages Among
Mindfulness-Trained Staff



Overall, a **large percentage** of teachers reported **high levels** of mindfulness, motivation, resilience, and job satisfaction. Nearly **half** of teachers reported **low levels of stress.**

Results & Findings

Attribute Correlations Among Mindfulness-Trained Staff



How teachers reported their levels of mindfulness and stress had **significant correlations** between their reported levels of mindfulness, stress, resilience, job satisfaction, and motivation.

Results & Findings

Mindfulness Techniques Among Mindfulness-Trained Staff



With teachers practicing mindfulness techniques an average of nearly **3 times per week**, there were significant correlations between practices and teacher attributes.

Results & Findings

Environment Correlations Among Mindfulness-Trained Staff

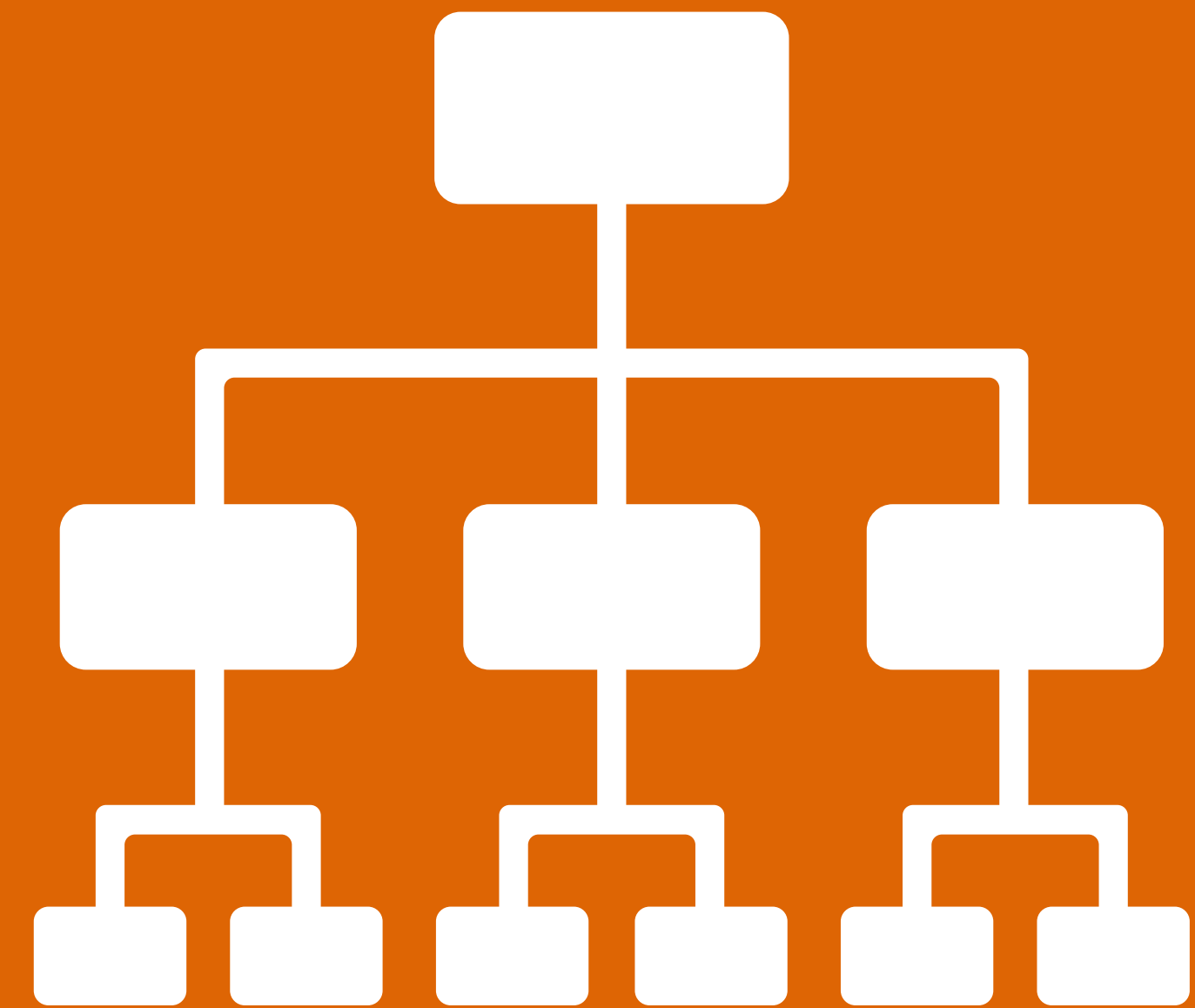


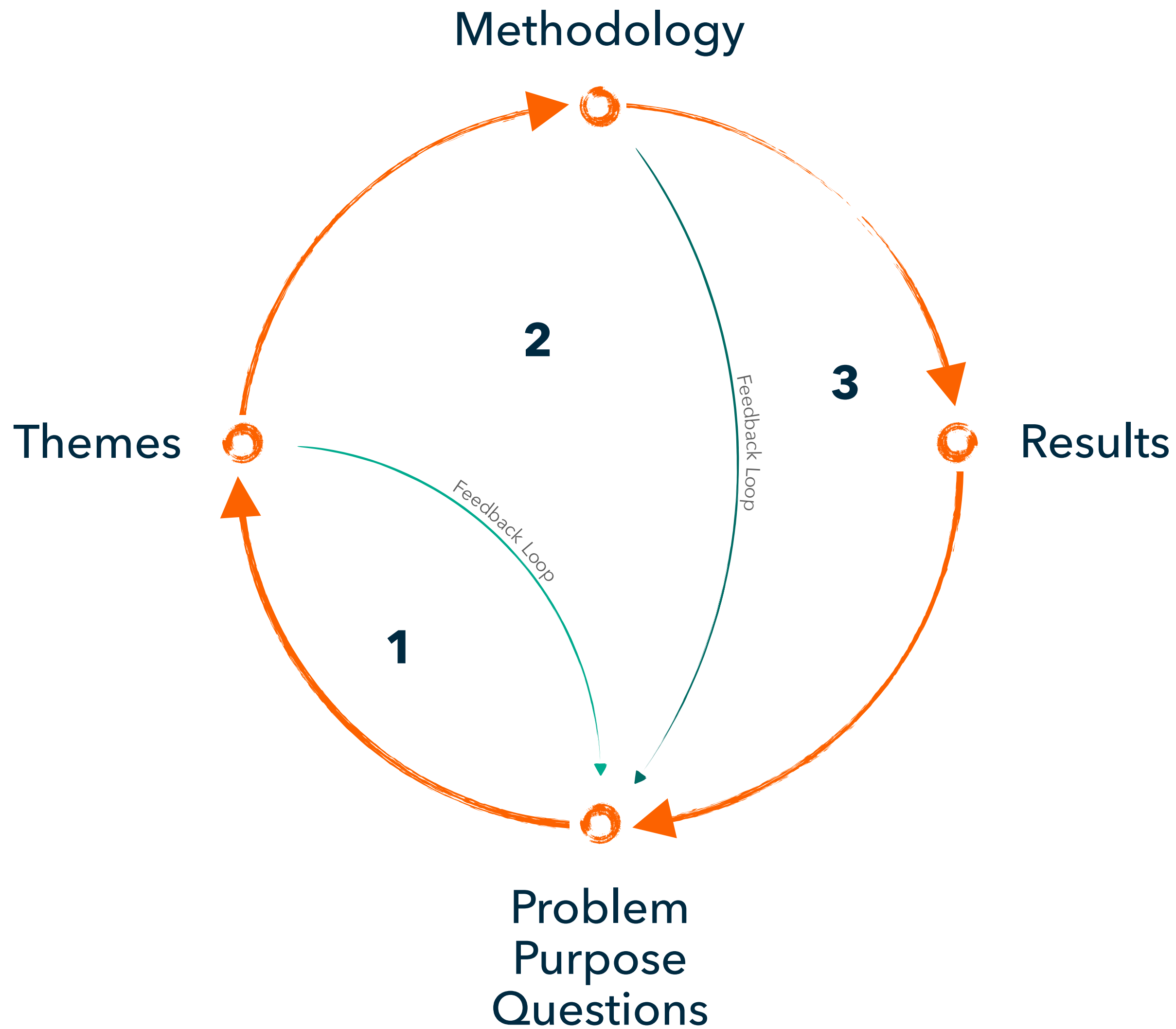
How teachers reported their perceptions of their work environment was **correlated** with their reported attributes.

The more mindful and resilient the environment, the higher the job satisfaction, resilience, and motivation.

Organization

Identifying Themes
The Dissertation Chart





Emerging Themes

- Similar authors were cited
- Similar sentiments and outcomes were repeated
- My answers to "what does this have to do with my problem/purpose?" were sounding similar

Within these studies, look for the research instrument that was used and save it

The Dissertation Chart

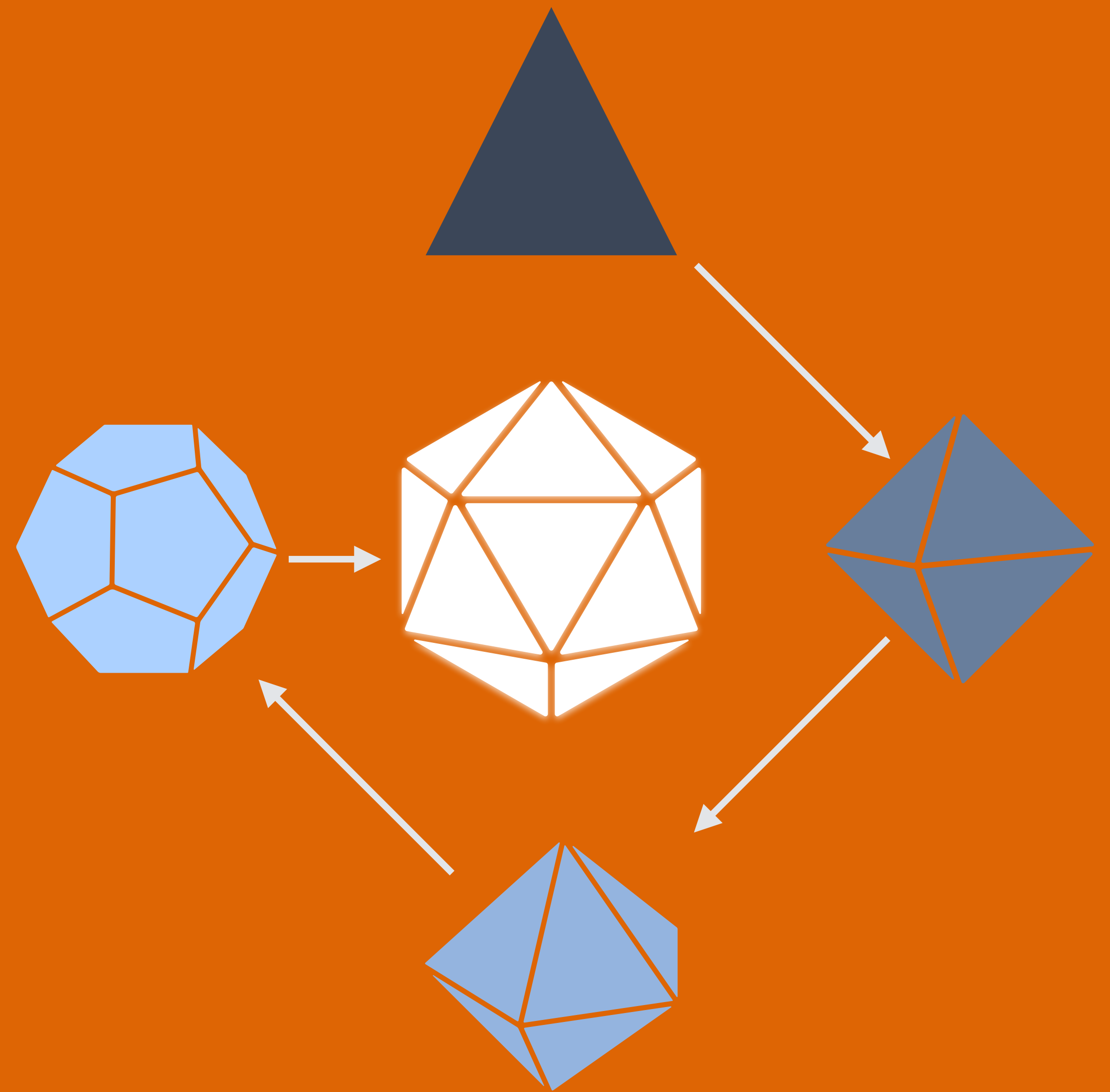
| | |
|-------------------------------|---|
| Question(s) | What mindfulness and coping practices should teachers use to support stress management and self-efficacy as a means for perceived resilience and the motivation of consistent refinement of classroom instructional strategies? |
| Purpose | Relationship between mindfulness practices used by teachers and the perceptions of gained resilience and motivation of consistent refinement of classroom instructional strategies. |
| Themes Highlighter Key | |
| | Teacher mindfulness/self-reflective practices/COPING |
| | Teacher perception of job satisfaction as a motivation to refine instructional strategies |
| | Teacher perception of job effectiveness in relation to consistently refining instructional strategies |
| | Effective/Competent? teachers' mindfulness/self-reflective practices/COPING |
| Code # Key | |
| 1-100 | Journal Articles/Dissertations |
| A-Z | Books |

The Dissertation Chart

| Article Research | | | | | |
|---|--|------|--------------|----------|-----|
| CODE # | 1 | Type | Dissertation | Printed? | Yes |
| Title | 1 Teacher Mindfulness in the Middle School Classroom: Reliability and Validity of a New Scale | | | | |
| APA Citation | Rickert, Nicole e Paige, "Teacher Mindfulness in the Middle School Classroom: Reliability and Validity of a New Scale" (2016). | | | | |
| <ul style="list-style-type: none"> • “Despite significant growth in research examining the effects of mindfulness interventions on teachers (Roeser, 2014), studies have mainly relied on self-reports of teacher mindfulness and have not examined observable behavioral manifestations of teacher mindfulness in the classroom” (Rickert, 2016, p. i). • “Mind and Life Educational Research Network (MLERN; see Mind and Life Institute, 2009)” (Rickert, 2016, p. 4). • “...the current study conceptualizes and measures mindfulness in a <i>situated dispositional manner</i>, in relation to three embodied qualities of what teacher mindfulness would look like in the classroom context: calmness in body and mind (e.g., emotionally regulated); clarity in awareness, word, and deed (e.g., aware of what is happening, clear expectations); and kindness in relationships with others (e.g., empathetic to, forgiving of, and compassionate toward self and others...” (Rickert, 2016, pp. 5-6). • “The aims of this research study are to create a new reliable and valid measure of teacher mindfulness in the classroom that is context-dependent and addresses the potential limitations of self-report measures...” (Rickert, 2016, p. 8). • “Figure 1 depicts the proposed conceptual model of this study in which teachers’ calmness, clarity, and kindness (as derived from self-reports, students’ perceptions, and third-person observations of teacher mindfulness in the classroom) are each related to one another. Teacher dispositional mindfulness and job stress are proposed as antecedents to teacher mindfulness in the classroom” (Rickert, 2016, p. 9). | | | | | |

Habits

Achieving Productivity
Optimizing Insights
Maintaining Well-Being



Time Blocking



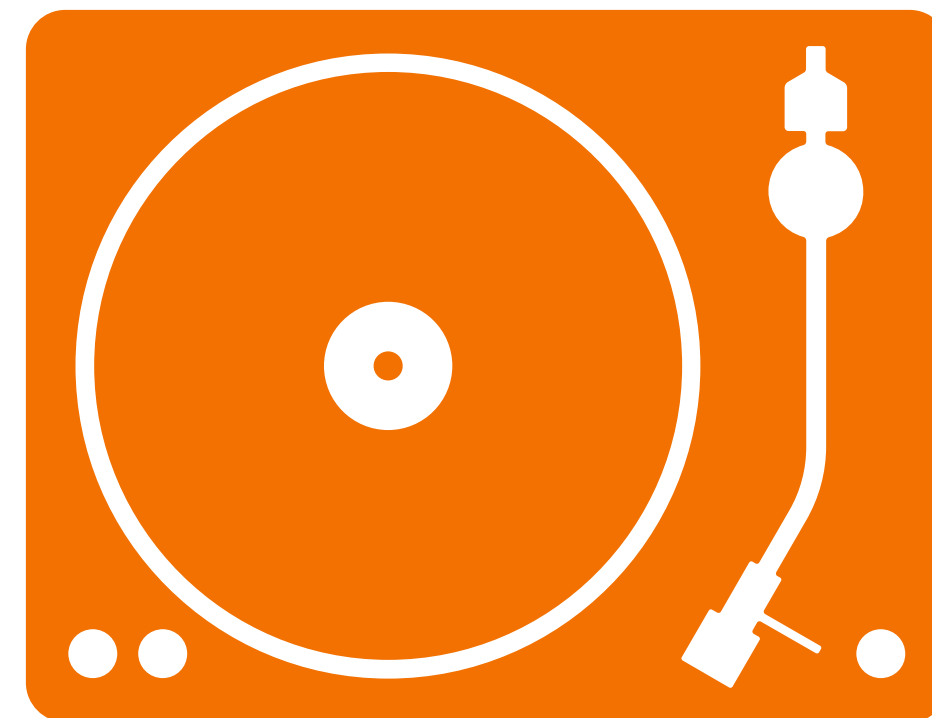
Automate Your Brain



Write It Down

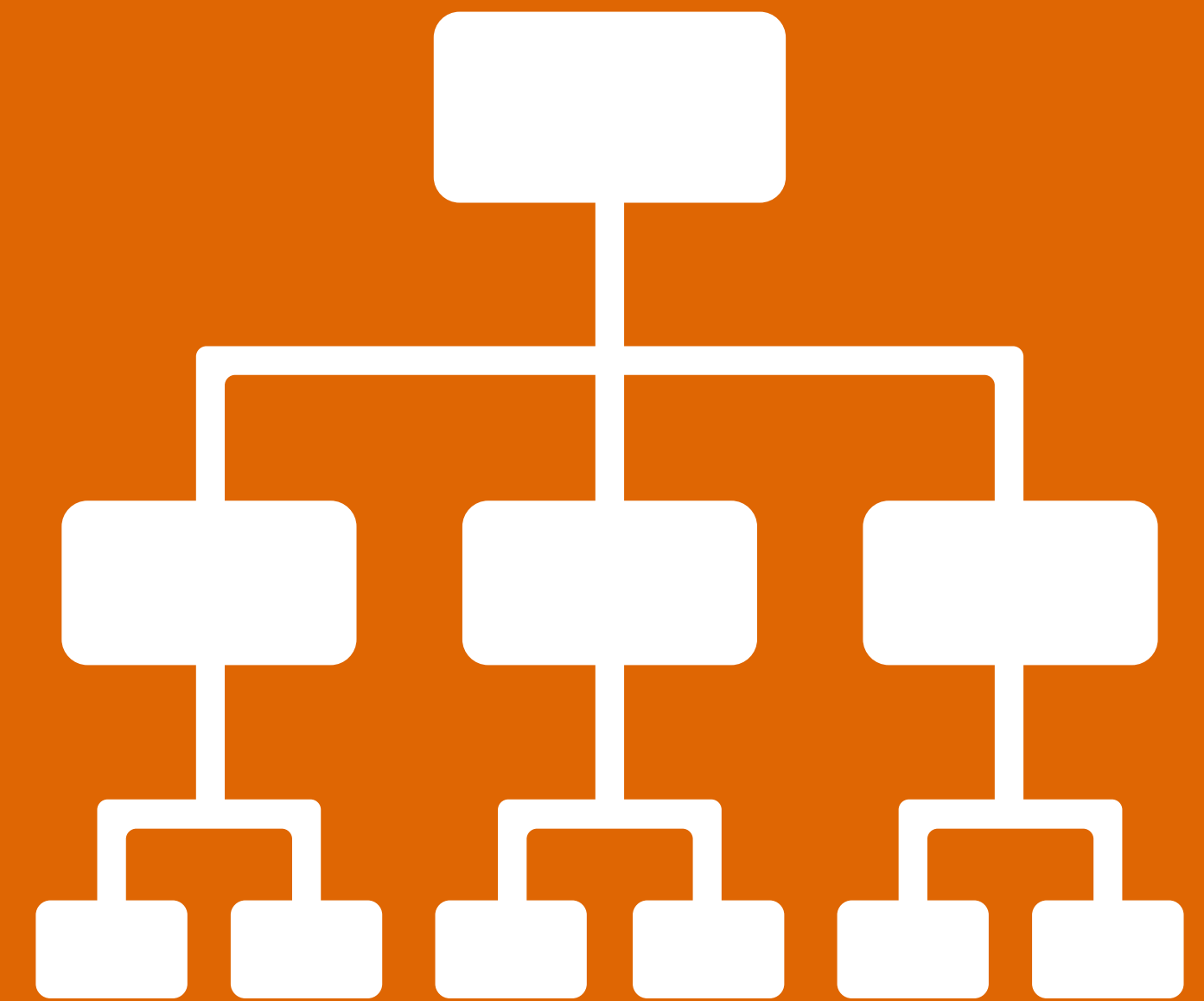


Be The Broken Record



Instrument Development

The Power of Networking
Working With The Right Data
Gathering Data



Networking

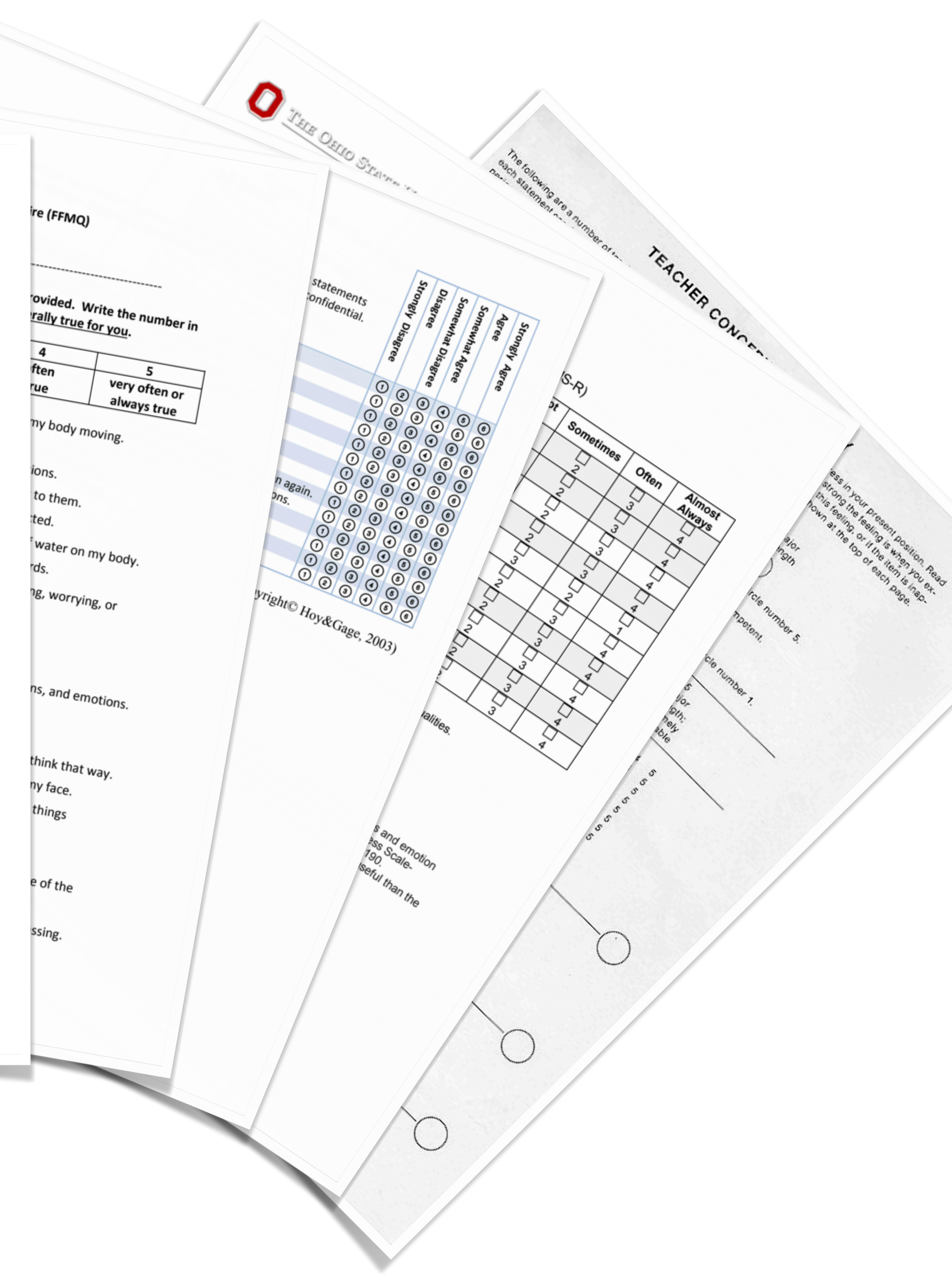
Brief Resilience Scale (BRS)

| Please respond to each item by marking <u>one box per row</u> | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| BRS 1 | I tend to bounce back quickly after hard times | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BRS 2 | I have a hard time making it through stressful events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BRS 3 | It does not take me long to recover from a stressful event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BRS 4 | It is hard for me to snap back when something bad happens. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BRS 5 | I usually come through difficult times with little trouble. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BRS 6 | I tend to take a long time to get over set-backs in my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scoring: Add the responses varying from 1-5 for all six items giving a range from 6-30. Divide the total sum by the total number of questions answered.

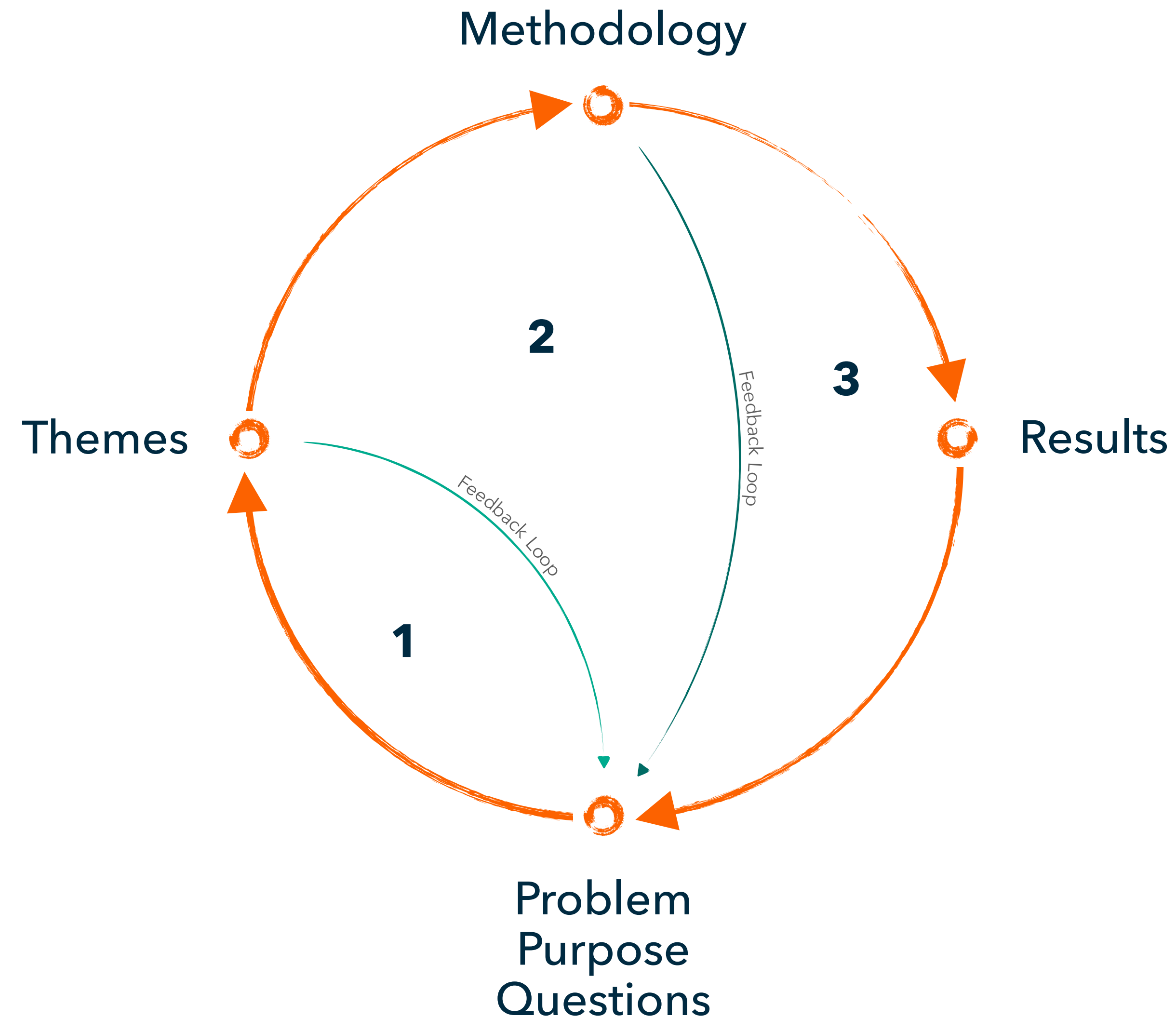
My score: _____ item average / 6

Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine, 15*(3), 194-200.



Working With Data

- How will I collect the data?
- How will I organize the data?
- How will I report the data out?



Gathering Data

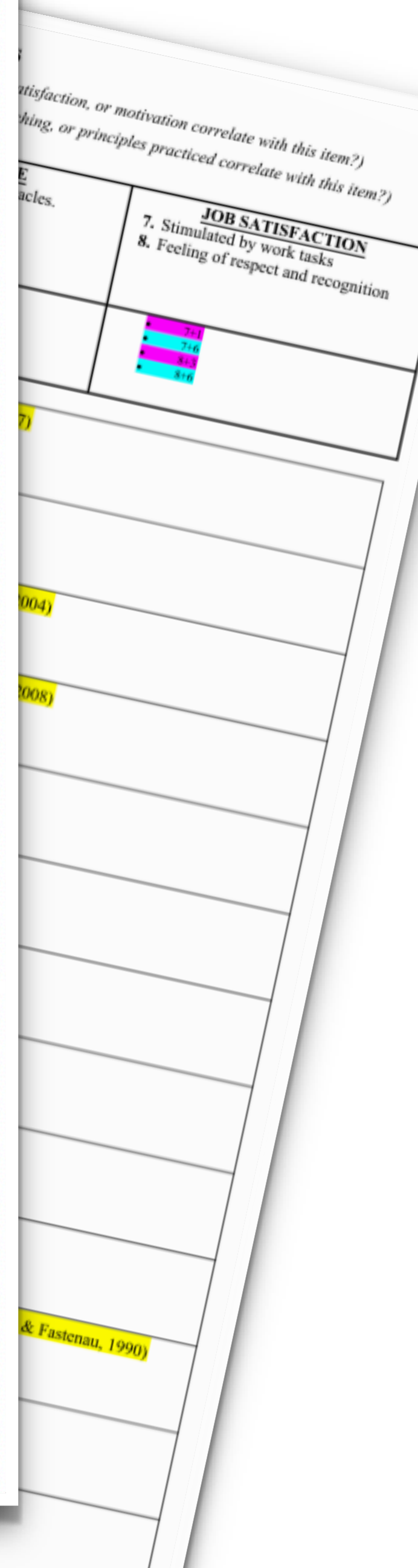
- Demographics
- Likert Scale
- What Results Mean

Teacher Survey

| Gender | Number of Years of Teaching Experience | Number of Years with District | Grade Level(s) Taught (Check all that apply) | | | | |
|--|--|---|---|------------------------------|------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> Female <input type="checkbox"/> Male | <input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> 21-25+ years | <input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> 21-25 years <input type="checkbox"/> 26-30 years <input type="checkbox"/> 31+ years | <input type="checkbox"/> Early Childhood <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Transition Programs | | | | |
| Please indicate how often you practiced the following activities during the 2019-2020 school year: | | | Times Per Week Practicing Activities | | | | |
| Positive Mantras, Reminders, and Restructuring <i>Daily Gratitudes, Exercise, Conscious Acts of Kindness, Positive Journaling, Meditating, consciously looking for the positive, seeing setbacks as Growth, writing positive reminders on cards.</i> | | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |
| Converting Stress to Learning Experiences <i>Consciously adjusting our mindset to be more positive, writing stressors down, and identifying coping strategies.</i> | | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |
| Problem-Solving <i>Breaking down goals into smaller steps, making small adjustments to help achieve your goals easier.</i> | | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |
| Seeking Information and Support <i>Finding and having a network of support to actively seek out, especially during times of challenges and setbacks.</i> | | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |

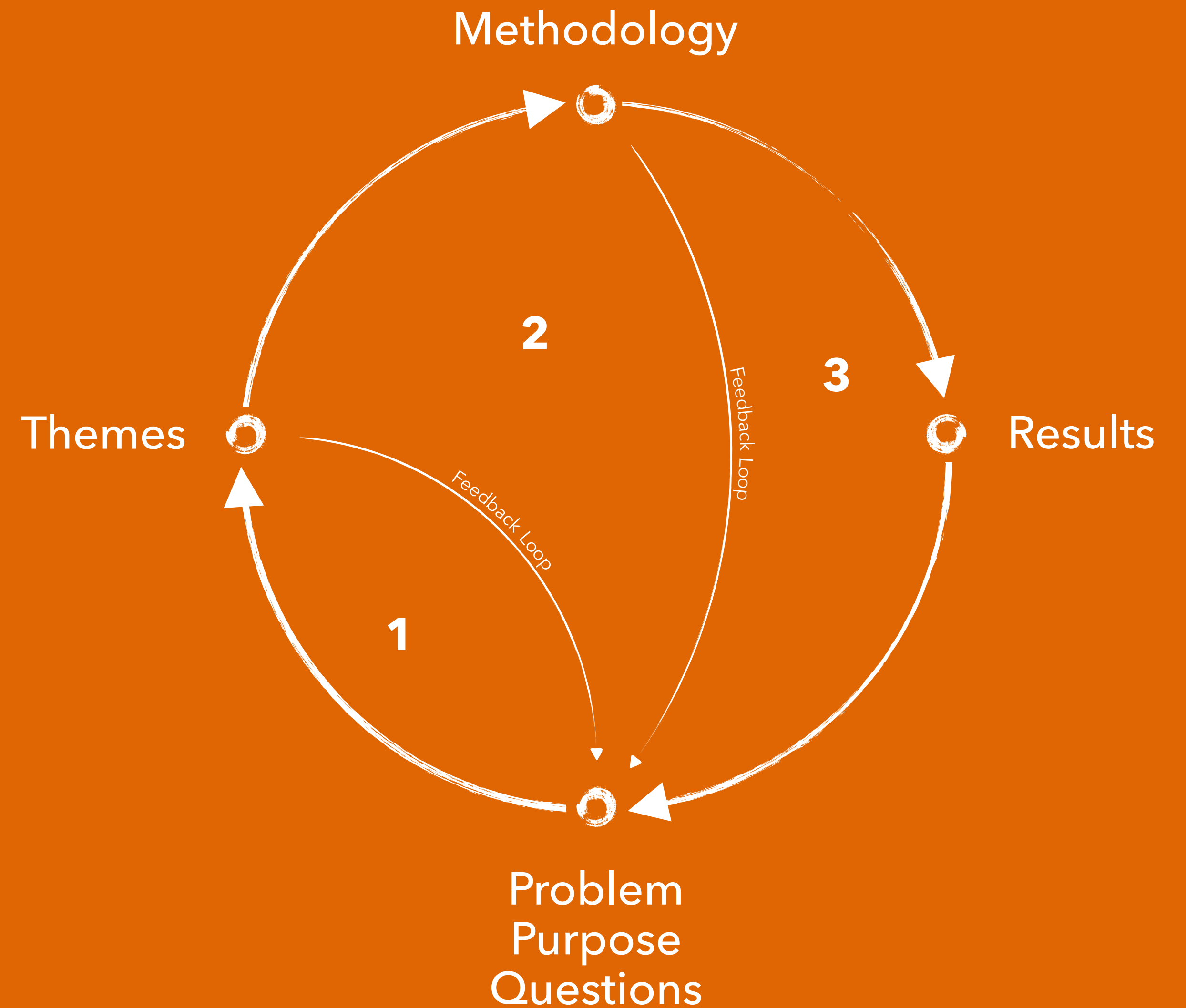
Please respond to the following statements based on your experience working at work IN GENERAL:

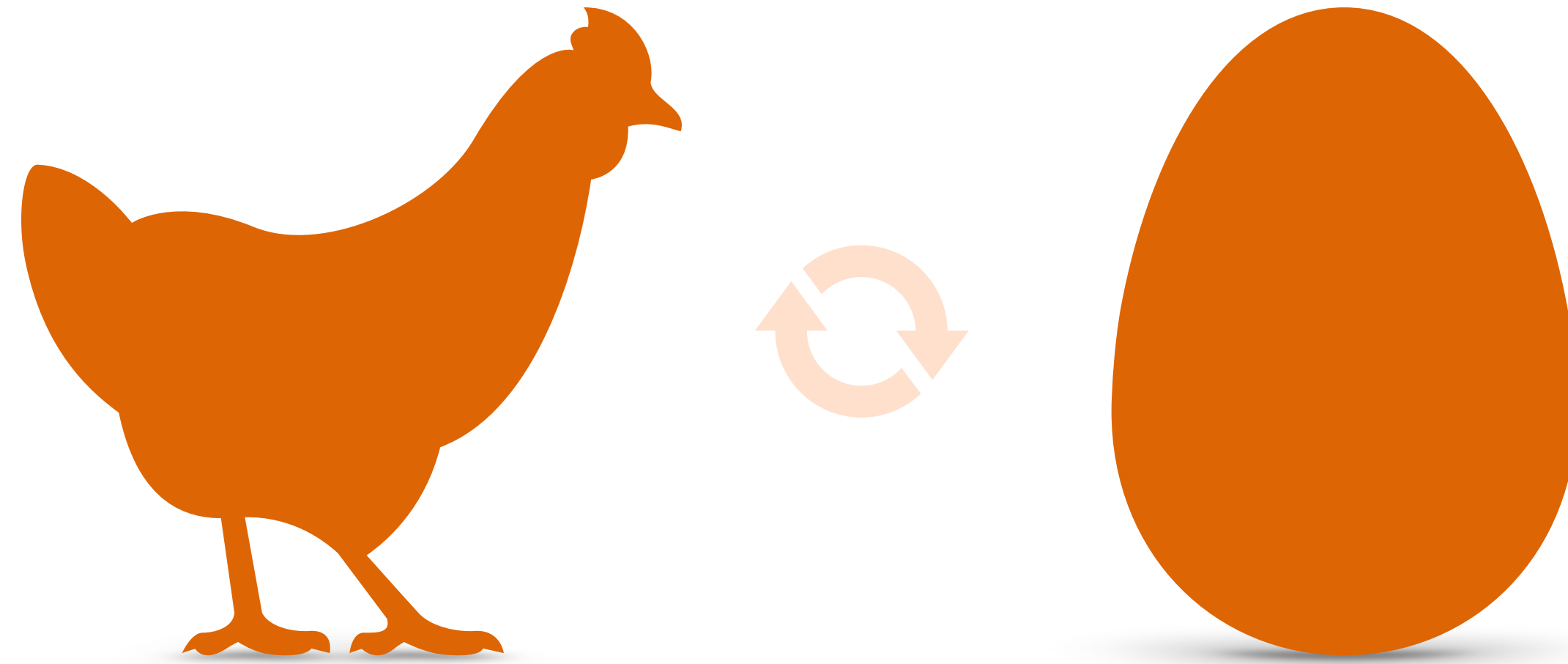
| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-------------------|----------|-------------------|----------------|-------|----------------|
| 1. I feel supported and respected at work. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2. I feel connected to others at work. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3. When things go badly, employees bounce back quickly and do not give up. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4. It does not take me long to recover from a stressful event. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5. I can tolerate emotional pain. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6. I can accept things I cannot change. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7. I am able to accept the thoughts and feelings I have. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8. I am able to focus on the present moment. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9. I am able to pay close attention to one thing for a long period of time. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 10. There is not too much work to do. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 11. I respond to stress by feeling vulnerable, anxious, and/or unable to cope. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12. I get recognition for the extra work and/or good work I do. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 13. I enjoy being at work. | ① | ② | ③ | ④ | ⑤ | ⑥ |



The Cycle

The Problem
The Purpose
The Research Questions
The Methodology





What Do I Want To Know?

The Results

Results & Findings

Attribute Averages



Overall, a **large percentage** of teachers reported **high levels** of mindfulness, motivation, resilience, and job satisfaction. Nearly **half** of teachers reported **low levels of stress**.

Participants (n=418)

Grade Level(s) Taught

| Levels | Frequency | Percent |
|---------------------|-----------|---------|
| Early Childhood | 8 | 1.91% |
| Elementary | 201 | 48.09% |
| Middle School | 65 | 15.55% |
| High School | 188 | 44.98% |
| Transition Programs | 3 | 0.72% |

Majority Elementary & High School Teachers

Years Teaching Experience

| Years | Frequency | Percent |
|-------|-----------|---------|
| 0-5 | 133 | 31.82% |
| 6-10 | 65 | 15.55% |
| 11-15 | 51 | 12.20% |
| 16-20 | 42 | 10.05% |
| 21-25 | 53 | 12.68% |
| 26-30 | 46 | 11.00% |
| 31 | 28 | 6.70% |

Majority 0-5 Years of Teaching Experience

Years in the District

| Years | Frequency | Percent |
|-------|-----------|---------|
| 0-5 | 182 | 43.54% |
| 6-10 | 66 | 15.79% |
| 11-15 | 48 | 11.48% |
| 16-20 | 30 | 7.18% |
| 21-25 | 44 | 10.53% |
| 26-30 | 32 | 7.66% |
| 31 | 16 | 3.83% |

Majority 0-5 Years in the District

Survey Item Responses

(n=418)

The survey item responses were collectively gathered and analyzed to determine how teachers reported their level of mindfulness, stress, resilience, job satisfaction, and motivation across the survey items measuring those attributes.

| Item | Statement | Min | Max | M | SD |
|------|--|-----|-----|-------|-------|
| 7 | I am able to accept the thoughts and feelings I have. | 1 | 6 | 4.763 | 0.864 |
| 8 | I am able to focus on the present moment. | 1 | 6 | 4.669 | 0.908 |
| 2 | I feel connected to others at work. | 1 | 6 | 4.638 | 0.992 |
| 13 | I enjoy being at work. | 1 | 6 | 4.614 | 1.051 |
| 9 | I am able to pay close attention to one thing for a long period of time. | 1 | 6 | 4.586 | 1 |
| 1 | I feel supported and respected at work. | 1 | 6 | 4.547 | 1.072 |
| 6 | I can accept things I cannot change. | 1 | 6 | 4.5 | 0.95 |
| 5 | I can tolerate emotional pain. | 1 | 6 | 4.377 | 1.055 |
| 4 | It does not take me long to recover from a stressful event. | 1 | 6 | 4.332 | 1.048 |
| 3 | When things go badly, teachers bounce back quickly and do not give up. | 1 | 6 | 4.255 | 1.063 |
| 12 | I get recognition for the extra work and/or good work I do. | 1 | 6 | 3.401 | 1.305 |
| 11 | I respond to stress by feeling vulnerable, anxious, and/or unable to cope. | 1 | 6 | 2.882 | 1.336 |
| 10 | There is not too much work to do. | 1 | 6 | 2.6 | 1.395 |

Strongly Agree= 6; Agree= 5; Somewhat Agree= 4; Somewhat Disagree= 3; Disagree= 2; Strongly Disagree= 1
 SA (6), A (5), & SWA (4)= High level
 SD (3), D (2), & SWD (1)= Low level

Attribute Analytics

(n=418)

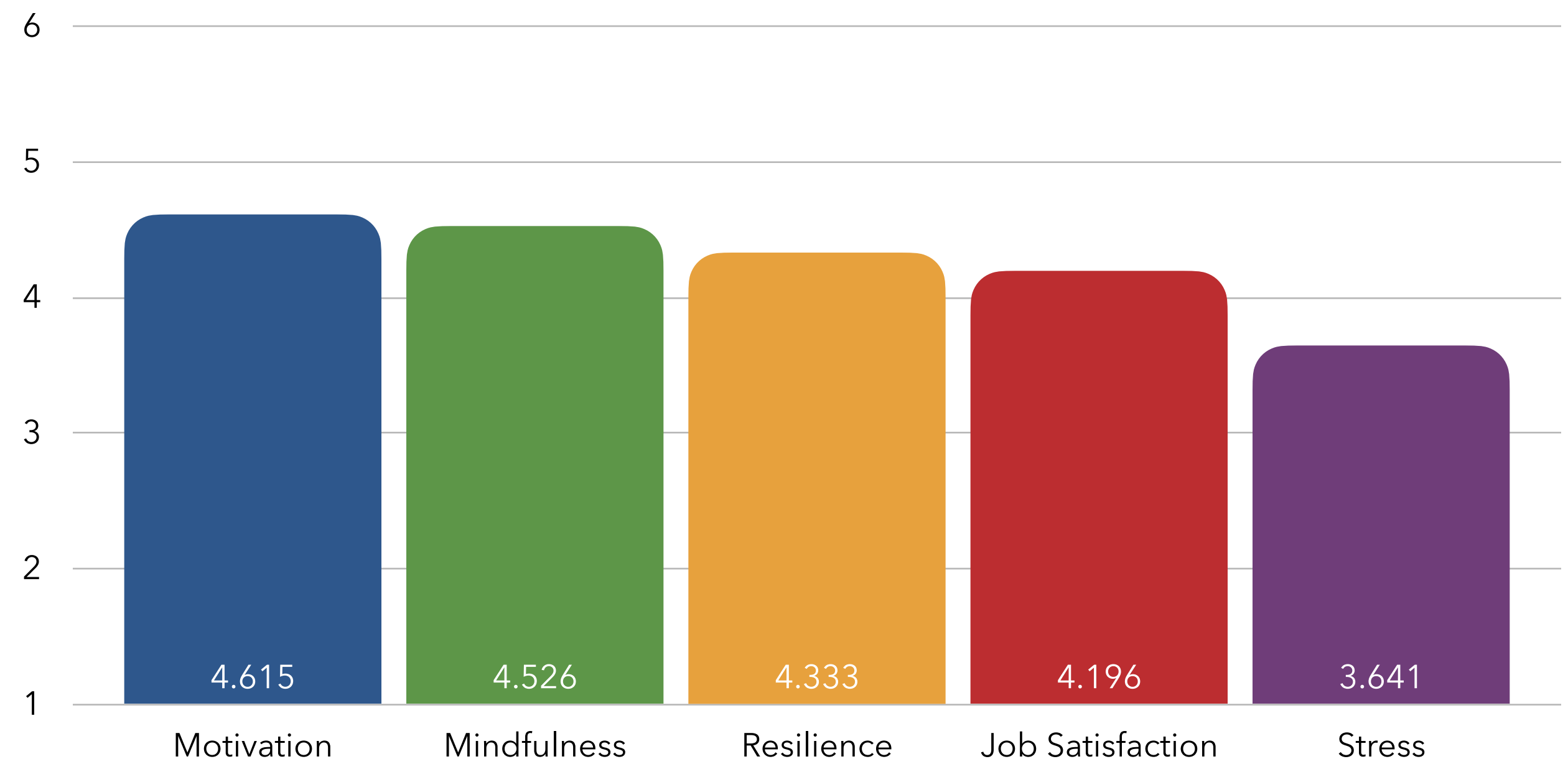
The Mean

| Attribute Measured | M | SD |
|--------------------|--------|---------|
| Motivation | 4.6148 | 1.05142 |
| Mindfulness | 4.5255 | 0.67512 |
| Resilience | 4.3325 | 1.04890 |
| Job Satisfaction | 4.1962 | 0.92386 |
| Stress | 3.6411 | 0.98511 |

Strongly Agree= 6; Agree= 5; Somewhat Agree= 4; Somewhat Disagree= 3; Disagree= 2; Strongly Disagree= 1
SA (6), A (5), & SWA (4)= High level
SD (3), D (2), & SWD (1)= Low level

The results of the survey items measuring each attribute indicated a **higher level mean** of motivation, mindfulness, resilience, and job satisfaction among teachers, while also indicating a **lower level mean** of stress among teachers.

Mean Score of Attributes



Attribute Analytics

(n=418)

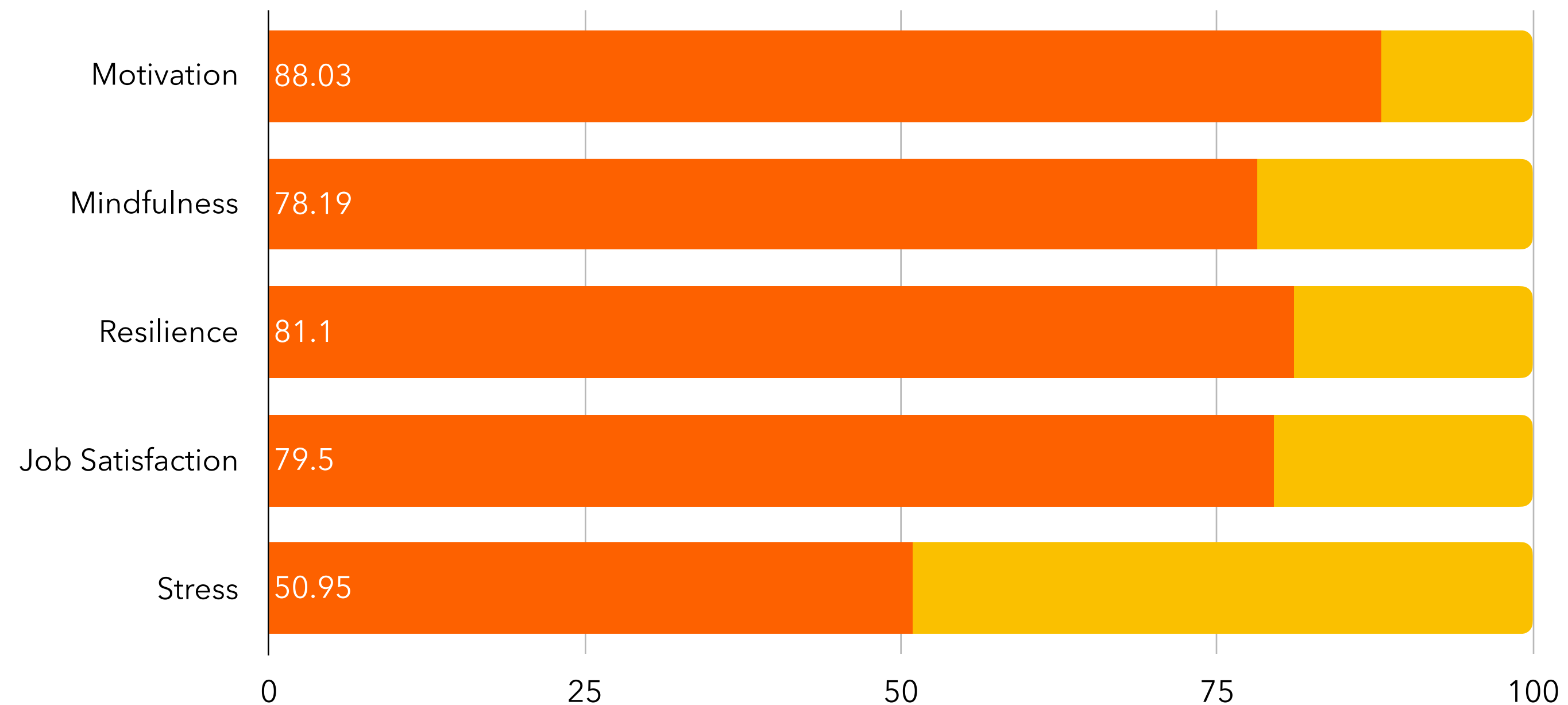
Level %

The results of the survey items measuring each attribute indicated a **higher percentage** of teachers reporting high levels (4-6) within motivation, mindfulness, resilience, and job satisfaction, and approximately **half** of teachers reporting high levels of stress (1-3).

| Attribute Measured | High Level % | Low Level % |
|--------------------|--------------|-------------|
| Motivation | 88.03% | 11.97% |
| Mindfulness | 78.19% | 21.78% |
| Resilience | 81.1% | 18.9% |
| Job Satisfaction | 79.5% | 20.5% |
| Stress | 50.95% | 49.05% |

Strongly Agree= 6; Agree= 5; Somewhat Agree= 4; Somewhat Disagree= 3; Disagree= 2; Strongly Disagree= 1
SA (6), A (5), & SWA (4)= High level
SD (3), D (2), & SWD (1)= Low level

Aggregated Results of High Versus Low Reported Attribute Levels



Results & Findings

Attribute Correlations



How teachers reported their levels of mindfulness and stress had **significant correlations** between their reported levels of mindfulness, stress, resilience, job satisfaction, and motivation.

Attribute Correlations

(n=418)

How teachers reported their levels per attribute had **significant correlations**. There was a significant positive correlation between teacher reported levels of mindfulness and teacher reported levels of resilience, job satisfaction, and motivation. Furthermore, there was a significant negative correlation between teacher reported levels of mindfulness and teacher reported levels of stress.

Correlations Between Participant Reported Levels of Mindfulness to Participant Reported Stress, Job Satisfaction, Resilience, and Motivation Levels and How Each Reported Outcome Relates

| Reported Attribute | Mindfulness | Job Satisfaction | Stress | Resilience | Motivation |
|--------------------|-------------|------------------|---------|------------|------------|
| Mindfulness | | .446** | -.452** | .674** | .407** |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.000 |
| Job Satisfaction | .446** | | -.282** | .368** | .613** |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.000 |
| Stress | -.452** | -.282** | | -.435** | -.357** |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.000 |
| Resilience | .674** | .368** | -.435** | | .408** |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.000 |
| Motivation | .407** | .613** | -.357** | .408** | |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.000 |

** Correlation is significant at the .01 level

Mindful Teachers

(n=418)

Between teachers who reported having high levels of mindfulness and low levels of mindfulness, it was found that there was a **significant difference** between both groups in how they report on their levels of stress, job satisfaction, resilience, and motivation. The correlative outcomes indicated significant findings that teachers who reported **having a higher level of mindfulness correlated with also reporting lower levels of stress and higher levels of resilience, job satisfaction, and motivation.**

t-test of Participant Results Comparing Reported High Levels of Mindfulness and Reported Low Levels Mindfulness to Reported Stress, Job Satisfaction, Resilience, and Motivation Levels

| Reported Attribute | Mindfulness | N | M | SD |
|--------------------|-------------|-----|------|-------|
| Stress | 0.00 | 201 | 4.07 | 0.724 |
| | 1.00 | 217 | 3.21 | 0.789 |
| Job Satisfaction | 0.00 | 201 | 3.78 | 0.831 |
| | 1.00 | 217 | 4.78 | 0.605 |
| Resilience | 0.00 | 201 | 3.70 | 0.974 |
| | 1.00 | 217 | 4.91 | 0.728 |
| Motivation | 0.00 | 201 | 4.05 | 1.049 |
| | 1.00 | 217 | 5.13 | 0.742 |

1- High, 0- Low

Correlations Between Participants Who Reported High Levels of Mindfulness and Reported Stress, Job Satisfaction, Resilience, and Motivation Levels

| Reported Attribute | High Mindfulness | Stress | Job Satisfaction | Resilience | Motivation |
|--------------------|------------------|---------|------------------|------------|------------|
| High Mindfulness | | -.493** | 0.570 | .513** | .513** |
| Sig. | | 0.000 | 0.000 | 0.000 | 0.000 |
| Stress | -.493** | | -.652** | -0.526 | -0.526 |
| Sig. | 0.000 | | 0.000 | 0.000 | 0.000 |
| Job Satisfaction | .570** | -.652** | | .782** | .782** |
| Sig. | 0.000 | 0.000 | | 0.000 | 0.000 |
| Resilience | .580** | -.447** | .412** | | .408** |
| Sig. | 0.000 | 0.000 | 0.000 | | 0.000 |
| Motivation | .513** | -.526** | .782** | .408** | |
| Sig. | 0.000 | 0.000 | 0.000 | 0.000 | |

** Correlation is significant at the .01 level

(Un)stressed Teachers

(n=418)

There is a **significant difference** between teachers who reported having high levels of stress and low levels of stress and how they report on their levels of job satisfaction, resilience, and motivation. The correlative outcomes indicated significant findings between **teachers who reported having a lower level of stress with also reporting higher levels of job satisfaction, resilience, and motivation.**

t-test of Participant Results Comparing Reported High Levels of Stress and Reported Low Levels Stress to Reported Job Satisfaction, Resilience, and Motivation Levels

| Reported Attribute | Stress | N | M | SD |
|--------------------|--------|-----|------|-------|
| Job Satisfaction | 0.00 | 192 | 4.82 | 0.608 |
| | 1.00 | 226 | 3.85 | 0.825 |
| Resilience | 0.00 | 192 | 4.76 | 0.950 |
| | 1.00 | 226 | 3.96 | 0.988 |
| Motivation | 0.00 | 192 | 5.13 | 0.774 |
| | 1.00 | 226 | 4.17 | 1.054 |

1- High, 0- Low

Correlations Between Participants Who Reported Low Levels of Stress and Reported Job Satisfaction, Resilience, and Motivation Levels

| Reported Attribute | Low Stress | Job Satisfaction | Resilience | Motivation |
|--------------------|------------|------------------|------------|------------|
| Job Satisfaction | -.527** | | .368** | .613** |
| Sig. | 0.000 | | 0.000 | 0.000 |
| Resilience | -.381** | .368** | | .408** |
| Sig. | 0.000 | 0.000 | | 0.000 |
| Motivation | -.457** | .613** | .408** | |
| Sig. | 0.000 | 0.000 | 0.000 | |
| Low Stress | | .527** | .381** | .457** |
| Sig. | | 0.000 | 0.000 | 0.000 |

** Correlation is significant at the .01 level

Results & Findings

Mindfulness Techniques



With teachers practicing mindfulness techniques an average of nearly **3 times per week**, there were significant correlations between practices and teacher attributes.

Mindfulness Technique Correlations

(n=418)

The amount of time mindfulness techniques were practiced weekly had an **impact** on how teachers reported their levels of mindfulness, stress, resilience, job satisfaction, and motivation.

Correlations Between Participant Reported Weekly Frequency of Practiced Mindfulness Techniques, and Reported Mindfulness, Stress, Job Satisfaction, Resilience, and Motivation

| Technique | Mindfulness | Stress | Job Satisfaction | Resilience | Motivation |
|--|-------------|---------|------------------|------------|------------|
| Positive Mantras, Reminders, and Restructuring | .158** | -.155** | .141** | .130** | .160** |
| Sig. | 0.001 | 0.001 | 0.002 | 0.000 | 0.026 |
| Converting Stress to Learning Experiences | .241** | -.176** | .209** | .174** | .226** |
| Sig. | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Problem-Solving | .256** | -.136** | .149** | .185** | .109* |
| Sig. | 0.000 | 0.005 | 0.002 | 0.000 | 0.026 |
| Seeking Information and Support | .143** | -0.030 | .164** | .126** | 0.073 |
| Sig. | 0.003 | 0.536 | 0.001 | 0.010 | 0.135 |

** Correlation is significant at the .01 level

Results & Findings

Environment Correlations



How teachers reported their perceptions of their work environment was **correlated** with their reported attributes.

The more mindful and resilient the environment, the higher the job satisfaction, resilience, and motivation.

Mindful Environment

(n=418)

There was a **significant correlation** among teachers reporting working in a highly mindful environment and their reported levels of job satisfaction, resilience, and motivation.

Aggregated Participant Reported Levels of Working in a Mindful Work Environment

| Response | Frquency | Percent |
|--------------------------|----------|---------|
| High Mindful Environment | 1,074 | 85.63% |
| Low Mindful Environment | 180 | 14.34% |

SA, A, & SWA= High level of a mindful environment
SD, D, & SWD= Low level of a mindful environment

Correlations Between Participant Reported High Mindful Environment and Teacher Job Satisfaction, Resilience, and Motivation

| Attribute | Mindful Environment | Job Satisfaction | Resilience | Motivation |
|---------------------|---------------------|------------------|------------|------------|
| Mindful Environment | | .427** | .290** | .375** |
| Sig. | | 0.000 | 0.000 | 0.000 |
| Job Satisfaction | .427** | | .238** | .515** |
| Sig. | 0.000 | | 0.000 | 0.000 |
| Resilience | .290** | .238** | | .408** |
| Sig. | 0.000 | 0.000 | | 0.000 |
| Motivation | .375** | .515** | .408** | |
| Sig. | 0.000 | 0.000 | 0.000 | |

** Correlation is significant at the .01 level

Resilient Environment

(n=418)

How teachers reported their levels of a resilient work environment had **significant positive correlations**. There was a significant correlation among teachers reporting working in a highly resilient environment and their reported levels of job satisfaction, resilience, and motivation.

Aggregated Participant Reported Levels of Working in a Resilient Work Environment

| Response | Frquency | Percent |
|----------------------------|----------|---------|
| High Resilient Environment | 333 | 79.66% |
| Low Resilient Environment | 85 | 20.34% |

SA, A, & SWA= High level of a resilient environment
SD, D, & SWD= Low level of a resilient environment

Correlations Between Reported Levels of a High Resilient Work Environment and Teacher Reported Resilience, Job Satisfaction, and Motivation

| Attribute | Resilient Environment | Resilience | Motivation | Job Satisfaction |
|-----------------------|-----------------------|------------|------------|------------------|
| Resilient Environment | | .259** | .282** | .244** |
| Sig. | | 0.000 | 0.000 | 0.000 |
| Resilience | .259** | | .408** | .238** |
| Sig. | 0.000 | | 0.000 | 0.000 |
| Motivation | .282** | .408** | | .515** |
| Sig. | 0.000 | 0.000 | | 0.000 |
| Job Satisfaction | .244** | .238** | .515** | |
| Sig. | 0.000 | 0.000 | 0.000 | |

** Correlation is significant at the .01 level

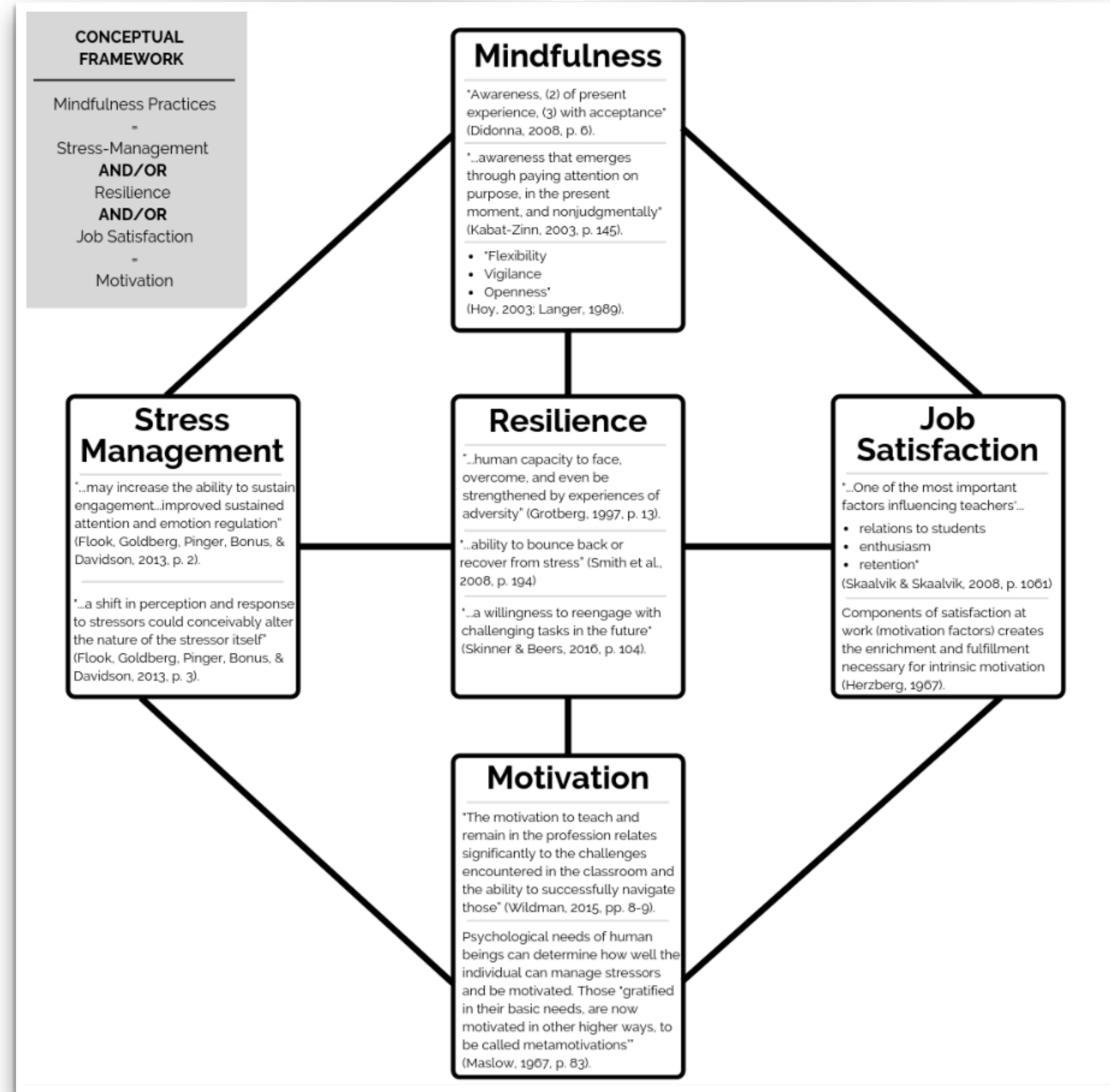
Additional

Research Questions

- Q1** | What do teachers report relating to their own situations regarding self- mindfulness attributes (self-awareness, regulation, and situational acceptance), in relation to their reported outcomes regarding stress, resilience, job satisfaction, and motivation?
- Q2** | What do teachers report in relation to stress (management skills of coping for emotional regulation and keeping their personal priorities unaffected), and how does it relate to their reported motivation attributes of interest and/or enjoyment of work tasks, job satisfaction attributes of being stimulated by work tasks and feeling respected and recognized, and resilience?
- Q3** | How do the reported demographics of teachers' gender, years of teaching, years in the school district, types of mindfulness techniques they practice, and amount of time practicing those mindfulness techniques affect their reported outcomes regarding mindfulness, stress, resilience, job satisfaction, and motivation?
- Q4** | What do teachers report regarding their school's environmental attributes of mindfulness and resilience, and how does it relate to their reported outcomes regarding resilience, job satisfaction, and motivation?

Research Design

This study was a quantitative study with the goal of identifying teachers' levels of mindfulness, stress, resilience, job satisfaction, and motivation in direct correlation with practiced mindfulness techniques.



Teacher Survey

| Gender | Number of Years of Teaching Experience | Number of Years with District | Grade Level(s) Taught (Check all that apply) | | | |
|--|--|---|---|------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> Female <input type="checkbox"/> Male | <input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> 21-25+ years | <input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> 21-25 years <input type="checkbox"/> 26-30 years <input type="checkbox"/> 31+ years | <input type="checkbox"/> Early Childhood <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Transition Programs | | | |
| Please indicate how often you practiced the following activities during the 2019-2020 school year: | | Times Per Week Practicing Activities | | | | |
| Positive Mantras, Reminders, and Restructuring <i>Daily Gratitudes, Exercise, Conscious Acts of Kindness, Positive Journaling, Meditating, consciously looking for the positive, seeing setbacks as Growth, writing positive reminders on cards.</i> | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |
| Converting Stress to Learning Experiences <i>Consciously adjusting our mindset to be more positive, writing stressors down, and identifying coping strategies.</i> | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |
| Problem-Solving <i>Breaking down goals into smaller steps, making small adjustments to help achieve your goals easier.</i> | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |
| Seeking Information and Support <i>Finding and having a network of support to actively seek out, especially during times of challenges and setbacks.</i> | | <input type="checkbox"/> 0 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 7+ |

Please respond to the following statements based on your experience working at work IN GENERAL:

| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-------------------|----------|-------------------|----------------|-------|----------------|
| 1. I feel supported and respected at work. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2. I feel connected to others at work. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3. When things go badly, employees bounce back quickly and do not give up. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4. It does not take me long to recover from a stressful event. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5. I can tolerate emotional pain. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6. I can accept things I cannot change. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7. I am able to accept the thoughts and feelings I have. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8. I am able to focus on the present moment. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9. I am able to pay close attention to one thing for a long period of time. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 10. There is not too much work to do. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 11. I respond to stress by feeling vulnerable, anxious, and/or unable to cope. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12. I get recognition for the extra work and/or good work I do. | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 13. I enjoy being at work. | ① | ② | ③ | ④ | ⑤ | ⑥ |

Gathered Data and Correlations

ATTRIBUTE CORRELATIONS (did any attributes regarding levels of mindfulness, stress, resilience, job satisfaction, or motivation correlate with this item?)
 DEMOGRAPHIC CORRELATIONS (did any demographic regarding sex, age, years teaching, level of teaching, or principles practiced correlate with this item?)

| MINDFULNESS/ SELF-REGULATION | STRESS-MANAGEMENT | RESILIENCE | JOB SATISFACTION |
|---|--|-----------------------------------|--|
| 1. Focus on present task(s) (intentional) 2. Flexible/Adaptable 3. Accepting of emotions and situations (self-regulation) | 4. Personal priorities unaffected 5. Coping for emotional regularity (positive reappraisal) | 6. Ability to overcome obstacles. | 7. Stimulated by work tasks 8. Feeling of respect and recognition |
| 0.4 -0.2 -0.4 -0.4 -0.5 -0.6 | 0.2 0.3 0.2 0.3 0.4 0.5 | 0.2 0.3 0.4 | 0.3 0.4 0.5 0.6 |

| |
|--|
| 1. I feel supported and respected at work. ORANGE FROG CLIMATE SURVEY (Achor & ILTN, 2017) DIRECT DATA: Environment of mindfulness/regulation, job satisfaction SCORE MEANING: (High Score= High Mindful Environment & High Job Satisfaction) |
| 2. I feel connected to others at work. ORANGE FROG CLIMATE SURVEY (Achor & ILTN, 2017) DIRECT DATA: Environment of mindfulness/regulation, job satisfaction SCORE MEANING: (High Score= High Mindful Environment & High Job Satisfaction) |
| 3. When things go badly, teachers bounce back quickly and do not give up. M-SCALE (Hoy et al., 2004) DIRECT DATA: Environment of mindfulness/regulation, resilience SCORE MEANING: (High Score= High Mindful Environment & High Resilience Environment) |
| 4. It does not take me long to recover from a stressful event. BRIEF RESILIENCE SCALE (Smith et al., 2008) DIRECT DATA: Self mindfulness/regulation, resilience SCORE MEANING: (High Score= High Mindful Self & High Resilience Self) |
| 5. I can tolerate emotional pain. CAMS-R (Feldman et al., 2007) DIRECT DATA: Self mindfulness/regulation SCORE MEANING: (High Score= High Mindful Self) |
| 6. I can accept things I cannot change. CAMS-R (Feldman et al., 2007) DIRECT DATA: Self mindfulness/regulation SCORE MEANING: (High Score= High Mindful Self) |
| 7. I am able to accept the thoughts and feelings I have. CAMS-R (Feldman et al., 2007) DIRECT DATA: Self mindfulness/regulation SCORE MEANING: (High Score= High Mindful Self) |
| 8. I am able to focus on the present moment. CAMS-R (Feldman et al., 2007) DIRECT DATA: Self mindfulness/regulation SCORE MEANING: (High Score= High Mindful Self) |
| 9. I am able to pay close attention to one thing for a long period of time. CAMS-R (Feldman et al., 2007) DIRECT DATA: Self mindfulness/regulation SCORE MEANING: (High Score= High Mindful Self) |
| 10. There is too much work to do. TEACHER STRESS INVENTORY (Fimian & Fastenau, 1990) DIRECT DATA: Self mindfulness/regulation, stress level SCORE MEANING: (High Score= High Stress & Low Mindful Self) |
| 11. I respond to stress by feeling vulnerable, anxious, and/or unable to cope. TEACHER STRESS INVENTORY (Fimian & Fastenau, 1990) DIRECT DATA: Self mindfulness/regulation, stress level SCORE MEANING: (High Score= High Stress & Low Mindful Self) |
| 12. I get recognition for the extra work and/or good work I do. TEACHER STRESS INVENTORY (Fimian & Fastenau, 1990) DIRECT DATA: Self mindfulness/regulation, stress level, job satisfaction SCORE MEANING: (High Score= Low Stress & High Mindful Self & High Job Satisfaction) |
| 13. I enjoy being at work. ORANGE FROG CLIMATE SURVEY (Achor & ILTN, 2017) DIRECT DATA: Self motivation, mindfulness/regulation SCORE MEANING: (High Score= High Motivation & High Mindful Self) |

Chart of Mindfulness Technique Categories and The Intended Attributes, Educator Programs, and Impacted Motivation and Job Satisfaction Theories

| Mindfulness Technique Category (Skinner & Beers, 2016; Flook et al., 2013; Kabat-Zinn, 1990; Achor, 2011) | Intended Attributes of Mindfulness Technique (Garland, 2009; Vago & Silbersweig, 2012; Kabat-Zinn, 2003; Germer et al.; Skaalvik & Skaalvik, 2008; Jennings, 2016) | The Orange Frog Program Principles (Anchor & ITLN, 2011) | mMBSR Principles (Flook et al., 2013) | CARE Principles (Jennings et al., 2013; 2016; 2017; Garrison Institute) | SMART Principles (Cullen & Wallace, 2010; Impact Foundation, 2010) | Impacted Motivation and Job Satisfaction Theories |
|---|---|---|--|---|---|--|
| Positive Mantras, Reminders, and Restructuring | <ul style="list-style-type: none"> • Self-Regulation (intention) (attitude) • Positive Appraisal | <p>“The Happiness Advantage” “Daily Gratuities, Exercise, Conscious Acts of Kindness, Positive Journaling, and Meditating (single tasking)” (p.54).</p> <p>“Tetris Effect” “When we consciously look for the positive it gets easier to find- and it enables our brains to work more efficiently and more effectively creating a virtuous cycle” (p. 59).</p> <p>“Falling Up” “Conditioning the brain to associate setbacks with Growth” (p. 60).</p> | <p>“Loving-Kindness Meditation” “Loving- Kindness is in part wishing “safety” for us and others” (Flook et al., 2013, p. 15).</p> <p>“Informal Practices” “Informal Practices are written on punched 2” x 3” cards and hung from the teacher’s lanyard to carry as a reminder throughout the school day” (Flook et al., 2013, p. 12).</p> <p>“Foundational Attitudes” “Foundational attitudes brought to cultivating mindfulness which impact both the learning and the practice: beginner’s mind, non-judgment, non-striving, patience, acceptance, letting go, and trust” (Flook et al., 2013, p. 11).</p> | <p>“Caring Practices” “A series of guided reflections focused on caring for self, loved one, colleague, challenging person” (Jennings et al., 2013, p. 379).</p> <p>“Mindfulness/Stress Reduction Practices” “Mindfulness of thoughts and emotion practice. Mindful movement practices (standing, walking, stretching, centering)” (Jennings et al., 2013, p. 379).</p> | <p>“Introduction/Perceptions” “...guided visualization; written reflection...Setting intentions, moods and thoughts exercise” (Benn et al., 2012, p. 4).</p> <p>“Compassion and kindness” “...kindness and compassion discussion; eyes on exercise; kindness meditation” (Benn et al., 2012, p. 4).</p> | <p>Albert Bandura’s Social Cognitive Theory (1977) Positive self-perception</p> <p>Timothy Judge’s Core-Self Evaluations (2005) Positive self-reflection and efficacy</p> |
| Converting Stress to Learning Experiences | <ul style="list-style-type: none"> • Acceptance • Self-Regulation (attitude; non-judging) • Job Satisfaction (respect/ recognition) | <p>“Mindset Matters” “Consciously adjusting our mindset to be more positive gives us increased power to be more fulfilled and successful” (p. 58).</p> | <p>“Stressors and Stress Cycle” “Writing a school related or home stressor on each of several small post-it notes of one color and a way that one deals with stress on each of several small post-it notes of another color” (Flook et al., 2013, p. 16).</p> | <p>“Emotion Skills Instruction” “Drawn from the neuroscience of emotion involving a combination of didactic instruction and experiential activities (e.g., reflective practices and role-plays) to support teachers’ recognition of emotional states and exploration of their <i>emotional landscapes</i>—their habitual emotional patterns” (Jennings, 2016, p. 139).</p> | <p>“Responding versus reacting” “...stress reaction cycle and coping didactic and discussion...events calendar charting and discussion” (Benn et al., 2010, p. 4).</p> <p>“Working with anger” “...relived anger exercise” (Benn et al., 2012, p. 4).</p> <p>“Working with fear” “...working with fear didactic and discussion; relived fear exercise” (Benn et al., 2012, p. 4).</p> | <p>Frederick Herzberg’s Motivation-Hygiene Theory (1976) Intrinsic personal growth</p> <p>Abraham Maslow’s Hierarchy of Needs (1967) Meta-motivation from self-actualization</p> |
| Problem-Solving | <ul style="list-style-type: none"> • Self-Regulation (attention) • Job Satisfaction (responsibility) | <p>“Zorro Circle” “Focusing first on manageable goals and then gradually expanding them” (p.55).</p> <p>“20 Second Rule” “Making small energy adjustments to reroute the path of least resistance in your favor” (p. 56).</p> | <p>“Informal Practices” “When aware of students “reacting” (acting out, shutting down, caught in anger or self-judgment): can you see this as a signal that the student is “in pain”? Try offering (maybe silently) Caring Practice to the student and yourself or both” (Flook et al., 2013, p. 13).</p> | <p>“Mindfulness/Stress Reduction Practices” “Practice maintaining mindful awareness in front of a group. Role plays to practice mindfulness in the context of a strong emotion related to a challenging classroom situation” (Jennings et al., 2013, p. 379).</p> | <p>“Working with anger” “...anger triggers/dyads and discussion, anger profiles” (Benn et al., 2012, p. 4).</p> <p>“Working with fear” “...fear dyads” (Benn et al., 2012, p. 4).</p> | <p>Abraham Maslow’s Hierarchy of Needs (1967) Meta-motivation from self-actualization</p> <p>Frederick Herzberg’s Motivation-Hygiene Theory (1976) Intrinsic personal growth</p> <p>Timothy Judge’s Core-Self Evaluations (2005)</p> |
| Seeking Information and Support | <ul style="list-style-type: none"> • Self-Regulation (attention) • Motivation (interest/enjoyment) | <p>“Social Investment Solution” “This principle tells us to invest more in our social support network- especially during challenges and setbacks” (p. 57).</p> | <p>“Experience” “Teachers share their experience of “What makes a classroom difficult?” and “What makes a classroom come alive?” and the emotional experience of each” (Flook et al., 2013, p. 14).</p> | <p>“Mindful Listening Partner Practices” “One person reads a poem or talks about a problem, partner listens mindfully practicing presence and acceptance” (Jennings et al., 2013, p. 379).</p> | <p>“Working with conflict” “...aikido of communication role play” (Benn et al., 2012, p. 4).</p> | <p>Frederick Herzberg’s Motivation-Hygiene Theory (1976) Intrinsic personal growth</p> <p>Abraham Maslow’s Hierarchy of Needs (1967) Meta-motivation from self-actualization</p> <p>Timothy Judge’s Core-Self Evaluations (2005) Positive self-reflection and efficacy</p> |