

Teachers' Awareness on the Use of Mindfulness Techniques

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Abstract:

Studying the teachers' mindfulness techniques promises to provide a clear and comprehensive baseline understanding of this phenomenon. In this context, this study investigated college teachers' level of awareness of using mindfulness techniques in a state university in Western Palawan as a basis for an action plan. Data for this descriptive study was collected from 110 teacher-respondents using a researcher-made instrument that has passed the rigorous validity and reliability tests. The results revealed a high overall level of awareness of mindfulness techniques across all domains. Teachers recognized the benefits of mindfulness for students' emotional well-being, focus, and stress reduction. Moreover, when grouped according to demographic variables, no significant differences were found in teachers' awareness levels, indicating a consistent understanding and appreciation of mindfulness techniques across various teacher profiles. Despite the high levels of awareness, gaps remained in areas such as engaging with current research and attending professional development programs. The study has thus far highlighted the importance of reinforcing teachers' mindfulness practices through targeted training and proposed an action plan to ensure more systematic implementation in the educational setting

Keywords: Awareness, mindfulness, teachers, techniques

Introduction:

Nature of the Problem

In recent years, integrating mindfulness techniques into educational settings has gained prominence for its potential to enhance student well-being and academic performance. Mindfulness, characterized by non-judgmentally focusing on the present moment, has beneficial effects across various fields, including psychology, healthcare, and education. Within educational contexts, mindfulness interventions have increasingly been recognized for their ability to improve emotional resilience, reduce stress levels, and create a conducive learning environment (Smith et al., 2021; Jones & Brown, 2022).

The present researcher opines that despite the growing recognition of mindfulness in education, there remains a gap in understanding how educators can effectively utilize mindfulness techniques to support student well-being. While existing research has primarily focused on mindfulness interventions within traditional classroom settings, there is limited exploration of teachers' awareness and implementation of these practices across different subjects. This study aims to fill this gap by investigating teachers' understanding of mindfulness techniques and their potential impact on students' emotional and psychological health.

Several studies have demonstrated the positive effects of mindfulness interventions on stress reduction and overall well-being among students (Smith et al., 2021; Jones & Brown, 2022). Standard mindfulness practices, such as mindful breathing, body scans, and mindfulness-based stress reduction programs, have improved emotional regulation and stress management skills. However, understanding how teachers perceive and apply these techniques in their classrooms requires further exploration.

The primary aim of this study is to assess the level of awareness among teachers regarding mindfulness techniques and their perceived effectiveness in promoting student well-being. Specifically, the study aims to evaluate teachers' understanding of mindfulness interventions, investigate how these practices can influence emotional resilience and mental health among students, and explore teachers' perceptions and experiences in integrating mindfulness techniques into their teaching practices.

By addressing these objectives, this study contributes to a deeper understanding of the potential benefits of mindfulness in education. The findings will provide valuable insights to inform professional development programs and curriculum design, promoting holistic student development and well-being within the educational context.

Current State of Knowledge

Recent research highlights the benefits of mindfulness techniques for educators, emphasizing stress reduction, emotional resilience, and improved classroom interactions. Emerson et al. (2021) and Taylor et al. (2022) found mindfulness training reduces teacher stress and burnout while enhancing professional satisfaction. Flook et al. (2023) demonstrated its role in self-regulation and anxiety reduction. Harris et al. (2021) linked mindfulness and yoga to improved well-being, while Roeser et al. (2022) noted long-term stress reduction and enhanced teaching quality. Jennings and Sharp (2023) confirmed the CARE program's effectiveness across cultures. Meiklejohn et al. (2021) highlighted its role in resilience-building, and Frank et al. (2023) showed its positive impact on teacher-student relationships. Benn et al. (2022) emphasized benefits for educators working with special needs students, and Schussler et al. (2023) identified mindfulness as a tool for self-awareness and emotional regulation.

Further, it also highlights the growing importance of mindfulness techniques in education, emphasizing their benefits for teacher well-being, stress management, and classroom effectiveness. Kabat-Zinn (2021) found that mindfulness enhances teachers' emotional regulation, fostering a positive learning environment, while Roeser et al. (2022) demonstrated that mindfulness training significantly reduces stress and improves teaching performance. Jones and Brown (2022) further explored how Mindfulness-Based Stress Reduction (MBSR) programs help teachers manage classroom stress and promote emotional regulation in students. Strengthening teacher awareness of mindfulness can lead to more meaningful educational outcomes, as advocated by Brown and Ryan (2023), who emphasize integrating both practical and theoretical mindfulness training.

Studies also suggest that mindfulness enhances teachers' ability to create a supportive and engaging learning environment. Chang and Lee (2021) found that educators who practice mindfulness experience lower stress levels and improved student engagement. Jennings and Greenberg (2021) showed that participation in MBSR programs increased job satisfaction and emotional intelligence, positively influencing teacher-student interactions. Similarly, Hargus et al. (2022) and Shapiro et al. (2021) identified mindfulness as a tool for fostering self-compassion, resilience, and pedagogical effectiveness. Mrazek et al. (2023) highlighted its long-term benefits in strengthening professional relationships and classroom management, while Zeidan et al. (2022) noted improvements in teachers' cognitive functioning, decision-making, and problem-solving skills.

Moreover, research on mindfulness among Filipino educators is gaining attention. Tampus and Gallardo (2024) found that mindfulness enhances teacher effectiveness, advocating for its inclusion in professional development. Alampay et al. (2023) highlighted its role in reducing depression, stress, and fostering self-compassion. De Guzman and Orlanda (2022) explored its integration into formal education, while Santos and Dizon (2021) revealed its stress-reducing effects in the workplace. Garcia and Reyes (2023) developed a culturally relevant mindfulness program for Filipino children, emphasizing its educational benefits. Overall, mindfulness is increasingly recognized as a tool to enhance teaching effectiveness and well-being in the Philippine education system.

In the Philippines, research underscores the positive impact of mindfulness on educators' well-being and classroom management. De Guzman et al. (2023) found that mindfulness enhances emotional regulation, allowing teachers to manage disruptive behaviors effectively. Pablo and Reyes (2022) linked mindfulness training to reduced teacher burnout and higher job satisfaction, while Lao et al. (2021) highlighted its role in improving mental health and fostering empathy in teacher-student relationships. Tan and Santos (2023) emphasized the benefits of mindfulness workshops in strengthening teacher resilience and stress management. Additionally, Tuan and Quijano (2022) found that mindfulness improved teacher-student communication, enhancing student engagement. Villanueva (2022) further noted that teachers who practiced mindfulness were better at managing stress and creating focused, organized learning environments that contributed to improved student performance.

Several studies also emphasize the broader benefits of mindfulness for student well-being and academic success. Santos and Reyes (2021) found that mindfulness training for teachers reduced student exam anxiety and improved focus, while Santos and Dela Cruz (2022) demonstrated its effectiveness in enhancing emotional well-being in PE classes. Similarly, Santos and Garcia (2022) reported that mindfulness training increased student engagement in public schools, and Dela Cruz and Reyes (2023) showed its role in improving emotional regulation. Roberts and Harris (2021) highlighted the importance of professional development programs in equipping teachers with mindfulness techniques, reinforcing its value in classroom stress management. Garcia et al. (2021) further demonstrated the effectiveness of teacher-led mindfulness initiatives in rural schools, aligning with global findings that emphasize the role of teacher awareness in fostering student well-being.

Theoretical Underpinnings

The study on teachers' awareness regarding mindfulness techniques is grounded in multiple theoretical frameworks, providing a comprehensive understanding of how these practices can enhance teacher self-awareness and student well-being. This research is anchored in several key theories: According to the theory of awareness, Chalmers (1995) suggests that awareness consists of both phenomenal awareness (the subjective experience of sensations) and access awareness (the cognitive ability to reflect on and utilize those experiences). This theory highlights the complexities of consciousness, particularly the "hard problem" of explaining how subjective experiences arise from

neural processes (Chalmers, 2010). In an educational context, enhancing teachers' awareness can improve self-reflection and mindfulness practices, ultimately benefiting educators' and students' mental well-being.

Objectives

This study aimed to determine the level of teachers' awareness on the use of mindfulness techniques in a state university in Western Palawan for the School Year 2024-2025 as basis for an action plan. Specifically, this study sought to answer the following questions: 1) the level of awareness of college teachers on the use of mindfulness techniques applied in the following domains (cognitive, psychomotor; and affective); and 2) the significant difference in the respondents' level of awareness on the use of mindfulness techniques when grouped and compared according to the aforementioned variables.

Methodology

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed a descriptive-comparative design to explore teachers' awareness of mindfulness techniques. A descriptive-comparative research design was selected because it enables the systematic observation of teachers' current levels of awareness without altering or influencing any variables (Creswell & Creswell, 2021). The study gathered data on teachers' knowledge, perceptions, and use of mindfulness techniques, which informed the development of an action plan to promote these practices in educational settings. The focus was on understanding the extent of awareness of mindfulness practice among teachers. At some point in this study, descriptive approaches effectively capture detailed, contextualized information, making it the right choice for assessing mindfulness awareness. The results of this study will provide actionable insights to guide the implementation of mindfulness strategies in educational practices, ultimately shaping the proposed action plan (Creswell & Creswell, 2021).

Study Respondents

The respondents in this study were (110) faculty members from various departments or colleges of the university during the academic year 2024–2025. To identify the respondents, the researcher employed stratified sampling. Stratified sampling is a method of obtaining a representative sample from a population that researchers have divided into relatively similar subpopulations (strata). (frost, 2025).

Instruments

The research instrument used in this study was a researcher-made questionnaire on teachers' awareness on the use of mindfulness techniques, which comprised three construct questions: cognitive domain, psychomotor domain, and affective domain. The instrument is divided into two parts. Part I includes the respondents' demographic profile, age, sex, highest educational attainment, course, and employment status. Part II contains statements concerning teachers' awareness on mindfulness techniques. Respondents respond by indicating their level of agreement with the statement of using mindfulness techniques, how indicative they are, and their awareness. Each item was rated on a scale of 1 to 5, using a 5-point Likert scale with five (5) as always, four (4) as often, three (3) as sometimes, two (2) as rarely, and one (1) as never. The average rating of the three jurors was used as basis for the validity of the instrument. Validation average is 4.41, interpreted as "excellent". This showed that the research instrument was "Valid". And the reliability result was 0.973, interpreted as "excellent".

Data Gathering Procedure

To ensure the smooth execution of the study, the researcher will submit a letter of request to the University President, seeking approval for the study. Once approved, a subsequent request letter will be distributed to the deans of the different colleges and the participants of the reliability test. Following the approval of this second request, questionnaires will then be administered to the target respondents. During the administration of the survey questionnaires, the researcher clearly explained each item to the respondent, ensuring clarity and understanding to gather accurate responses. Also, the confidentiality of responses was strictly stressed. After collecting the instrument, the researcher tallied, tabulated, and analyzed it with SPSS. As such, the data were subjected to appropriate statistical treatments to answer the identified problem under study.

Data Analysis and Statistical Treatment

Objective No. 1 also used the descriptive-analytical scheme and mean to determine the level of teachers' awareness on the use of mindfulness techniques applied in cognitive, affective, and psychomotor domains.

Objective No. 2 used the comparative-analytical scheme and Mann-Whitney U test to determine whether or not significant differences exist in the level of teachers' awareness on the use of mindfulness techniques applied in cognitive, affective, and psychomotor domains when grouped and compared according to the aforementioned variables. The comparative analytical scheme is used when comparing two or more selected variables.

Ethical Consideration

Ethical practices were strictly upheld throughout the research to ensure all participants' integrity, respect, and safety. Data collected in the study Teachers' Awareness on the Use of Mindfulness Techniques were appropriately referenced, with due recognition given to all authors and sources (American Psychological Association, 2020). Ethical clearance was sought from the President of Western Philippine University before the commencement of the research, ensuring that the study adheres to institutional and international ethical standards.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Level of Awareness of College Teachers on the Use of Mindfulness Techniques Applied in the Cognitive Domain

Items	Mean	Interpretation
As a teacher, I...		
1. review mindfulness techniques to use in the classroom.	4.05	High Level
2. think about how mindfulness can impact students' emotional well-being.	4.20	High Level
3. read about the theoretical foundations of mindfulness.	3.57	High Level
4. compare various mindfulness strategies when planning lessons.	3.75	High Level
5. consider how mindfulness benefits student focus and attention.	4.03	High Level
6. learn about how mindfulness helps reduce student stress.	3.97	High Level
7. explain the importance of mindfulness to my students.	3.83	High Level
8. keep up with research supporting the use of mindfulness in education.	3.26	Moderate Level
9. integrate mindfulness into my lesson plans.	3.67	High Level
10. reflect on how mindfulness improves classroom dynamics.	3.80	High Level
Overall Mean	3.81	High Level

Table 1 shows the level of awareness of college teachers on the use of mindfulness techniques applied in the cognitive domain, with an overall mean of 3.81, which is interpreted as a high level of awareness. This indicates that educators are generally knowledgeable about the benefits of mindfulness and its application in classroom settings. The item "Thinking about how mindfulness can impact students' emotional well-being" recorded the highest mean score of 4.20, reflecting teachers' recognition of mindfulness's role in fostering emotional support. Nevertheless, the lowest mean (3.26) is observed in the item "Keep up with research supporting the use of mindfulness in education," which was interpreted as moderate. This indicates that teachers are less engaged in staying updated with current research on mindfulness in education. Hence, the school would provide opportunities for teachers to access the latest studies, journals, and articles related to mindfulness. Offering free or subsidized access to research databases, organizing seminars or webinars featuring mindfulness experts, and fostering a professional reading and discussion culture can encourage teachers to explore and apply evidence-based mindfulness techniques. Eventually, enhancing engagement with current research would enable teachers to integrate mindfulness techniques more effectively into their teaching strategies. Strengthening this aspect of teacher awareness could ultimately contribute to more meaningful outcomes for both educators and students, aligning with the findings of Roeser et al. (2022) and Brown and Ryan (2023), who advocate for equipping teachers with both practical and theoretical insights into mindfulness in education.

Table 2

Level of Awareness of College Teachers on the Use of Mindfulness Techniques Applied in the Psychomotor Domain

Items	Mean	Interpretation
As a teacher, I...		
1. practice mindfulness techniques on my own.	3.95	High Level
2. demonstrate mindfulness exercises to my students.	3.78	High Level
3. incorporate mindfulness activities during my lessons.	3.83	High Level
4. lead mindfulness exercises for my students.	3.65	High Level
5. include mindfulness in my daily classroom routines.	3.74	High Level
6. assess the effectiveness of mindfulness techniques I use.	3.51	High Level
7. attend workshops or training related to mindfulness.	2.92	Moderate Level
8. transition between teaching content and mindfulness practices smoothly.	3.46	Moderate Level
9. adapt mindfulness exercises to suit my students' needs.	3.72	High Level

10. maintain a calm atmosphere by using mindfulness during stressful moments.	3.89	High Level
Overall Mean	3.64	High Level

Table 2 shows the level of awareness of college teachers regarding the use of mindfulness techniques applied in the psychomotor domain, with an overall mean of 3.64, indicating a high level of awareness. Teachers actively engage in mindfulness practices both personally and professionally. The highest mean score of 3.95 for practicing mindfulness individually underscores the importance teachers place on personal mindfulness as a foundation for its application in the classroom. However, the lowest mean (2.92) is associated with the item "*Attend workshops or training related to mindfulness*," which was interpreted as a moderate level. This implies that college teachers are less engaged in formal professional development related to mindfulness practices. In other words, schools should focus on providing accessible and affordable workshops or training sessions emphasizing mindfulness techniques and their application in education. The school heads or the administrators can promote participation by offering incentives such as certificates, professional development credits, or financial assistance. Furthermore, raising awareness about the importance and benefits of mindfulness training through targeted campaigns and discussions could encourage more teachers to engage in these opportunities. Increasing participation in mindfulness training could enhance teachers' foundational skills and knowledge, leading to more practical application of mindfulness techniques in the classroom.

To address this issue, institutions need to prioritize accessible and comprehensive professional development opportunities, such as workshops, seminars, or certifications that focus specifically on mindfulness in education. These opportunities would help teachers expand their skills and support the continuous integration of mindfulness practices into their teaching routines. Providing such training can enhance teachers' effectiveness, ultimately benefiting students by promoting a more mindful, supportive, and focused learning environment. This need for professional development aligns with the findings of Zhang et al. (2020), who highlighted the importance of workshops in improving teachers' competence in mindfulness practices.

Table 3

Level of Awareness of College Teachers on the Use of Mindfulness Techniques Applied Affective Domain

Items	Mean	Interpretation
As a teacher, I...		
1. believe mindfulness is essential for students' personal growth.	4.38	High Level
2. feel motivated to use mindfulness in my teaching.	4.19	High Level
3. value the emotional benefits mindfulness provides to students.	4.21	High Level
4. enjoy using mindfulness techniques in my teaching.	4.01	High Level
5. feel more connected to students when practicing mindfulness with them.	4.14	High Level
6. appreciate how mindfulness fosters a peaceful classroom environment.	4.13	High Level
7. aim to improve my mindfulness practice for the benefit of my students.	4.23	High Level
8. feel confident in the emotional impact of mindfulness on my students.	4.10	High Level
9. believe mindfulness is a necessary part of education today.	4.29	High Level
10. am satisfied with the outcomes of using mindfulness techniques in my teaching.	4.05	High Level
Overall Mean	4.17	High Level

Table 3 discloses the level of awareness of college teachers on the use of mindfulness techniques in the affective domain. The findings revealed that college teachers show a high level of awareness regarding the use of mindfulness techniques in the affective domain, with an overall mean score of 4.17. This proves that teachers recognize the value of mindfulness in promoting emotional well-being and personal growth among students. Moreover, "teacher's beliefs that mindfulness techniques were essential for students' personal growth" got a mean score of 4.38, highlighting their commitment to developing holistic development. However, "*enjoy using mindfulness techniques in my teaching*" was the lowest among the mean scores (4.01). While this is interpreted as a high level, it suggests that some teachers may not fully enjoy incorporating mindfulness techniques into their teaching practices. This could stem from a lack of confidence, insufficient training, or challenges in integrating mindfulness effectively into their routines.

At some point, schools should focus on making mindfulness training more engaging and relatable by offering interactive workshops that demonstrate practical strategies for integrating mindfulness into teaching. Additionally, providing teachers with resources, peer support groups, and opportunities to observe the positive impact of mindfulness in classrooms may enhance their enjoyment and willingness to use these techniques.

The findings were supported by Emerson et al. (2020), who highlighted that mindfulness practices in education significantly improve emotional connections between teachers and students, aligning with teachers' reported feelings of connectedness. Similarly, Hwang et al. (2019) found that mindfulness fosters classroom harmony and emotional well-being, supporting the findings on peaceful classroom environments. Morin et al. (2021) emphasized that teachers who actively use mindfulness report higher job satisfaction and motivation, consistent with the high scores for motivation and enjoyment in this study. Additionally, Greenberg and Harris (2021) argued that mindfulness is essential to 21st-century education, reflecting teachers' belief in its necessity. Nevertheless, Sharma and Rush (2020) proved that mindfulness enhances emotional intelligence among teachers and students, reinforcing the value placed on its emotional benefits.

Table 4

Difference in the Level of Awareness of College Teachers on the Use of Mindfulness Techniques Applied in the Cognitive Domain when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	70	55.26	1383.500	0.918	0.05	Not Significant
	Older	40	55.91				
Sex	Male	41	52.78	1303.000	0.490		Not Significant
	Female	69	57.12				
Civil Status	Single	57	55.36	1502.500	0.962		Not Significant
	Married	53	55.65				
Highest Educational Attainment	Lower	58	55.26	1494.000	0.933		Not Significant
	Higher	52	55.77				
Course	Board	78	54.21	1147.000	0.506	Not Significant	
	Non-board	32	58.66				
Employment Status	Regular	54	51.74	1909.000	0.224	Not Significant	
	Contractual	56	59.13				

The comparative analysis presented in Table 4 highlights the differences in the level of awareness of college teachers on the use of mindfulness techniques applied in the cognitive domain when grouped and compared based on various demographic variables. The analysis utilized the Mann-Whitney U test, with findings indicating no significant differences across all considered variables: age, sex, civil status, highest educational attainment, course, and employment status.

For age, younger teachers (mean rank = 55.26) and older teachers (mean rank = 55.91) demonstrated similar levels of awareness of mindfulness techniques, and the ($p = 0.918$) was interpreted as Not Significant; this means that generational differences do not influence teachers' understanding in the cognitive domain. Younger and older teachers may share similar access to professional development opportunities and resources promoting mindfulness practices. In support of this, Reang and Jain (2022) opined that mindfulness training programs, regardless of age, improve teachers' cognitive engagement and emotional regulation.

In terms of sex, male teachers (mean rank = 52.78) and female teachers (mean rank = 57.12) also showed no significant difference with a ($p = 0.490$) in their awareness. This implies that gender does not affect teachers' tendency to engage with mindfulness techniques in the cognitive domain. The results align with the findings of Johnson et al. (2021), emphasizing that mindfulness practices benefit both male and female educators equally by promoting mental clarity and instructional focus, regardless of gender.

Similarly, civil status (single vs. married) yielded no significant differences in awareness, with mean ranks of 55.36 and 55.65, respectively ($p = 0.962$). This indicates that relationship status does not influence the integration of mindfulness techniques in the cognitive domain. Regardless of personal circumstances, teachers may recognize the benefits of mindfulness for improving classroom dynamics and student focus. In support, Lim and Yeo (2022) noted that teachers across various personal backgrounds experience similar improvements in stress management and teaching performance when adopting mindfulness practices.

For the highest educational attainment, teachers with lower (mean rank = 55.26) and higher (mean rank = 55.77) educational qualifications reported no significant difference in their level of awareness ($p = 0.933$). This implies that advanced degrees do not necessarily equate to greater mindfulness awareness. Professional experience and exposure to training programs may have a more substantial impact than formal education. In line with this, mindfulness-based programs bridge knowledge gaps and provide practical tools for educators, regardless of their academic qualifications (Brown & Ryan, 2021).

When grouped by course, board (mean rank = 54.21) and non-board teachers (mean rank = 58.66) also showed no significant difference ($p = 0.506$). This finding reflects that teachers across disciplines recognize the importance of mindfulness in fostering cognitive development. Non-board teachers' slightly higher mean rank may suggest broader exposure to innovative teaching approaches. Consistent with previous findings, the study by Crain et al. (2020) emphasized the role of mindfulness techniques across subject areas in improving students' cognitive engagement and educators' instructional strategies.

Lastly, employment status (regular vs. contractual) revealed no significant difference, with mean ranks of 51.74 and 59.13, respectively ($p = 0.224$). While contractual teachers showed a higher mean rank, the difference remained statistically insignificant. This result implies that employment status does not impede teachers' awareness and application of mindfulness practices. Regular and contractual teachers may benefit from institutional programs that promote mindfulness to enhance classroom performance. Roeser et al. (2021) consistently found that mindfulness interventions benefit both temporary and permanent educators by reducing emotional exhaustion and increasing job satisfaction.

Overall, the findings show that demographic factors such as age, sex, civil status, educational attainment, course, and employment status do not significantly influence teachers' awareness of mindfulness techniques in the cognitive domain. This uniformity suggests that institutions provide equitable access to training and resources that foster mindfulness awareness among educators. Moving forward, schools and universities should continue implementing mindfulness programs that are inclusive and accessible to all teachers, regardless of demographic differences.

Table 5

Difference in the Level of Awareness of College Teachers on the Use of Mindfulness Techniques Applied in the Psychomotor Domain when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	70	55.59	1393.500	0.968	0.05	Not Significant
	Older	40	55.34				
Sex	Male	41	55.54	1413.000	0.993	0.05	Not Significant
	Female	69	55.48				
Civil Status	Single	57	57.05	1422.000	0.596	0.05	Not Significant
	Married	53	53.83				
Highest Educational Attainment	Lower	58	53.59	1397.000	0.506	0.05	Not Significant
	Higher	52	57.63				
Course	Board	78	56.28	1187.000	0.688	0.05	Not Significant
	Non-board	32	53.59				
Employment Status	Regular	54	54.14	1438.500	0.660	0.05	Not Significant
	Contractual	56	56.81				

Table 5 shows the differences in the level of awareness of college teachers on the use of mindfulness techniques applied in the psychomotor domain when grouped and compared according to age, sex, civil status, highest educational attainment, course, and employment status. The findings revealed that all variables show no statistically significant differences, as the p-values for each comparison exceed the 0.05 threshold.

For age, younger teachers (mean rank = 55.59) and older teachers (mean rank = 55.34) demonstrated similar levels of awareness ($p = 0.968$). This shows that age does not influence teachers' disposition to apply mindfulness techniques in the psychomotor domain. Both age groups may have equal opportunities for mindfulness training or professional development. Aligned with this perspective, Zhang et al. (2022) elucidate that age is not a critical factor when educators are exposed to practical exercises involving mindfulness because the activities are universally adaptable.

In terms of sex, male teachers (mean rank = 55.54) and female teachers (mean rank = 55.48) showed no significant difference ($p = 0.993$). This finding implies that both genders exhibit similar levels of awareness and participation in mindfulness-based physical activities or strategies. Studies such as Johnson et al. (2021) emphasize that gender does not determine the effectiveness of mindfulness exercises, as both male and female teachers experience improvements in physical and mental well-being through practice.

For civil status, single teachers (mean rank = 57.05) and married teachers (mean rank = 53.83) reported no significant difference ($p = 0.596$). This finding implies that relationship status does not influence teachers' integration

of mindfulness techniques in the psychomotor domain. Both groups may benefit equally from movement-based mindfulness activities, which are often designed to be universally accessible. Lim and Yeo (2022) support this by signifying that mindfulness techniques promote stress reduction and improved physical performance for educators, regardless of personal circumstances.

In terms of highest educational attainment, teachers with lower qualifications (mean rank = 53.59) and higher qualifications (mean rank = 57.63) demonstrated no significant difference ($p = 0.506$). This result implies that academic credentials do not determine teachers' awareness or utilization of psychomotor mindfulness techniques. Practical training, workshops, and institutional support may be more critical than formal education. As Reang and Jain (2022) highlighted, professional development opportunities emphasizing physical mindfulness techniques can benefit teachers across all educational backgrounds.

For course, board teachers (mean rank = 56.28) and non-board teachers (mean rank = 53.59) also displayed no significant difference ($p = 0.688$). This suggests that mindfulness techniques are equally valued across teaching disciplines, particularly in the psychomotor domain. Regardless of specialization, movement-based mindfulness activities can be incorporated into lessons to improve student and teacher performance. Consistent with this, Crain et al. (2020) confirmed that mindfulness techniques positively impact educators across various subject areas, fostering physical engagement and classroom energy.

Ultimately, employment status revealed no significant difference between regular teachers (mean rank = 54.14) and contractual teachers (mean rank = 56.81) ($p = 0.660$). This finding suggests that job security or employment type does not impact teachers' psychomotor mindfulness awareness. Contractual teachers' slightly higher mean rank may reflect their efforts to enhance performance through mindfulness techniques, as temporary positions often involve higher demands for adaptability. Roeser et al. (2021) noted that mindfulness interventions benefit teachers by improving physical well-being and stress management, regardless of their employment status.

Hence, demographic factors such as age, sex, civil status, educational attainment, course, and employment status do not significantly influence teachers' awareness of mindfulness techniques in the psychomotor domain. This uniformity indicates that mindfulness practices emphasizing physical movement are accessible and applicable across diverse teacher groups. Educational institutions should recognize the value of psychomotor mindfulness techniques and continue providing inclusive professional development opportunities that cater to all teachers, regardless of their demographic background.

Schools and universities can help teachers improve their physical well-being, reduce stress, and enhance classroom dynamics by fostering awareness and practicing psychomotor mindfulness techniques. Programs that integrate mindfulness into physical activities can be particularly beneficial, as they encourage active participation and promote a healthier teaching environment.

Table 6

Difference in the Level of Awareness of College Teachers on the Use of Mindfulness Techniques Applied in the Affective Domain when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	70	55.68	1387.500	0.938	0.05	Not Significant
	Older	40	55.19				
Sex	Male	41	51.82	1263.500	0.346		Not Significant
	Female	69	57.69				
Civil Status	Single	57	56.39	1460.000	0.761		Not Significant
	Married	53	54.55				
Highest Educational Attainment	Lower	58	57.84	1372.000	0.412		Not Significant
	Higher	52	52.88				
Course	Board	78	55.08	1215.000	0.827		Not Significant
	Non-board	32	56.53				
Employment Status	Regular	54	49.69	1198.000	0.058		Not Significant
	Contractual	56	61.11				

The data in Table 6 show the difference in the level of awareness of college teachers on the use of mindfulness techniques applied in the affective domain when grouped and compared according to variables such as age, sex, civil

status, highest educational attainment, course, and employment status. The results showed no statistically significant differences across all variables, as indicated by p-values greater than 0.05.

For age, younger teachers (mean rank = 55.68) and older teachers (mean rank = 55.19) show comparable levels of awareness ($p = 0.938$). This infers that age does not influence teachers' emotional engagement with mindfulness techniques. Both groups may distinguish the affective benefits of mindfulness in fostering emotional well-being and classroom harmony. As highlighted by Zhu et al. (2021), mindfulness techniques are adaptable across age groups, supporting emotional regulation and stress reduction for educators regardless of generational differences.

For sex, male teachers (mean rank = 51.82) and female teachers (mean rank = 57.69) show no significant difference ($p = 0.346$). The slight variation in mean ranks infers that female teachers may have a marginally higher awareness, but this difference remains statistically insignificant. Studies such as Diaz et al. (2021) highlight that male and female teachers benefit equally from mindfulness interventions regarding emotional regulation and fostering student relationships, reinforcing that mindfulness transcends gender boundaries.

In terms of civil status, single teachers (mean rank = 56.39) and married teachers (mean rank = 54.55) reported no significant difference ($p = 0.761$). This implies that relationship status does not affect teachers' emotional awareness of mindfulness techniques. Single and married educators experience similar affective outcomes from mindfulness practices, such as improved emotional stability and stronger teacher-student connections. According to Kumar and Mehta (2022), educational mindfulness enhances emotional well-being, independent of personal circumstances.

For the highest educational attainment, teachers with lower qualifications (mean rank = 57.84) and higher qualifications (mean rank = 52.88) displayed no significant difference ($p = 0.412$). This finding implies that formal education does not necessarily dictate teachers' affective awareness of mindfulness techniques. Practical exposure to mindfulness training, rather than academic qualifications, is more prominent in fostering emotional awareness. Smith and Garcia (2022) consistently specify that professional development programs focusing on emotional mindfulness benefit educators of all educational backgrounds.

For course, board teachers (mean rank = 55.08) and non-board teachers (mean rank = 56.53) proved no significant difference ($p = 0.827$). This implies that mindfulness techniques are equally valued across disciplines and teaching specializations, indicating their universal applicability in enhancing emotional engagement. Echoing these findings, Patel et al. (2021) elaborated that mindfulness practices improve teachers' emotional connection with their students regardless of subject area, fostering empathy and improved classroom relationships.

In employment status, regular teachers (mean rank = 49.69) and contractual teachers (mean rank = 61.11) showed no statistically significant difference ($p = 0.058$), although the results indicate a marginal trend. Contractual teachers' higher mean rank may reflect greater openness to mindfulness practices to cope with employment uncertainties or workload pressures. Supporting this, Chang et al. (2020) reiterated that temporary or contractual educators often adopt mindfulness to mitigate emotional stress and maintain positive teacher-student interactions.

The findings revealed that demographic factors such as age, sex, civil status, educational attainment, course, and employment status do not significantly influence teachers' awareness of mindfulness techniques applied in the affective domain. This consistency highlights the general relevance of mindfulness practices in promoting emotional awareness, empathy, and well-being among educators. Schools and universities should leverage this by implementing mindfulness training programs that address teachers' emotional needs, regardless of their demographic profiles.

Conclusions:

The study concludes that teachers, regardless of demographic background, demonstrate a consistently high awareness of mindfulness techniques across cognitive, psychomotor, and affective domains, recognizing their vital role in enhancing focus, reducing stress, promoting emotional well-being, and fostering positive classroom dynamics. However, gaps persist in their engagement with theoretical foundations, research, and formal training, emphasizing the need for targeted professional development. While teachers actively incorporate mindfulness into their personal and professional lives, institutional support is crucial to bridging knowledge gaps, strengthening evidence-based practices, and boosting confidence in its seamless integration into teaching. The absence of significant demographic differences highlights the universal accessibility and inclusivity of mindfulness in education, reinforcing its potential to address both teachers' and students' cognitive and emotional needs. To effectively bridge these gaps, key stakeholders should allocate funding for comprehensive training programs, integrate mindfulness into academic policies and curricula, and offer structured professional development opportunities. Institutions must facilitate workshops to deepen educators' theoretical knowledge and practical application while fostering student engagement in mindfulness practices to enhance focus, stress management, and emotional resilience. Furthermore, continued

research on the long-term impact of mindfulness on both teachers and students is essential to refining strategies and ensuring its sustainable implementation in education.

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