The Research Questions & The Methodology

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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"**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

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.
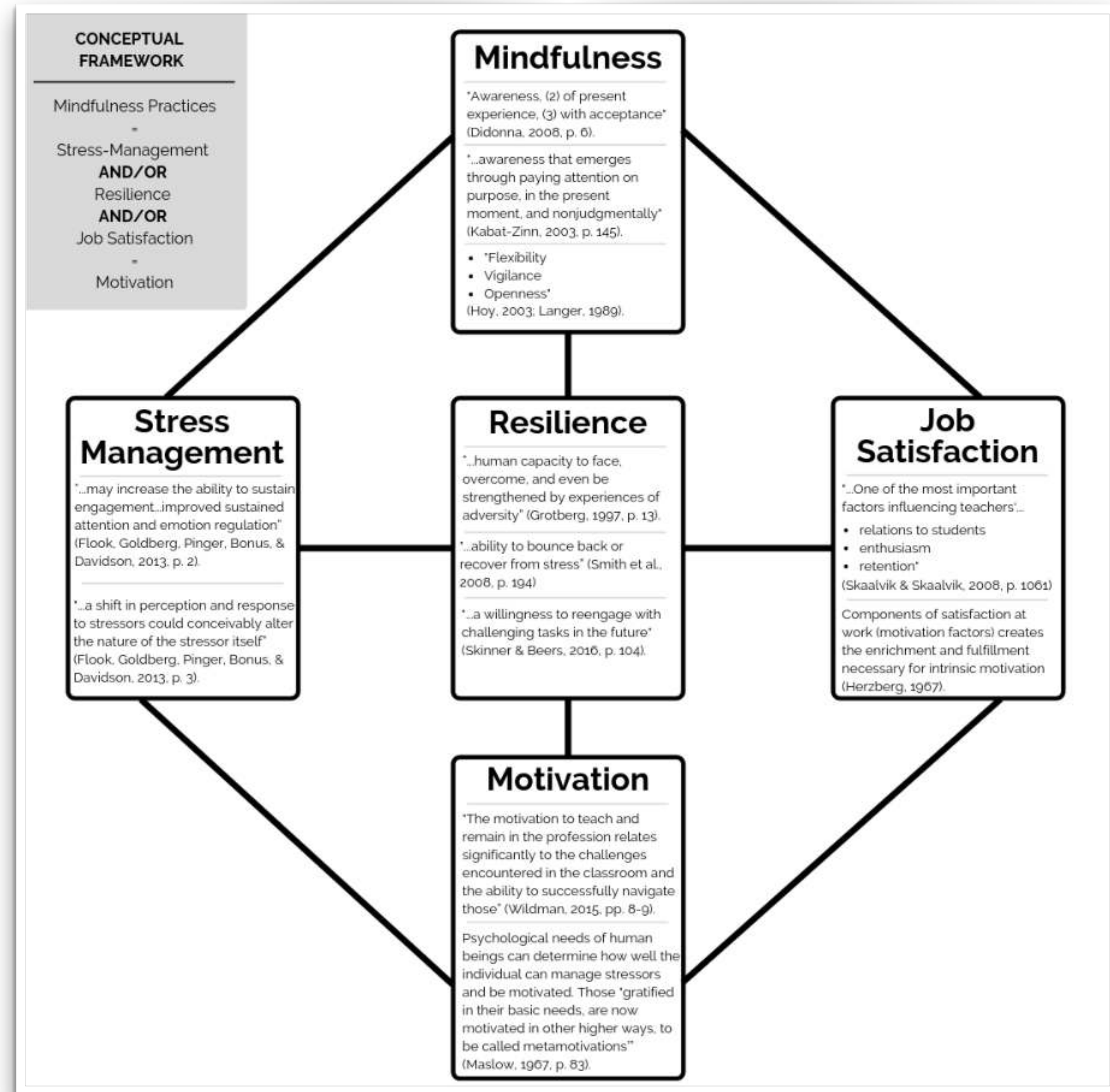
Research Questions

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.

CONCEPTUAL FRAMEWORK

Mindfulness Practices
→
Stress-Management
AND/OR
Resilience
AND/OR
Job Satisfaction
→
Motivation

Mindfulness

"Awareness, (2) of present experience, (3) with acceptance" (Didonna, 2008, p. 6).

"...awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 2003, p. 145).

- "Flexibility
- Vigilance
- Openness"
(Hoy, 2003; Langer, 1989).

Stress Management

"...may increase the ability to sustain engagement...improved sustained attention and emotion regulation" (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013, p. 2).

"...a shift in perception and response to stressors could conceivably alter the nature of the stressor itself" (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013, p. 3).

Resilience

"...human capacity to face, overcome, and even be strengthened by experiences of adversity" (Grotberg, 1997, p. 13).

"...ability to bounce back or recover from stress" (Smith et al., 2008, p. 194)

"...a willingness to reengage with challenging tasks in the future" (Skinner & Beers, 2016, p. 104).

Job Satisfaction

"...One of the most important factors influencing teachers'...

- relations to students
- enthusiasm
- retention"
(Skaalvik & Skaalvik, 2008, p. 1061)

Components of satisfaction at work (motivation factors) creates the enrichment and fulfillment necessary for intrinsic motivation (Herzberg, 1967).

Motivation

"The motivation to teach and remain in the profession relates significantly to the challenges encountered in the classroom and the ability to successfully navigate those" (Wildman, 2015, pp. 8-9).

Psychological needs of human beings can determine how well the individual can manage stressors and be motivated. Those "gratified in their basic needs, are now motivated in other higher ways, to be called metamotivations" (Maslow, 1967, p. 83).

Teacher Survey

Gender	Number of Years of Teaching Experience	Number of Years with District	Grade Level(s) Taught (*Check all that apply*)
☐ Female ☐ Male	☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-25+ years	☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-25 years ☐ 26-30 years ☐ 31+ years	☐ Early Childhood ☐ Elementary ☐ Middle School ☐ High School ☐ Transition Programs

Please indicate how often you practiced the following activities during the <u>2019-2020 school year</u>:	Times Per Week Practicing Activities				
Positive Mantras, Reminders, and Restructuring *Daily Gratitudes, Exercise, Conscious Acts of Kindness, Positive Journaling, Meditating, consciously looking for the positive, seeing setbacks as Growth, writing positive reminders on cards.*	☐ 0	☐ 1-2	☐ 3-4	☐ 5-6	☐ 7+
Converting Stress to Learning Experiences *Consciously adjusting our mindset to be more positive, writing stressors down, and identifying coping strategies.*	☐ 0	☐ 1-2	☐ 3-4	☐ 5-6	☐ 7+
Problem-Solving *Breaking down goals into smaller steps, making small adjustments to help achieve your goals easier.*	☐ 0	☐ 1-2	☐ 3-4	☐ 5-6	☐ 7+
Seeking Information and Support *Finding and having a network of support to actively seek out, especially during times of challenges and setbacks.*	☐ 0	☐ 1-2	☐ 3-4	☐ 5-6	☐ 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 1. Focus on present task(s) (intentional) 2. Flexible/Adaptable 3. Accepting of emotions and situations (self-regulation)	STRESS-MANAGEMENT 4. Personal priorities unaffected 5. Coping for emotional regularity (positive reappraisal)	RESILIENCE 6. Ability to overcome obstacles.	JOB SATISFACTION 7. Stimulated by work tasks 8. Feeling of respect and recognition
• 1+2 • 2+4 • 2+5 • 3+4 • 3+5 • 2+4	• 4+2 • 4+3 • 5+2 • 5+3 • 5+4	• 6+5 • 6+7 • 6+8	• 7+1 • 7+6 • 8+3 • 8+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
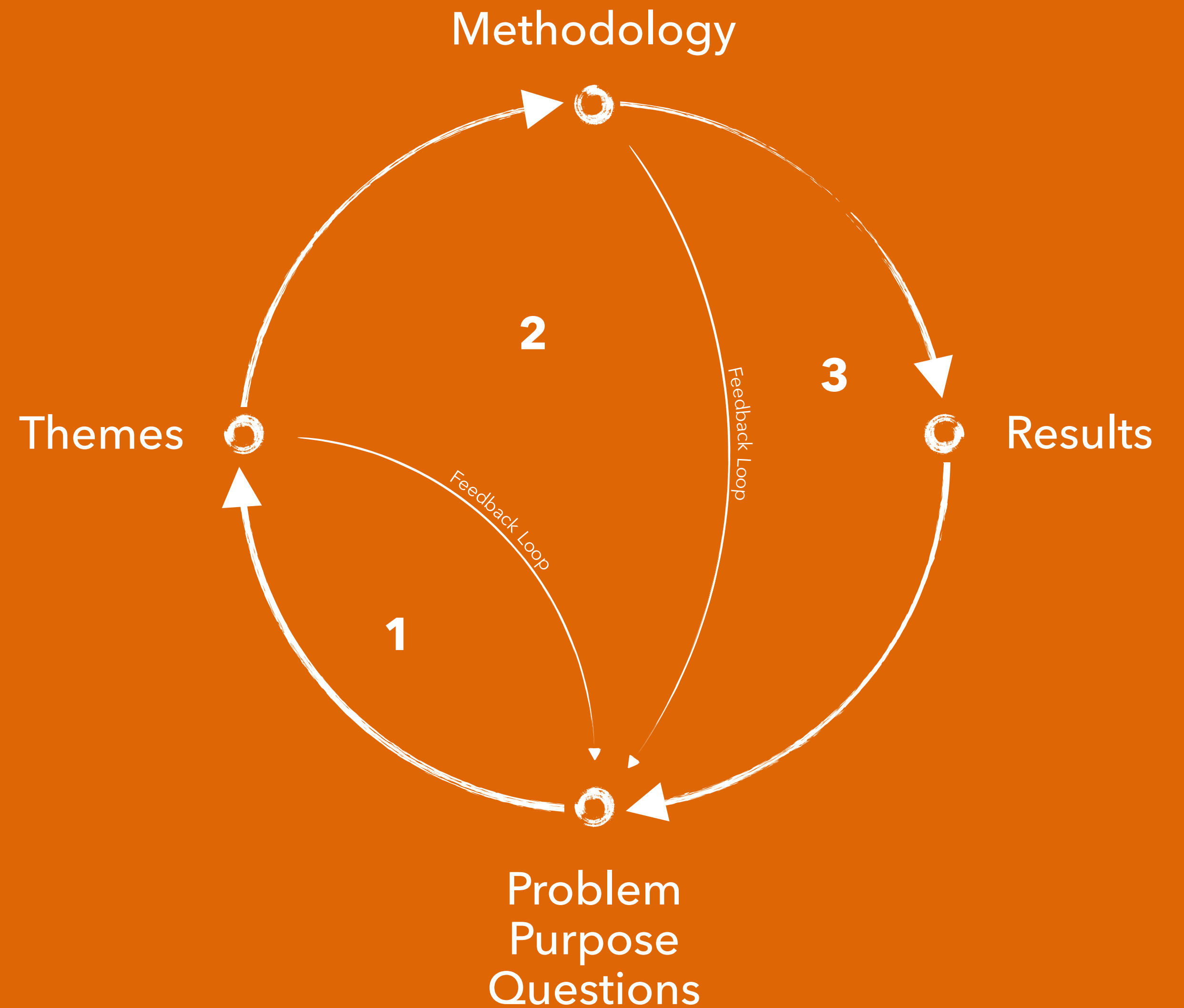SCORE MEANING: (*High Score= High Motivation & High Mindful Self*)

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

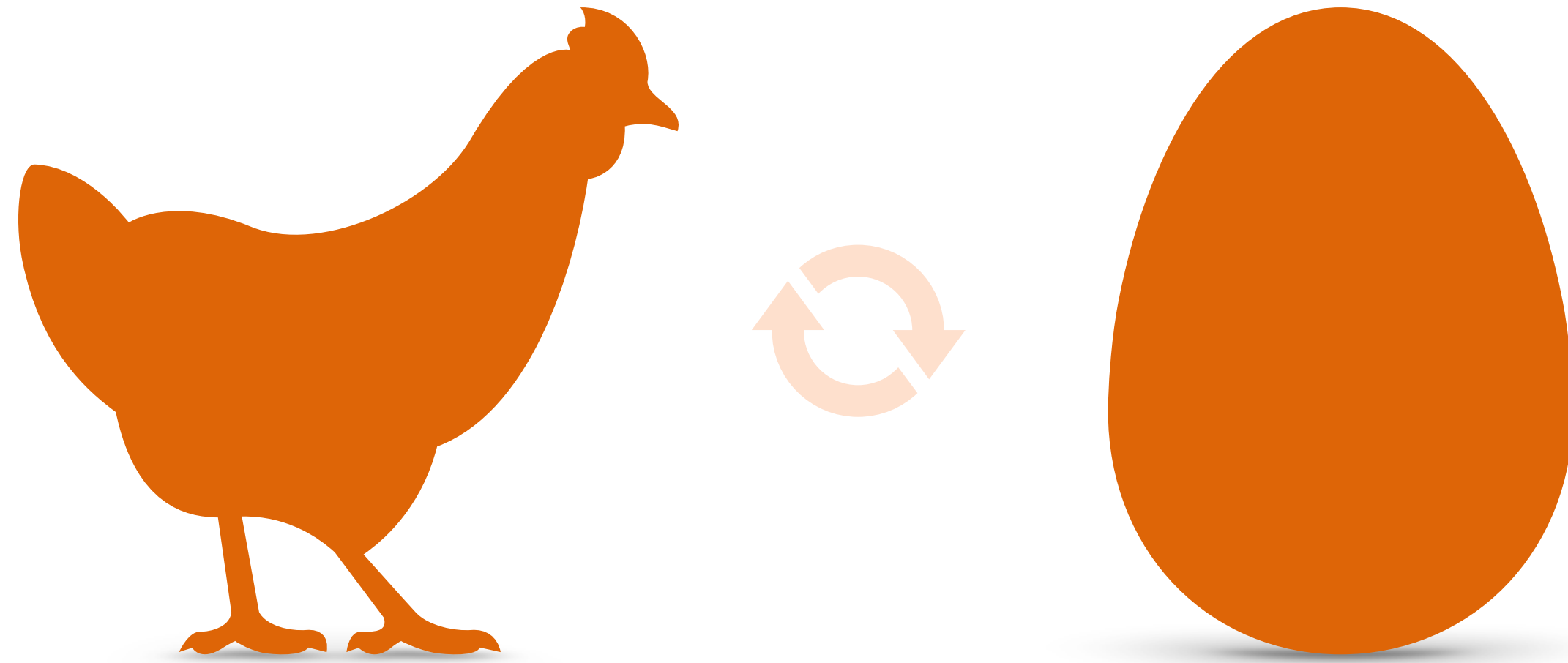| Mindfulness Technique Category (Skinner & Beers, 2016; Flook et al., 2013; Kabat-Zinn, 1990; Achor, 2011)	Intended Attributes of Mindfulness Technique (Garland, 2009; Vago & Silbersweig, 2012; Kabat-Zinn, 2003; Germer et al.; Skaalvik & Skaalvik, 2008; Jennings, 2016)	The Orange Frog Program Principles (Anchor & ITLN, 2011) "We will learn how to apply the 7 Principles for creating a more positive and productive workplace and lifestyle as drawn from 'The Happiness Advantage' by Shawn Achor" (Achor & ITLN, 2017, p. 3).	mMBSR Principles (Flook et al., 2013) "We expected mindfulness training to be associated with reduced burnout and psychological symptoms, increased mindfulness and improved performance on attention and emotion related tasks, as well as more effective classroom teaching practices. Furthermore, we expected that increases in mindfulness would be associated with the degree of improvement exhibited across these measures" (Flook et al., 2013, p. 4).	CARE Principles (Jennings et al., 2013; 2016; 2017; Garrison Institute) "The CARE for Teachers program model is a comprehensive system designed to reduce teachers' stress and to promote and support teachers' social and emotional competences over the course of one full school year" (Jennings et al., 2017, p. 6).	SMART Principles (Cullen & Wallace, 2010; Impact Foundation, 2010) "The curriculum represents approximately 70% of the same components and practices as the mindfulness-based stress reduction (MBSR) program developed by Kabat-Zinn and includes additional content focused on emotion theory and regulation, forgiveness, kindness and compassion, and the application of mindfulness to parenting and teaching" (Benn et al., 2012, p. 4).	Impacted Motivation and Job Satisfaction Theories
Positive Mantras, Reminders, and Restructuring	• **Self-Regulation** (intention) (attitude) • **Positive Appraisal**	**"The Happiness Advantage"** "Daily Gratitudes, Exercise, Conscious Acts of Kindness, Positive Journaling, and Meditating (single tasking)" (p.54). **"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). **"Falling Up"** "Conditioning the brain to associate setbacks with Growth" (p. 60).	**"Loving-Kindness Meditation"** "Loving- Kindness is in part wishing "safety" for us and others" (Flook et al., 2013, p. 15). **"Informal Practices"** "Informal Practices are written on punched 2" × 3" cards and hung from the teacher's lanyard to carry as a reminder throughout the school day" (Flook et al., 2013, p. 12). **"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).	**"Caring Practices"** "A series of guided reflections focused on caring for self, loved one, colleague, challenging person" (Jennings et al., 2013, p. 379). **"Mindfulness/Stress Reduction Practices"** "Mindfulness of thoughts and emotion practice. Mindful movement practices (standing, walking, stretching, centering)" (Jennings et al., 2013, p. 379).	**"Introduction/Perceptions"** "…guided visualization; written reflection…Setting intentions, moods and thoughts exercise" (Benn et al., 2012, p. 4). **"Compassion and kindness"** "…kindness and compassion discussion; eyes on exercise; kindness meditation" (Benn et al., 2012, p. 4).	**Albert Bandura's Social Cognitive Theory (1977)** Positive self-perception **Timothy Judge's Core-Self Evaluations (2005)** Positive self-reflection and efficacy
Converting Stress to Learning Experiences	• **Acceptance** • **Self-Regulation** (attitude; non-judging) • **Job Satisfaction** (respect/ recognition)	**"Mindset Matters"** "Consciously adjusting our mindset to be more positive gives us increased power to be more fulfilled and successful" (p. 58).	**"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).	**"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 *emotional landscapes*—their habitual emotional patterns" (Jennings, 2016, p. 139).	**"Responding versus reacting"** "…stress reaction cycle and coping didactic and discussion…events calendar charting and discussion" (Benn et al., 2010, p. 4). **"Working with anger"** "…relived anger exercise" (Benn et al., 2012, p. 4). **"Working with fear"** "…working with fear didactic and discussion; relived fear exercise" (Benn et al., 2012, p. 4).	**Frederick Herzberg's Motivation-Hygiene Theory (1976)** Intrinsic personal growth **Abraham Maslow's Hierarchy of Needs (1967)** Meta-motivation from self-actualization
Problem-Solving	• **Self-Regulation** (attention) • **Job Satisfaction** (responsibility)	**"Zorro Circle"** "Focusing first on manageable goals and then gradually expanding them" (p.55). **"20 Second Rule"** "Making small energy adjustments to reroute the path of least resistance in your favor" (p. 56).	**"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).	**"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).	**"Working with anger"** "…anger triggers/dyads and discussion, anger profiles" (Benn et al., 2012, p. 4). **"Working with fear"** "…fear dyads" (Benn et al., 2012, p. 4).	**Abraham Maslow's Hierarchy of Needs (1967)** Meta-motivation from self-actualization **Frederick Herzberg's Motivation-Hygiene Theory (1976)** Intrinsic personal growth **Timothy Judge's Core-Self Evaluations (2005)**
Seeking Information and Support	• **Self-Regulation** (attention) • **Motivation** (interest/enjoyment)	**"Social Investment Solution"** "This principle tells us to invest more in our social support network- especially during challenges and setbacks" (p. 57).	**"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).	**"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).	**"Working with conflict"** "…aikido of communication role play" (Benn et al., 2012, p. 4).	**Frederick Herzberg's Motivation-Hygiene Theory (1976)** Intrinsic personal growth **Abraham Maslow's Hierarchy of Needs (1967)** Meta-motivation from self-actualization **Timothy Judge's Core-Self Evaluations (2005)** Positive self-reflection and efficacy

The Cycle

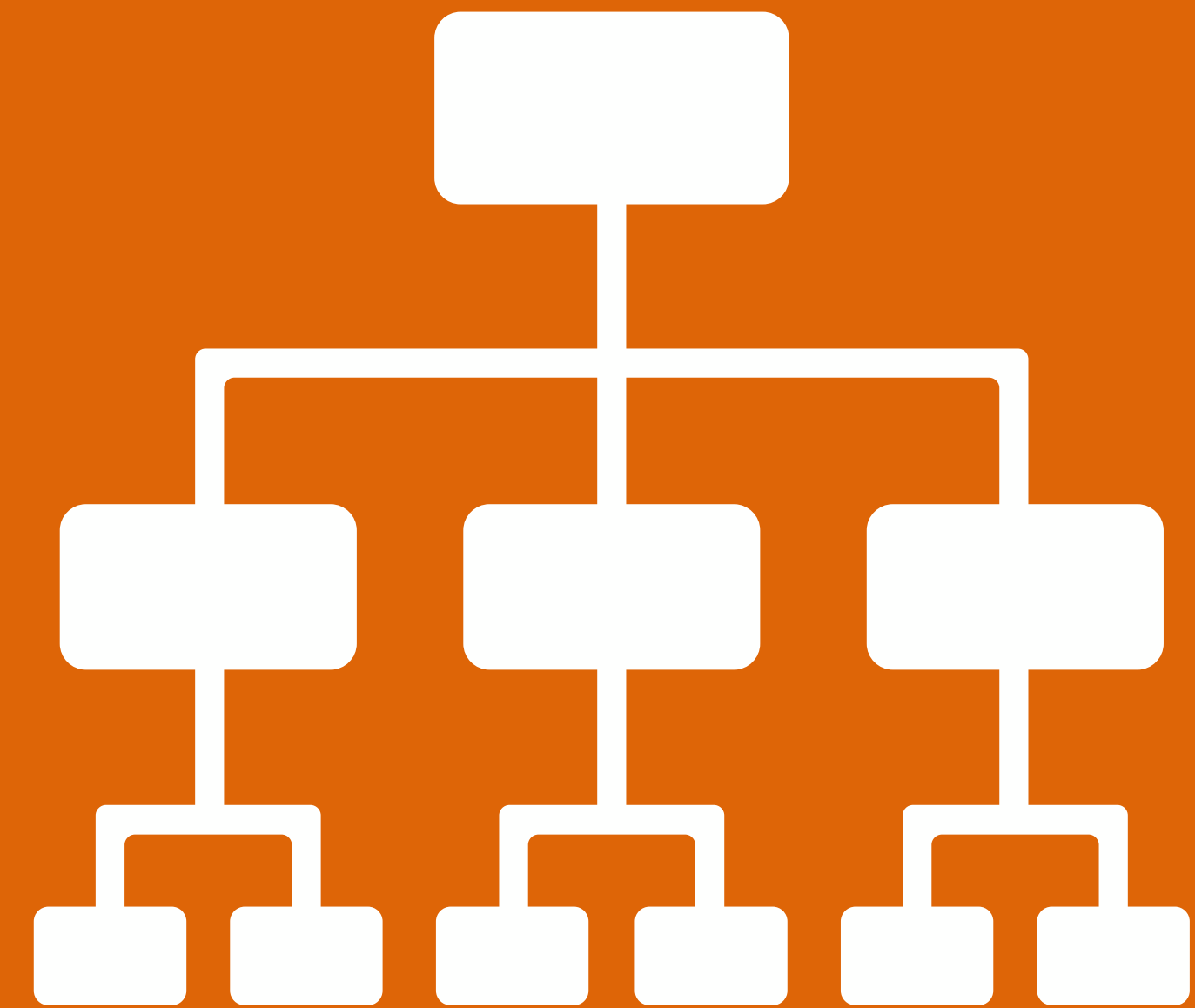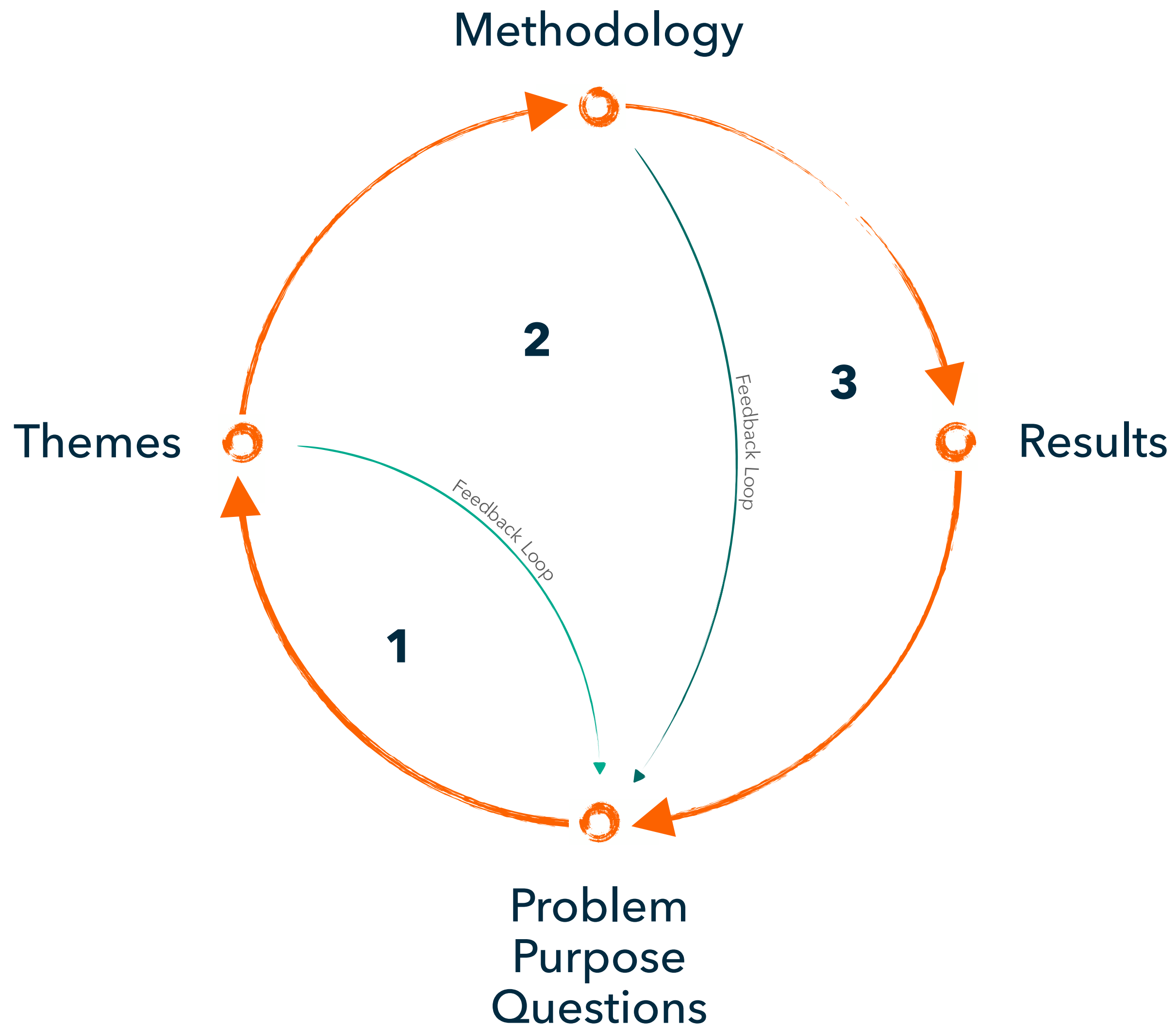The Problem
The Purpose
The Research Questions
The Methodology

Methodology

2

Themes

3

Results

Feedback Loop

Feedback Loop

1

Problem
Purpose
Questions

What Do I Want To Know?

Organization

Identifying Themes
The Dissertation Chart

Methodology

Themes

Results

2

3

1

Feedback Loop

Feedback Loop

Problem
Purpose
Questions

Developed from GV's 'Design Sprint'

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).				

- "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 *situated dispositional manner*, 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).
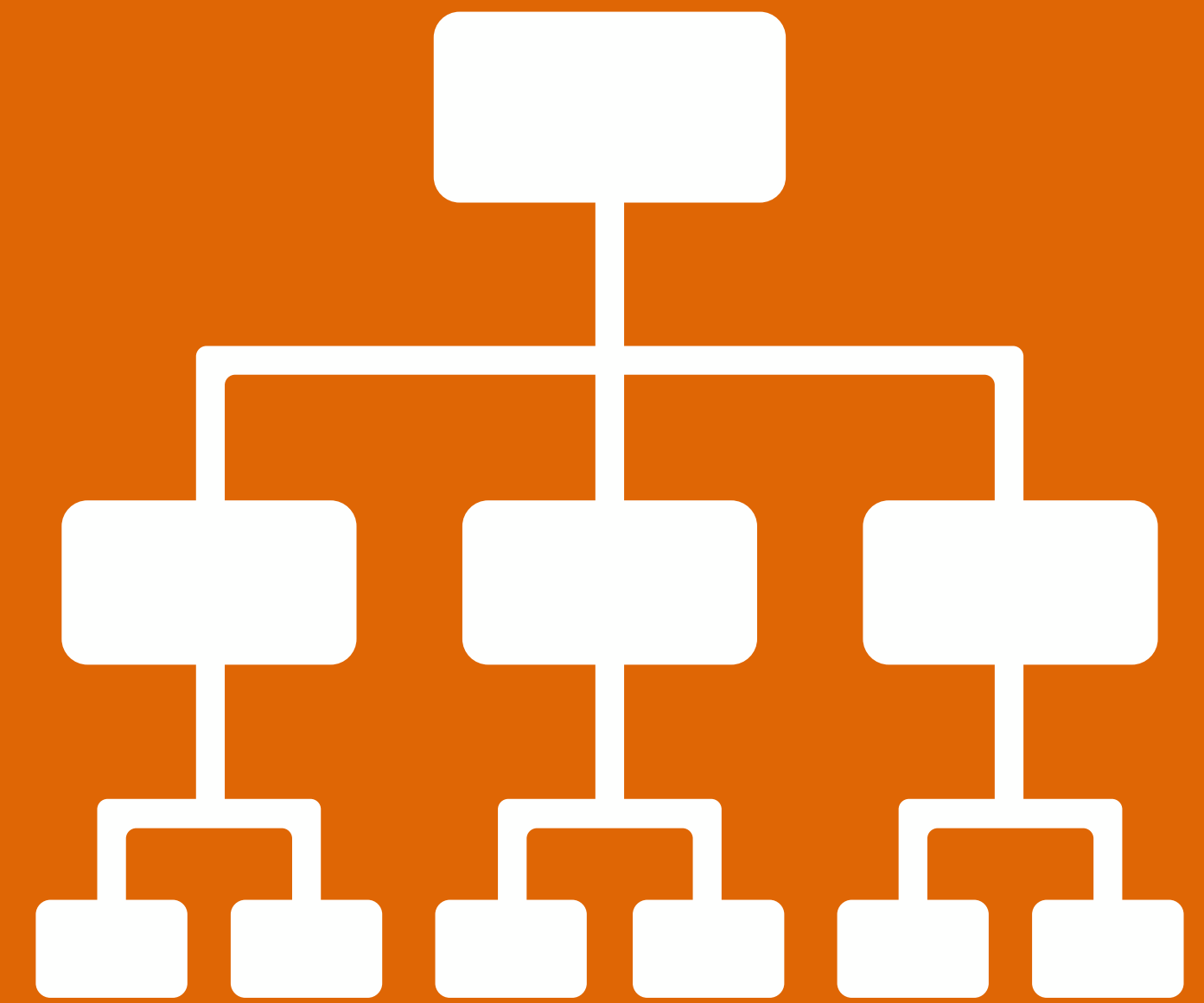
Networking

THE OHIO STATE UNIVERSITY

Brief Resilience Scale (BRS)

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

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?**

Methodology

Themes

Results

2

3

1

Feedback Loop

Feedback Loop

Problem
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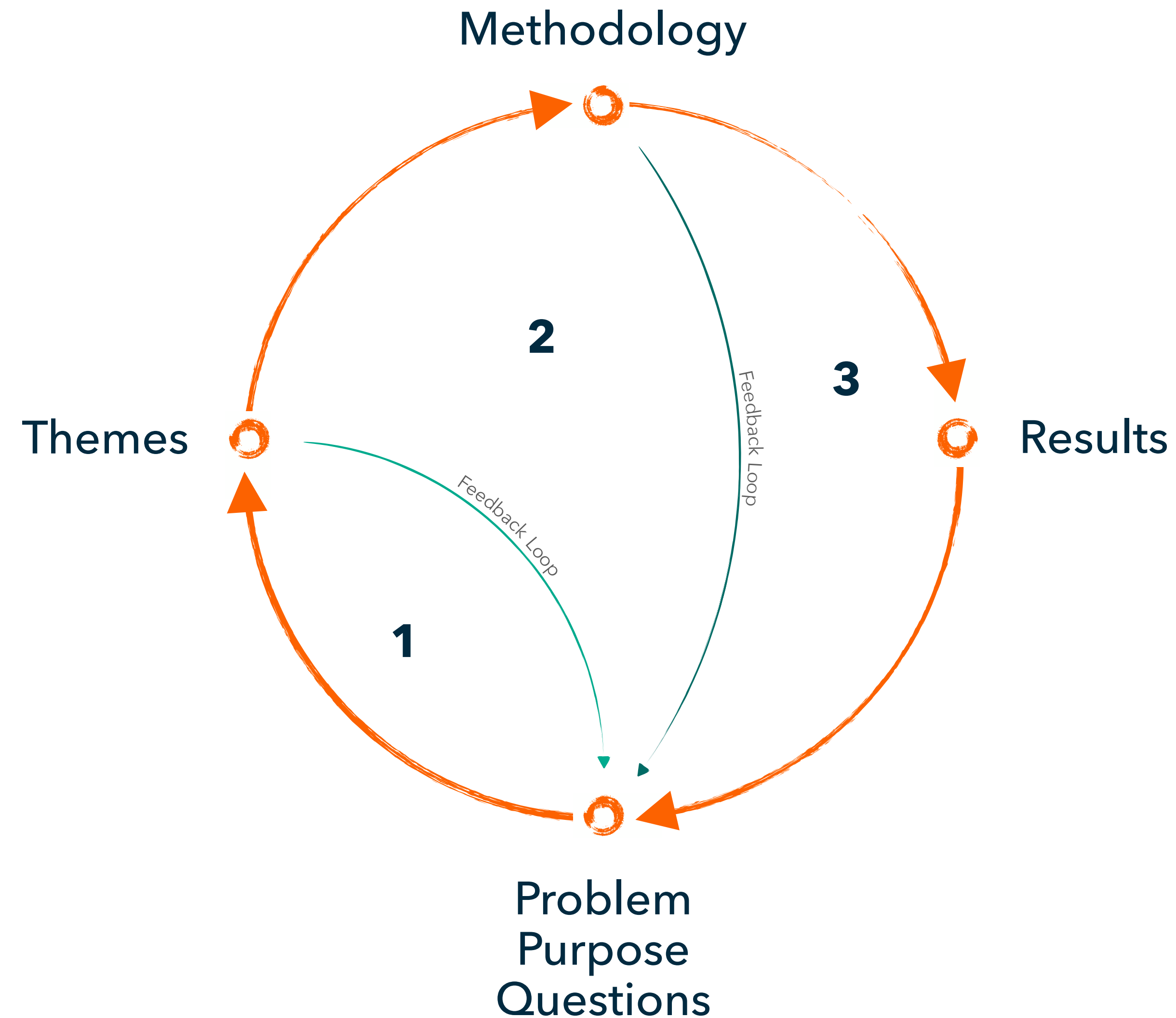
Gathering Data

- **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)
☐ Female ☐ Male	☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-25+ years	☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-25 years ☐ 26-30 years ☐ 31+ years	☐ Early Childhood ☐ Elementary ☐ Middle School ☐ High School ☐ Transition Programs

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Converting Stress to Learning Experiences *Consciously adjusting our mindset to be more positive, writing stressors down, and identifying coping strategies.*	☐ 0	☐ 1-2	☐ 3-4	☐ 5-6	☐ 7+
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Seeking Information and Support *Finding and having a network of support to actively seek out, especially during times of challenges and setbacks.*	☐ 0	☐ 1-2	☐ 3-4	☐ 5-6	☐ 7+

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

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3. When things go badly, employees bounce back quickly and do not give up.	①	②	③	④	⑤	⑥
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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

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*

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.

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

Mean Score of Attributes

Motivation	Mindfulness	Resilience	Job Satisfaction	Stress
4.615	4.526	4.333	4.196	3.641

Attribute Analytics

(n=418)   *Level %*

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
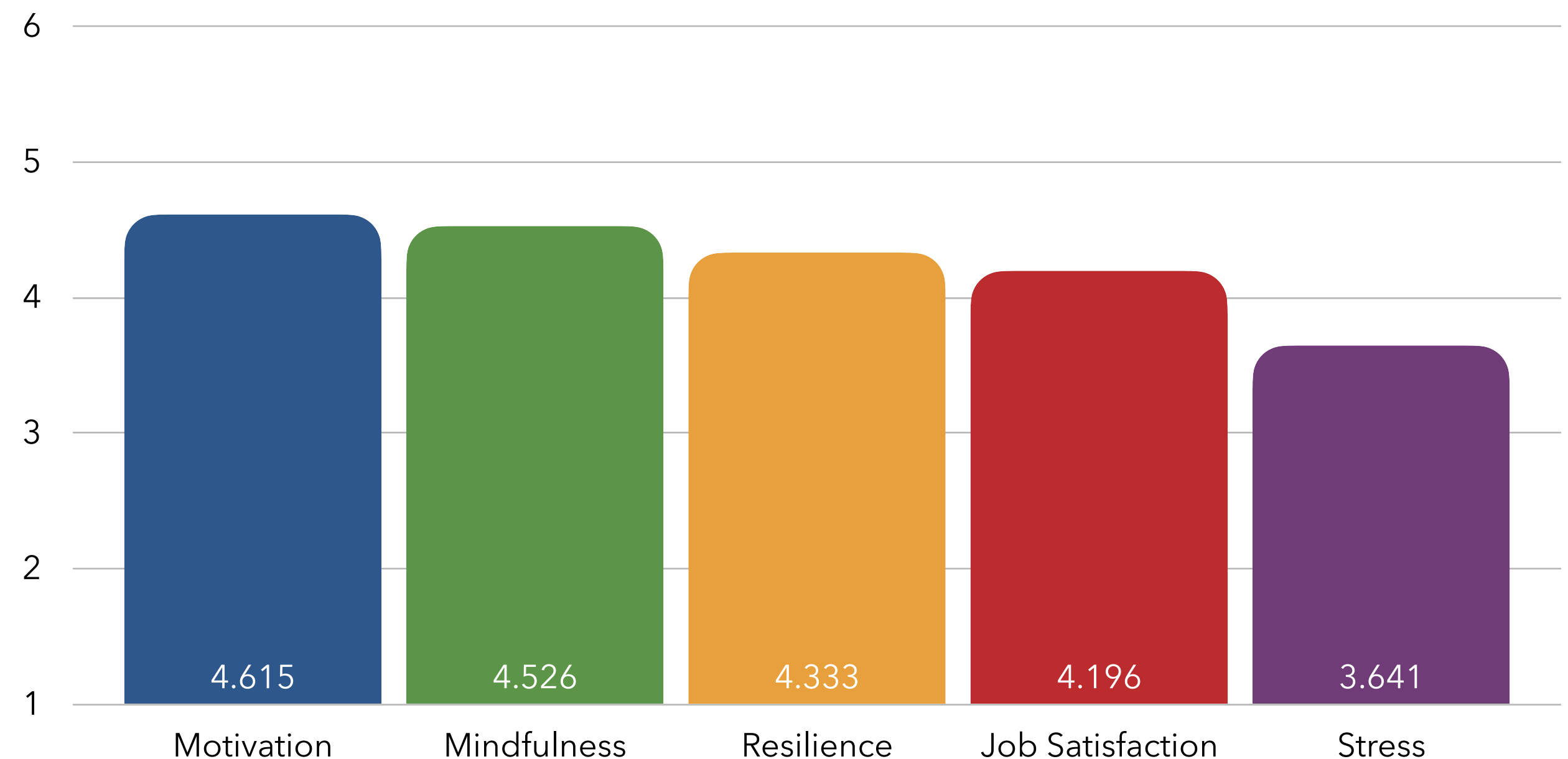*SD (3), D (2), & SWD (1)= Low level*

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).

Aggregated Results of High Versus Low Reported Attribute Levels
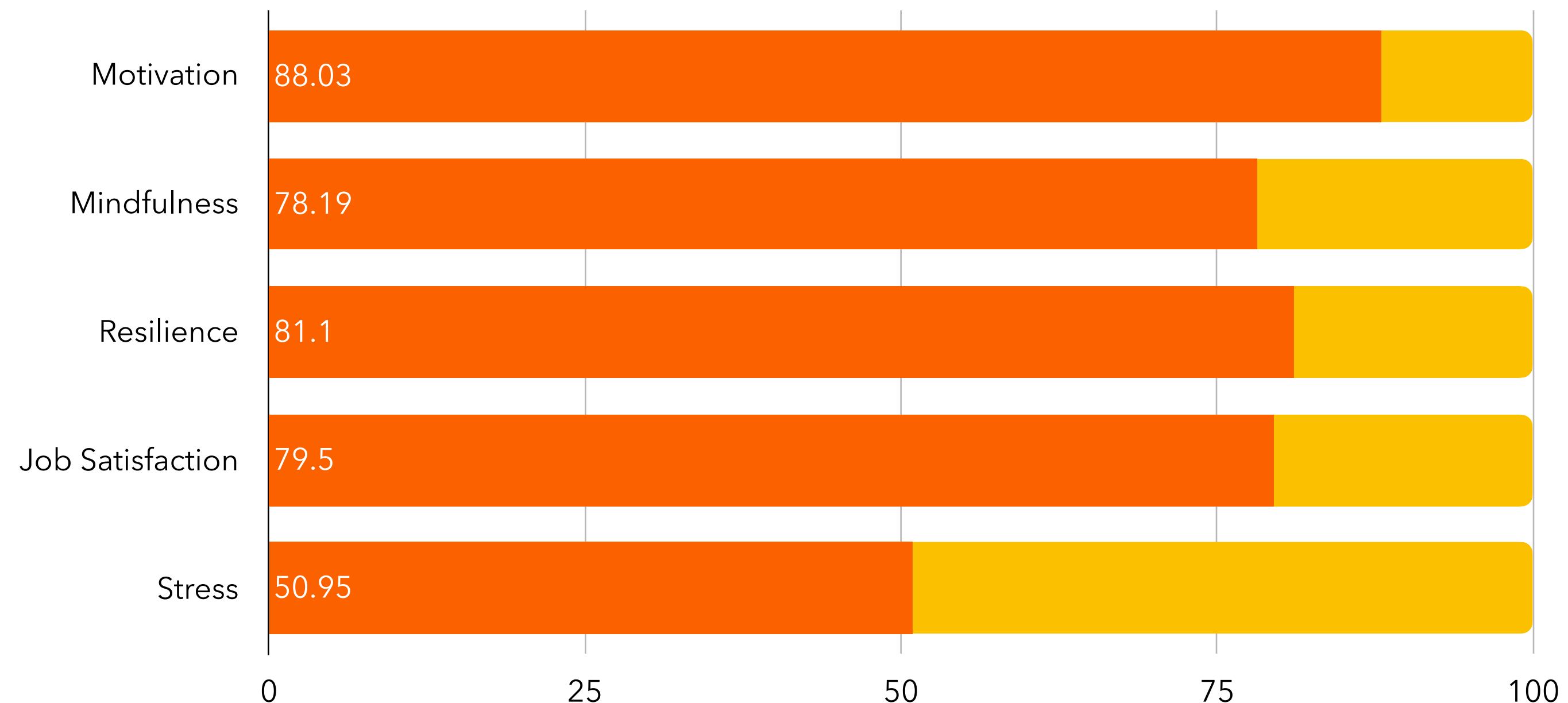
Results & Findings

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