

Effects of a mindfulness-based intervention for teachers: A study on teacher and student outcomes

ABSTRACT:

Background

Teachers' stress can negatively affect their occupational health, classroom climate and students' well-being.

Aims

To evaluate the effects of a mindfulness-based program, developed to promote teachers' socialemotional competences (SEC) across a variety of teachers, classroom climates and student outcomes.

Method

A randomized trial design with 3 data collection points was followed. The Experimental Group (EG) included 112 elementary school teachers, 1381 students and students' parents (n=287); the Control Group (CG) comprised 93 teachers, 1121 students and parents (n=914). A mixed data collection strategy was used including teachers' self-report, observational ratings of classroom behaviors, EEG neurophysiological responses, students' self-report and reports on teachers classroom behaviors and parents' reports on students.

Results

EG teachers, compared to CG teachers, reported a significant increase in mindfulness and emotional regulation, self-efficacy and well-being, and a decrease in burnout symptoms. Significant improvements were found in EG teachers' classroom behaviors related to students' engagement and efficiency in regulating their attention in a context of positive valence. Significant improvements were found in EG students' perceptions of the quality of their teachers' involvement in classroom relationships, self-reported affect and SEC perceived by their parents. Mindfulness mediated the effects of the intervention on depersonalization and well-being.

Conclusions

Findings further the knowledge on the role of mindfulness-based SEC interventions in reducing teachers' burnout, cultivating their SEC and well-being and promoting a nurturing classroom climate and the SEC and well-being of students.

Keywords

Mindfulness, Social and emotional competences, Teachers, Classroom climate, Students

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Published Work:

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Marques-Pinto, A., & Sampaio de Carvalho, J. (2019). *Mindfulness em Contexto Educacional*. Lisboa, Portugal: Coisas de Ler.

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