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Research Article

Cultivating Resilience in Education: The Role of Mindfulness Among Sri Lankan Teacher Trainers

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About Article

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ABSTRACT

The main aim of this study was to explore the impact of mindfulness on Teacher Trainers. To achieve this, the study was guided by three specific objectives. They are, to investigate whether there is a significant relationship between Mindfulness and Stress level among teacher-trainers in Sri Lanka, To investigate whether there is a significant relationship between Mindfulness and Teaching practices among teacher-trainers in Sri Lanka and to investigate whether there is a significant relationship between Mindfulness and job satisfaction among teacher-trainers in Sri Lanka. The survey research method, which is part of the quantitative research approach, was used as the research method. The sample was selected under the purposive sampling method. Accordingly, 148 teacher trainers from the National Institute of Education were selected as the sample. The questionnaire method was used to collect data. Inferential statistical methods were used to analyze and interpret data including, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), Karl Pearson correlation two tailed Test, linear regression analyses, and autocorrelation assessments to examine the impacts of mindfulness. The quantitative data were analyzed using IBM SPSS v.27. Main findings of this study were, the findings revealed a weak but statistically significant negative correlation between mindfulness and stress levels ($r = -0.156$, $p = 0.049$), suggesting that increased mindfulness is associated with reduced stress. A moderate positive correlation was found between mindfulness and teaching practices ($r = 0.380$, $p < 0.001$), indicating improved instructional approaches among more mindful trainers. Furthermore, a strong positive correlation emerged between mindfulness and job satisfaction ($r = 0.705$, $p < 0.001$), highlighting the substantial impact of mindfulness on professional well-being. These results underscore the practical value of integrating mindfulness-based interventions into teacher education. This study advocates Mindfulness-based therapies for teacher-trainers seek to reduce stress, build resilience, and increase job satisfaction. It suggests combining mindfulness practices with teaching methods to create a comprehensive and successful teacher-training approach. The research highlights the need for policy creation that prioritises mindfulness in teacher preparation programs at the National Institute of preparation (NIE).

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1. INTRODUCTION

1.1. Background of the study

In today's rapidly evolving world, individuals are not only striving to meet their basic needs but are also seeking emotional stability, balance, and a deeper sense of fulfilment. While essentials such as food and shelter provide the foundation for survival, genuine well-being stems from cultivating resilience, purpose, and inner harmony. Mindfulness, rooted in ancient Buddhist traditions and known as sati in Pali, has gained global recognition for its ability to enhance mental clarity, emotional regulation, and stress reduction. Over time, it has transitioned from its religious origins to become a widely used psychological tool, especially within educational and professional contexts. Teacher trainers, as pivotal agents in shaping the quality and direction of future education, often operate under immense pressure. They face mounting workloads, tight deadlines, and multifaceted responsibilities that lead to high levels of stress, burnout, and diminished job satisfaction. These challenges not only affect their personal well-being but also compromise the effectiveness of teacher education programs.

Despite global evidence supporting the benefits of mindfulness for educators, there is a significant research gap regarding its application within the Sri Lankan teacher-training context, particularly among those at the National Institute of Education (NIE). Most existing literature is concentrated in Western educational settings, with limited exploration of how mindfulness—especially when informed by Sri Lanka's own Buddhist heritage—can be adapted to support the emotional and professional resilience of local teacher trainers. This study addresses this gap by investigating the relationship between mindfulness and three key variables: stress levels, teaching practices, and job satisfaction among teacher trainers in Sri Lanka. By bridging Buddhist and Western perspectives on mindfulness, the research provides culturally relevant insights and evidence-based recommendations that contribute to the development of sustainable, effective teacher-training programs. In doing so, it offers a timely and much-needed intervention strategy for enhancing educator well-being and reforming teacher education in Sri Lanka.

1.2. Research problem

Despite its global acknowledgment as a powerful tool for reducing stress and enhancing well-being, mindfulness is significantly underexplored within Sri Lanka's teacher-training community. Teacher trainers, especially those at the National Institute of Education (NIE), are vital to shaping the future of education in the country. However, they face daunting challenges, including excessive workloads, strict deadlines, and mounting expectations from multiple stakeholders. These pressures undeniably lead to increased stress, professional burnout, and diminished job satisfaction, adversely affecting both their efficiency and the overall quality of teacher education. While extensive research in Western contexts has proven the benefits of mindfulness-based practices in stress reduction, improvement of teaching strategies, and enhancement of job satisfaction, there is a glaring lack of research in this area within Sri Lanka's unique socio-cultural and professional landscape. Furthermore, it is imperative to explore how Buddhist mindfulness traditions deeply embedded in Sri Lankan heritage can be effectively integrated into modern teacher-training frameworks to bolster educators' well-being and effectiveness. The time has come to prioritize mindfulness in teacher training for the benefit of both educators and the educational system as a whole. Understanding this intersection could provide culturally relevant strategies for fostering resilience and professional fulfillment among Sri Lanka's teacher-trainers. Kanojan examines job satisfaction and intent to leave among graduate teachers in government schools in Sri Lanka (Kanojan & Sivalogathasan, 2017). The high levels of burnout among these teachers indicate that Sri Lanka faces similar challenges with teacher stress as seen in other regions (Wickramasinghe, *et al.*, 2022).

This research decisively explores the impact of mindfulness on the stress levels, teaching practices, and job satisfaction of teacher-trainers within the Sri Lankan educational context. By addressing these critical factors, this study will significantly contribute to the development of sustainable and culturally relevant strategies that elevate teacher well-being and enhance professional performance.

1.3. Research objectives

- To investigate whether there is a significant relationship between Mindfulness and Stress levels among teacher-trainers in Sri Lanka.
- To investigate whether there is a significant relationship between Mindfulness and Teaching practices among teacher-trainers in Sri Lanka.
- To investigate whether there is a significant relationship between Mindfulness and job satisfaction among teacher-trainers in Sri Lanka.

2. LITERATURE REVIEW

Research has been conducted on the aforementioned issue globally. However, studies addressing this issue within the Sri Lankan context remain limited. The findings from research conducted across various fields are presented below.

The literature review highlights significant findings on the role of mindfulness in education, particularly its impact on teacher well-being, teaching practices, and job satisfaction.

Mindfulness appears to be thriving in recent years. This is encouraging given early Western treatments that described Buddhist meditation as a "libidinal, narcissistic turning of the urge for knowing inward, a sort of artificial schizophrenia with the complete withdrawal of libidinal interest from the outside world" (Alexander, 1931).

Teacher training plays a pivotal role in shaping the quality of education. However, teacher-trainers face significant challenges, including pressure to meet performance standards, high workloads, and constant interaction with diverse stakeholders (Chang, 2010). These factors can lead to stress, burnout, and decreased well-being (Schaufeli & Bakker, 2004), impacting their effectiveness in training future educators.

Mindfulness training has been found to influence teaching practices and interpersonal relationships positively (Di Bratto, 2020; Hwang *et al.*, 2019). For instance, a study by Hwang *et*

al. (2019) found that mindfulness-based interventions resulted in improvements in person-centred teaching practices, as demonstrated by reduced teacher talk, increased indirectivity in teaching, and increased student talk.

This study contributes to the literature by addressing these gaps and inconsistencies. First, it applies a culturally grounded approach to mindfulness, integrating Buddhist principles with modern psychological frameworks. Second, it focuses specifically on teacher trainers—an understudied but critical group in Sri Lankan education reform. Third, by using robust quantitative methods (EFA, CFA, regression), the study empirically tests the strength of relationships between mindfulness and key professional outcomes: stress, teaching practices, and job satisfaction. In doing so, it both extends the scope of prior research and offers practical, context-sensitive recommendations for educational policy and professional development.

In the Sri Lankan context, Peiris *et al.* (2022) investigated the influence of teachers' mindfulness on student outcomes and classroom climate, revealing that mindfulness practices significantly contributed to reducing teacher stress and enhancing job satisfaction. These studies underscore the importance of integrating mindfulness into professional development programs to promote job satisfaction and overall well-being among teacher-trainees.

3. METHODOLOGY

The research methodology of the study is explained below.

3.1. Research approach

A quantitative approach was used as the research approach.

3.2. Research method

This research investigated the current situation and used the survey research method the most appropriate research method.

3.3. Population and sample

The population of the research was 148 teacher trainers employed at the national education insititute of Sri Lanka. This population was analyzed. This population is selected due to its relevance and direct involvement in teacher training and professional development, which represents a balanced demographic.

The study sample was purposively selected. Accordingly, 148 teacher trainers from the National Institute of Education were selected for the study sample.

3.4. Data collection methods

The rationale for selecting the questions is rooted in a comprehensive review of existing scales and questionnaires. A questionnaire method was used to collect data. according to that data was collected using validated scales, including , Five Facet Mindfulness Questionnaire (FFMQ), Progress in International Reading Literacy Study (PIRLS) and Teacher Stress Inventory (TSI), adapted to the Sri Lankan context. Cultural considerations informed the wording and format of questions to ensure relevance. Self-reported data were collected anonymously to mitigate biases.

Data was gathered using structured questionnaires distributed to all teacher-trainers at NIE.

Perceived changes in teaching practices the questionnaire was developed after a thorough examination of relevant scales and previously published research works. It is categorized to address the research questions and objectives for this particular research endeavor.

3.5. Data analsysis method

Inferential statistics were used to analyze and interpret the demographic characteristics and the responses related to mindfulness, stress levels, teaching practices, and job satisfaction. The quantitative data were analyzed using IBM SPSS v.27. The analyses included outlier detection, normality and reliability tests, dimension reduction, including mean, standard deviation, skewness, and kurtosis and assessments of linearity and multicollinearity. For correlation analysis, Karl Pearson Test was used, regression analyses, autocorrelation assessments, and moderating effect analyses to examine the impacts of mindfulness. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were utilized to validate the measurement models. Initial items that did not explain enough variance were removed. Initially, for mindfulness it was 8 and reduced to 6, for stress level it was reduced to 4 from 5, for teaching practice it was reduced to 4 from 5 and for job satisfaction, no questions were removed. For achieving the objectives tests were carried out using Pearson correlation analysis, two-tailed tests, and linear regression analysis to identify whether there is a significant relationship.

4. RESULTS AND DISCUSSION

The data analyses and interpretation of this research are as follows;

4.1. Stress levels among teacher-trainers

Teacher-trainers in Sri Lanka experience substantial stress due to the nature of their roles. Their responsibilities include training the next generation of teachers, a task fraught with challenges. According to Karunaratne (Karunaratne, 2020), teacher-trainers face increased pressure to manage curricula, monitor teacher candidates, and ensure compliance with educational policies, often leading to stress and burnout. Specific stressors include:

4.1.1. Heavy workload

Research by Perera and Wijewardena (2019) highlights that teacher-trainers often deal with excessive administrative work alongside their teaching responsibilities, which exacerbates work-related stress. As a result, many find themselves stretched too thin to manage both personal and professional duties effectively.

4.1.2. Administrative responsibilities

Teacher-trainers frequently juggle various tasks, such as attending administrative meetings, developing course materials, and reporting to authorities. This multitasking can overwhelm even the most resilient individuals, as noted by Fernando *et al.* (2018) in their study on educator burnout in South Asia.

4.1.3. Managing student teachers

Teacher-trainers also face the added responsibility of managing a wide range of student abilities and professional competencies. The constant need for observation, feedback, and evaluation can create additional emotional labour, leading to exhaustion. In a study by Rodrigo & de Silva (2020), managing student expectations and maintaining high standards were identified as major stressors.

These pressures, without adequate coping mechanisms, lead to chronic stress, affecting the overall well-being of teacher-trainers in both personal and professional capacities.

4.2. Mindfulness as a stress-reduction tool

Mindfulness practices, deeply rooted in Buddhist traditions, have been identified as effective strategies for managing stress. The Mahāsatipaṭṭhānasutta (PTS MN 10) emphasizes mindfulness as a method to cultivate awareness, reduce suffering, and maintain emotional balance. Teacher-trainers can utilize mindfulness meditation, breathing techniques, and mindful awareness to mitigate the impact of stress in their daily lives.

4.2.1. Mindfulness meditation

Mindfulness meditation encourages individuals to develop an awareness of their thoughts and emotions. The Jātaka Tales often portray the Buddha emphasizing calmness and mindfulness in the face of challenges, which parallels the modern need for stress management. According to Kabat-Zinn (1990), mindfulness meditation helps in creating mental space, allowing individuals to step back from their stressors and reflect rather than react impulsively.

4.2.2. Breathing techniques

Research shows that mindful breathing, as described in the Ānāpānasatisutta (PTS MN 118) , can regulate emotional responses by calming the autonomic nervous system. Studies like Brown & Ryan (2003) have demonstrated that mindful breathing can significantly reduce cortisol levels, a key indicator of stress, while promoting a sense of relaxation and grounding.

4.2.3 Awareness and acceptance

One of the foundational elements of mindfulness is the non-judgmental awareness of the present moment. The Dhammapada advises, By oneself is evil done, by oneself is one defiled; by oneself is evil left undone, by oneself is one purified (PTS Dhp 165). This suggests that mindfulness is an internal process of awareness and self-regulation. Shapiro, Carlson, *et al.*, 2006 found that mindfulness helps individuals accept stress without letting it overwhelm them, leading to improved emotional well-being. By managing stress effectively, mindful trainers are better equipped to handle interpersonal challenges and maintain positive relationships (Grossman, *et al.*, 2004). The Buddhist teachings on ‘upekkhā’ (equanimity) emphasize the importance of maintaining a balanced and accepting attitude towards life's challenges, which can reduce stress and improve interpersonal relationships.

4.3. Empirical evidence

The effectiveness of mindfulness for stress reduction among educators has been well-documented in empirical research. Mindfulness-Based Stress Reduction (MBSR), developed by Jon Kabat-Zinn (1990), has been applied successfully to a wide range of professionals, including teachers and trainers. Studies have consistently shown that MBSR reduces stress and enhances well-being.

4.3.1. Mindfulness-based stress reduction (MBSR)

In a study conducted by Roeser *et al.* (2013), teachers who participated in MBSR programs reported reduced levels of stress, anxiety, and depression. Teacher-trainers, facing similar stressors, could benefit from mindfulness-based interventions to manage their stress and improve mental health. The structured practices in MBSR, such as body scanning and mindful movement, allow individuals to better cope with stress.

4.3.2. Research on educators

According to Flook *et al.* (2013), teachers who participated in an eight-week mindfulness intervention showed significant improvements in emotional regulation, lower stress levels, and increased compassion for themselves and others. This study provides a strong basis for applying mindfulness interventions among teacher-trainers, who can similarly benefit from reduced stress and improved well-being.

4.3.3. Cultural context in sri lanka

The practice of mindfulness is not foreign to Sri Lankan culture, given its deep roots in Buddhist traditions. The Satipatthanasutta (PTS MN, 10) outlines the core aspects of mindfulness, including the four foundations of mindfulness (body, feelings, mind, and mental objects), which remain relevant to modern mindfulness practices. Jayatilleke (2015) highlights how these teachings continue to resonate in Sri Lankan education and professional development programs. Theory of emotional regulation into research on mindfulness and its impact on teacher-trainers can provide a valuable framework for understanding how mindfulness practices can enhance job satisfaction and teaching effectiveness. Emotional regulation refers to the processes by which individuals influence their emotions, how they experience and express them (Gross, 2002). Effective emotional regulation is associated with numerous positive outcomes, including improved well-being, better interpersonal relationships, and increased resilience in the face of stress and adversity (Gross & John, 2003). By integrating mindfulness practices, teacher-trainers can develop better emotional regulation skills, which in turn can help them manage stress more effectively, maintain a positive outlook, and foster a supportive and engaging learning environment. The inclusion of emotional regulation theory aligns well with existing literature that underscores the benefits of mindfulness in promoting emotional well-being. Research has shown that mindfulness practices enhance emotional regulation by increasing self-awareness and reducing automatic, maladaptive responses to stress (Chambers *et al.*, 2009).

In this study, the key variables are clearly defined to ensure clarity and consistency throughout the research.

Mindfulness refers to the practice of maintaining present-moment awareness with non-judgmental acceptance of

thoughts, feelings, and bodily sensations (Kabat-Zinn, 1990). In this study, mindfulness is measured using the Five Facet Mindfulness Questionnaire (Baer *et al.*, 2006).

Stress is defined as a psychological and physical response to external pressures or demands that challenge an individual's ability to cope (Lazarus & Folkman, 1984). This study uses the Teacher Stress Inventory (Fimian, 1984) to measure stress levels.

Job satisfaction is conceptualized as the degree to which individuals feel fulfilled and content with their professional roles and working conditions (Spector, 1997). The PIRLS Teacher Job Satisfaction Scale (Martin *et al.*, 2016) is used for measurement.

Teaching practices refer to the strategies and methods employed by educators to facilitate learning and foster student engagement (Marzano *et al.*, 2003). These practices are assessed using the Mindfulness in Teaching Scale (Frank *et al.*, 2016).

4.4. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA)

The quantitative data gathered relevant to mindfulness, teaching practices, stress level and job satisfaction through distributing questionnaires among the 148 population of teachers-trainers currently employed at NIE was analysed as follows.

Descriptive of the conformed observed variables are tabulated below.

Table 1. Descriptive data of all the variables used in EFA and CFA.

Variable	Mean	SD	Skewness	Kurtosis
C1	3.57	1.057	-.740	.335
C2	3.51	1.487	-.681	-1.006
C3	3.99	1.184	-1.021	.145
C4	3.04	1.049	-.082	-.425
C5	3.76	.987	-.956	.840
C6	3.53	1.046	-.470	-.276
C7	3.76	.945	-.867	.686
C8	3.84	.948	-.932	.872
S1	3.35	1.112	-.251	-.663
S2	2.66	.994	-.037	-.752
S3	3.58	.962	-.838	.521
S4	3.16	1.082	-.394	-.438
S5	3.00	1.155	-.107	-.750
T1	2.54	1.084	.154	-.810
T2	3.64	1.051	-.649	-.072
T3	3.72	1.113	-.858	.292
T4	2.74	1.268	.130	-1.154
T5	2.53	1.006	.412	-.451
J1	3.85	.957	-.923	.803
J2	3.81	.943	-.698	.555
J3	3.85	.943	-.882	.852
J4	3.84	.948	-.835	.730
J5	4.03	.989	-1.251	1.688
N	148	SE	.199	.396

All items have skewness values between -2 and +2, indicating that the data distribution is reasonably symmetrical and acceptable for assuming normality. All items have kurtosis values between -7 and +7, indicating that the data distribution does not have extreme tails and is acceptable for assuming normality. Based on the skewness and kurtosis values, the data for all items fall within the acceptable range for assuming normality. This suggests that linearity is acceptable for these items, and can proceed with linear analyses such as regression or correlation. The following questions were removed after EFA analysis to have a better model fit, Mindfulness questions C2 and C4, stress level- S3 and S5 and teaching practices T2 and T3 questions.

The KMO values above 0.6 and significant Bartlett's test ($p < 0.05$) indicate sampling adequacy for all constructs (Hair *et al.*, 2010). Cronbach's Alpha (CA) values above 0.7 for Mindfulness and Job Satisfaction indicates good reliability; Stress and Teaching Practices require improvement.

The Confirmatory Factor Analysis (CFA) results provide critical insights into the model's fit and validity: Chi-square (145.180, $df = 81$, $p < 0.05$): Indicates discrepancies between the observed and expected covariance matrices. A significant p-value (< 0.05) suggests some level of misfit; however, the chi-square test is sensitive to sample size and should be interpreted alongside other fit indices.

Comparative Fit Index (CFI = 0.937): Values above 0.90 indicate a good fit between the hypothesized model and the observed data. Suggests the model adequately captures the relationships among variables. Root Mean Square Error of Approximation (RMSEA = 0.079): Values below 0.08 indicate a reasonable fit; the closer to 0, the better the fit. The 90% confidence interval (0.054–0.092) supports the RMSEA's reliability, with a PCLOSE value suggesting the probability of close fit. Tucker-Lewis Index (TLI = 0.918): Measures model improvement relative to a baseline model; values above 0.90 reflect a good incremental fit. These indices collectively indicate that the model demonstrates a good fit to the data, with slight areas for improvement. After correlation analysis Mindful8 and JobSat4 questions were removed for better fit. This validates the relationships between the constructs and their respective observed variables, confirming the theoretical framework's robustness.

4.5. Research objectives testing

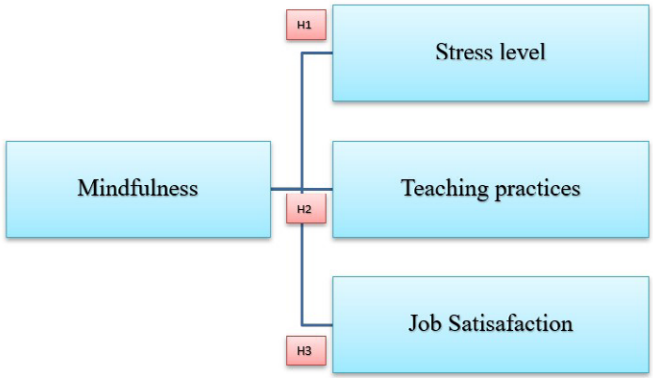

Figure 1. Conceptual Framework based on objectives 1, 2 and 3
Source: Designed by the author

4.5.1. Objective 01 - testing

To investigate whether there is a significant relationship between Mindfulness and Stress level among teacher-trainers in Sri Lanka.

4.5.2. Pearson correlations two-tailed

Since both variables (Mindfulness and Stress level) are continuous or ordinal and normally distributed, the Pearson Correlation two-tailed test was used to identify whether there is a significant relationship between mindfulness and Stress level.

Table 2. Pearson correlation analysis mindfulness and Stress level.
Correlations

		MIN_mean	SL
MIN_mean	Pearson Correlation	1	-.156
	Sig. (2-tailed)		.049
	N	148	148
SL	Pearson Correlation	-.156	1
	Sig. (2-tailed)	.049	
	N	148	148

The Pearson Correlation coefficient (between Mindfulness (MIN) and Stress Levels (SL) is -0.156. This indicates a weak negative correlation. As mindfulness increases, stress levels tend to decrease. The Significance (Sig. 2-tailed) p-value is 0.049, which is less than 0.05. This means the correlation is statistically significant at the 5% level. There is sufficient evidence to conclude that mindfulness is related to stress levels in this sample. There is a weak but statistically significant negative relationship between Mindfulness (MIN) and Stress Levels (SL). This suggests that as mindfulness increases, stress levels tend to decrease, even if the effect is small.

4.5.3. Linear regression analysis

Table 3. Linear regression analysis of mindfulness and stress level.

Model	Unstandardized	Coefficients	Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	3.441	.210		16.381	<.001
	MIN	-.250	.131	-.156	-1.914	.049

4.5.3.1. Dependent Variable: SL

The p-value for the relationship between mindfulness (MIN) and stress level (SL) is 0.049, which is below the conventional threshold of 0.05. This indicates that the relationship is statistically significant. The negative coefficient (B = -0.250) suggests that as mindfulness increases, stress levels decrease, supporting the hypothesis of a meaningful relationship. The analysis confirms that mindfulness significantly influences stress levels among teacher trainers, validating Objective 1. However, the effect size (Beta = -0.156) indicates that the strength of this relationship is relatively modest.

4.5.4. Objective 02 - testing

To investigate whether there is a significant relationship between Mindfulness and Teaching practices among teacher-trainers in Sri Lanka.

4.5.5. Pearson correlations - two-tailed

Since both variables (Mindfulness and Teaching Practices) are continuous or ordinal and normally distributed, the Pearson Correlation two-tailed test was used to identify whether there is a significant relationship between mindfulness and Teaching Practices.

Table 4. Pearson correlation analysis mindfulness and Teaching Practices.

Correlations		
	MIN	**TP**
MIN		
Pearson Correlation	1	.380**
Sig. (2-tailed)		<.001
N	148	148
TP		
Pearson Correlation	.380**	1
Sig. (2-tailed)	<.001	
N	148	148

Correlation is significant at the 0.01 level (2-tailed).

4.5.6. Correlation Coefficient

The Pearson Correlation coefficient between Mindfulness (MIN) and Teaching Practices (TP) is 0.380. This indicates a moderate positive correlation between the two variables. As mindfulness

increases, teaching practices tend to improve. The Significance (Sig. 2-tailed) p-value is 0.000, which is less than 0.01 (the significance level). This means the correlation is statistically significant, and there is less than a 1% chance that this relationship occurred by random chance. There is a moderate, statistically significant positive relationship between Mindfulness and Teaching Practices. This suggests that higher levels of mindfulness are associated with improvements in teaching practices.

4.5.7. Linear regression analysis

Table 5. Linear regression analysis of mindfulness and teaching practices.

Coefficent[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 (Constant)	1.690	.245		6.902	<.001
MIN	.328	.066	.380	4.967	<.001

4.5.7.1. Dependent Variable: TP

The p-value for the relationship between mindfulness (MIN) and teaching practices (TP) is less than 0.001, which is well below the conventional threshold of 0.05. This indicates that the relationship is statistically significant. The positive coefficient (B = 0.328) suggests that as mindfulness increases, teaching practices improve, supporting the hypothesis of a meaningful relationship. In conclusion, the analysis confirms that mindfulness significantly influences teaching practices among teacher trainers, validating objective 2. The effect size (Beta = 0.380) indicates that the strength of this relationship is moderate.

4.5.8. Objective 03 - testing

To investigate whether there is a significant relationship between Mindfulness and job satisfaction among teacher-trainers in Sri Lanka.

4.5.9. Pearson correlations – two-tailed

Since both variables (Mindfulness and Job satisfaction) are continuous or ordinal and normally distributed, the Pearson Correlation two-tailed test was used to identify whether there is a significant relationship between mindfulness and job satisfaction.

The Pearson Correlation coefficient between Mindfulness (MIN) and Job Satisfaction (JS) is 0.705. This indicates a strong positive correlation between the two variables. As mindfulness increases, job satisfaction tends to increase as well. The Significance (Sig. 2-tailed) p-value is 0.000, which is less than 0.01 (the significance level). This means the correlation is statistically significant, and there is less than a 1% chance that this relationship occurred by random chance. There is a strong, statistically significant positive relationship between Mindfulness and Job Satisfaction. This suggests that higher levels of mindfulness are associated with higher levels of job satisfaction.

Table 6. Pearson correlation analysis mindfulness and job satisfaction.

Correlations			
		MIN_mean	**SL**
MIN	Pearson Correlation	1	.705**
	Sig. (2-tailed)		<.001
	N	148	148
JS	Pearson Correlation	.705**	1
	Sig. (2-tailed)	<.001	
	N	148	148

***.Correlation is significant at the 0.01 level (2- tailed)*

4.5.10. Linear regression analysis

Table 7. Linear regression analysis of mindfulness and Job satisfaction.

Coefficent[a]					
Model	**Unstandardized Coefficients**		**Standardized**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1(Constant)	.901	.253		3.563	<.001
MIN	.817	.068	.705	12.000	<.001

The p-value for the relationship between mindfulness (MIN) and job satisfaction (JS) is less than 0.001, which is well below the conventional threshold of 0.05. This indicates that the relationship is statistically significant. The positive coefficient (B = 0.817) suggests that as mindfulness increases, job satisfaction also increases, supporting the objective of a meaningful relationship. In conclusion, the analysis confirms that mindfulness significantly influences job satisfaction among teacher trainers, validating objective 3. Moreover, the effect size (Beta = 0.705) indicates that the strength of this relationship is

strong and positive.

5. CONCLUSION

The Findings reached by the research work and the related developmental recommendations are given below.

The study revealed the following findings in alignment with its objectives:

• *Mindfulness and Stress Levels:* A weak but statistically significant negative relationship was identified between mindfulness and stress levels among teacher trainers. As mindfulness increases, stress levels decrease, albeit modestly.

• *Mindfulness and Teaching Practices:* A moderate and statistically significant positive relationship was found between mindfulness and teaching practices. Teacher trainers with higher mindfulness levels demonstrated improved teaching practices.

• *Mindfulness and Job Satisfaction:* A strong and statistically significant positive relationship exists between mindfulness and job satisfaction. Enhanced mindfulness correlates with greater job satisfaction.

These findings affirm the significant relationships between mindfulness and the variables outlined in the objectives.

RECOMMENDATIONS

• *Develop Comprehensive Mindfulness Programs:* Introduce structured mindfulness-based programs tailored specifically for teacher trainers at the National Institute of Education (NIE). These should include guided meditation sessions, stress management workshops, and resilience-building activities to create a well-rounded approach.

• *Integrate Mindfulness into Teacher Education Curricula:* Embed mindfulness practices within existing teacher training courses to ensure long-term engagement. For instance, incorporating mindful breathing exercises and reflective teaching techniques can create a more balanced learning environment for educators.

• *Policy Advocacy for Mindfulness-Based Education:* Work with educational policymakers to recognize mindfulness as an essential component of teacher education. Establish guidelines to support regular mindfulness training sessions and ensure their accessibility across all teacher-training institutions.

• *Encourage Mindfulness in Daily Teaching Practices:* Promote simple, practical mindfulness techniques, such as mindful listening and awareness-based lesson planning, to enhance classroom engagement and reduce stress. Encouraging educators to take brief moments of mindfulness between lessons can help maintain focus and emotional stability.

• *Create Support Networks for Teacher Trainers:* Establish peer-support groups where teacher trainers can share experiences, discuss challenges, and develop mindfulness-based solutions. This fosters a sense of community and collective well-being.

• *Conduct Longitudinal Research on Mindfulness Impact:* Future research should extend beyond teacher trainers to examine the long-term effects of mindfulness on students and broader educational outcomes. This will provide valuable insights into mindfulness as a sustainable educational reform strategy.

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