




**ПЕДАГОГИКАЛЫҚ ЖӘНЕ ЖАС ЕРЕКШЕЛІК ПСИХОЛОГИЯСЫ
ПЕДАГОГИЧЕСКАЯ И ВОЗРАСТНАЯ ПСИХОЛОГИЯ**

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MINDFULNESS AND ITS IMPACT ON TEACHERS' STRESS RESILIENCE

Abstract

The article examines the impact of mindfulness practices on reducing stress related to the professional activities of educators. The study compared self-assessment scores of teachers who underwent mindfulness training with those of a control group to explore the effects of mindfulness practices on schoolteachers. A total of 87 teachers participated in the study, with 44 in the control group and 43 in the experimental group. The study utilized the "Mindful Attention Awareness Scale" (MAAS) by Kirk Warren Brown and Richard Ryan, and the collected data were analyzed using Pearson's χ^2 criterion. The results revealed that mindfulness practices significantly reduce stress among educators. The study concluded that if mindfulness practices are systematically integrated into the professional experience of educators in the field of education, they can lower stress levels and improve the quality of daily life.

Keywords: mindfulness practice, MBSR program, stress resilience, teachers

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ЗЕЙІНДІЛІК ЖӘНЕ ОНЫҢ ПЕДАГОГТЕРДІҢ СТРЕССКЕ ТӨЗІМДІЛІГІНЕ ӘСЕРІ

Аңдатпа

Мақалада зейінді дамыту практикасының (Mindfulness) педагогтердің қызметіне байланысты туындайтын стрессті азайтуға ықпалы қарастырылды. Зейінділік бойынша тренингтен өткен мұғалімдердің өзін-өзі бағалау ұпайларын бақылау тобындағы мұғалімдермен салыстыру арқылы зейінді дамыту практикасының мектеп мұғалімдеріне әсері зерттелді. Зерттеуге 87 мұғалім қатысты. Оның 44-і бақылау тобында, ал 43-і эксперименттік топтың мүшелері болды. Кирк Уоррен Браун және Ричард Райанның «Саналы зейін шкаласы» ((MAAS)) қолданылып, алынған деректер Пирсонның χ^2 критерийі арқылы талданды. Нәтижесінде зейінді дамыту практикасының педагогтердің күйзелісін азайтуға ықпал ететіні анықталды. Егер зейінділік практикалары білім беру саласында педагогтердің тәжірибесінде жүйелі қолданысқа енгізілсе, онда педагогтердің стресске түсу деңгейін төмендетеді және күнделікті өмір сапасын жақсартуға көмектеседі деген қорытынды жасалды.

Түйінді сөздер: зейінділік практикасы (Mindfulness), MBSR бағдарламасы, стресске төзімділік, педагогтер

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ОСОЗНАННОСТЬ И ЕЕ ВЛИЯНИЕ НА СТРЕССОУСТОЙЧИВОСТЬ ПЕДАГОГОВ

Абстракт

В статье рассматривается влияние практики развития осознанности (Mindfulness) на снижение стресса, возникающего в связи с деятельностью педагогов. Было исследовано влияние практики развития осознанности на школьных учителей путем сравнения самооценки учителей, прошедших обучение осознанности, с оценками учителей в контрольной группе. В исследовании приняли участие 87 учителей. Из них 44 были членами контрольной группы, а 43-членами экспериментальной группы. Использован опросник внимательности и осознанности (MAAS) Кирк Уоррен Брауна и Ричард Райана, и полученные данные были проанализированы с использованием критерия Пирсона 2. В результате установлено, что практика развития осознанности способствует снижению стресса педагогов. Сделан вывод, что если практики внимательности будут внедрены в практику педагогов в сфере образования на системном уровне, то это снизит уровень стрессоустойчивости педагогов и поможет улучшить качество повседневной жизни.

Ключевые слова: практика осознанности (Mindfulness), программа MBSR, стрессоустойчивость, педагоги

INTRODUCTION In the rapidly evolving 21st century, stress resilience has become a critical skill for professionals in any field. English researchers have developed a "stress scale" for over 150 professions, identifying teaching as one of the most stressful occupations [1]. Numerous studies confirm that teaching is highly stressful [2]. Both experienced and novice teachers suffer from work-related stress, which can be observed early in their careers, even during internships. Research indicates that teaching is among the professions with the highest risk of stress. The sources of teacher stress are varied [3].

According to TALIS-2018 results, the most common causes of stress among teachers in Kazakhstan include excessive teaching workload (36%), responsibility for students' academic performance (33%), and administrative tasks (31%). Younger teachers experience more stress than their experienced counterparts. Consequently, one of the key policy recommendations of TALIS 2018 is to "reduce teachers' stress levels and improve their well-being" [4]. Additionally, the "Professional Standards for Teachers" approved by the Ministry of Education of the Republic of Kazakhstan on December 15, 2022 (Order No. 500) highlights self-regulation and stress resilience as core competencies under the "Professional Values" criterion [5]. There are several methods to reduce stress and enhance resilience. This article focuses on mindfulness, a psychological approach that has recently gained attention in Kazakhstan, and its potential to improve teachers' stress resilience.

Theoretical Lens What is Mindfulness? Mindfulness, or Mindfulness-Based Stress Reduction (MBSR), is a scientifically grounded program aimed at reducing stress, anxiety, and depression, and assisting individuals with chronic illnesses. It was founded in 1979 by Jon Kabat-Zinn, an American psychologist who established the Mindfulness-Based Stress Reduction Clinic at the University of Massachusetts Medical Center. According to Kabat-Zinn, "*Mindfulness is the practice of paying attention in a particular way: on purpose, in the present moment, and non-judgmentally. It means living life fully and embracing every vivid moment*" [6]. In essence, mindfulness is about being fully present in the here and now, experiencing life as it unfolds. We often dwell on the past or worry about the future, but the past is gone, and the future is yet to come. The present moment is

all we truly have. For example, listening to birds singing in spring, the sound of a flowing stream, or cherishing a baby's laughter and holding their tiny hands—these are moments of mindfulness.

Mindfulness arises when the mind is fully engaged in the present moment with deliberate attention. There are three components that characterize mindfulness: attention (focusing on the present moment), intention (consciously choosing this focus), and attitude. The three pillars of mindfulness are thoughts, emotions, and sensations (Figure 1). By understanding what one is thinking, feeling, and sensing in the present moment, individuals can better manage their thoughts, emotions, and bodily sensations, leading to inner stability and harmony.

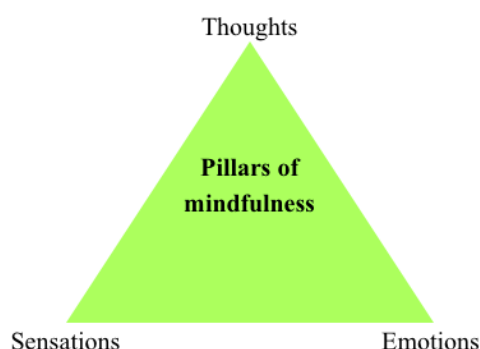


Figure 1. The three pillars of mindfulness

Concepts and understandings related to mindfulness: self-awareness, self-assessment, self-actualization, development, imagination, control, consciousness, compassion, listening, participation, the ability to share, interconnectedness, empathy, sensitivity, patience, acceptance, appreciation, peace, balance, spirituality, existence, wholeness, beauty, contentment, interdependence, happiness, etc. Mindfulness defines eight key qualities of mindfulness: trust, non-judging, patience, compassion, letting go, acceptance, non-striving, beginner's mind (Figure 2). The practice of mindfulness helps the teacher to possess these qualities in order to feel harmonious and be able to build quality relationships with his students and colleagues.

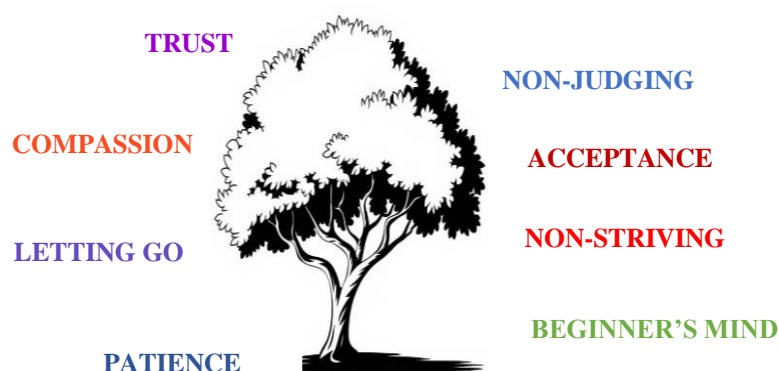


Figure 2. 8 attitudes of mindfulness

Mindfulness serves not only as a spiritual role but is also successfully used for medical purposes, such as treating stress, chronic pain, anxiety, depression, borderline personality disorders, eating disorders, and addiction. It is increasingly applied in education to help students reduce stress, improve concentration, and enhance their overall quality of life [7].

The MBSR (Mindfulness-Based Stress Reduction) program, founded by Jon Kabat-Zinn, is designed to consciously reduce stress and promote balance. Some studies on teachers have found that mindfulness improves emotional well-being, reduces burnout, and increases overall job satisfaction. For example, a 2022 study showed that teachers who practiced mindfulness experienced lower stress levels and higher professional satisfaction [8].

In the renowned work *"Four-Dimensional Education: The Competencies Learners Need to Succeed"* by Charles Fadel, Maya Bialik, and Bernie Trilling, a four-dimensional model of education is proposed. According to this model, one dimension of education is character, and the foundation of character consists of six elements: mindfulness, curiosity, courage, resilience, ethics, and leadership [7, 164 б.]. In his book *"Emotional Intelligence: Why It Can Matter More Than IQ,"* Daniel Goleman writes that the skills comprising emotional intelligence can be taught [9]. Since the development of emotional intelligence is significantly influenced by consistent and focused mindfulness practice, mindfulness can be considered one of the most effective tools for fostering emotional intelligence [10]. From these perspectives, we conclude that mindfulness and resilience are key qualities of character, and research shows that many behavioral traits, including mindfulness, can be cultivated and developed to a certain extent. If a person trains their mindfulness, they can better manage their emotions, experience less stress, and adapt more effectively to their environment.

As we live in an ever-changing world, the development of mindfulness is becoming increasingly relevant. This means observing and distinguishing your own and others' feelings and emotions and using this information to manage your thoughts and actions. Importantly, this is not an innate ability but one that anyone can develop through consistent practice.

According to the World Economic Forum's *"Future of Jobs Survey 2020,"* resilience, stress tolerance, and flexibility are among the top 15 skills in demand by 2025 (Table 1) [11].

Table 1 – Future of Jobs Survey 2020.

<ol style="list-style-type: none"> 1. Analytical thinking and innovation 2. Active learning and learning strategies 3. Complex problem-solving 4. Critical thinking and analysis 5. Creativity, originality, and initiative 6. Leadership and social influence 7. Technology use, monitoring, and control 8. Technology design and programming 	<ol style="list-style-type: none"> 1. Resilience, stress tolerance, and flexibility 2. Reasoning, problem-solving, and ideation 3. Emotional intelligence 4. Troubleshooting and user experience 5. Service orientation 6. Systems analysis and evaluation 7. Persuasion and negotiation
<p>Source: Future of Jobs Survey 2020, World Economic Forum. https://www.weforum.org/reports/the-future-of-jobs-report-2020/</p>	

Thus, it is crucial not only to reduce teachers' stress levels but also to enhance their resilience. Teaching is a profession that demands high responsibility, and societal expectations for educators never diminish. In a rapidly evolving information society, teachers must continuously improve their qualifications and balance family and professional life, which requires specific resources and tools. One such tool is mindfulness practice. Our research sought to answer the question: *"Can developing mindfulness increase teachers' resilience to stress?"*

RESEARCH DATA AND METHODS During the research, the "Mindful Attention Awareness Scale" (MAAS) developed by PhDs Kirk Warren Brown and Richard Ryan was used. What does this questionnaire measure? The MAAS is a 15-item scale designed to assess the core characteristic of dispositional mindfulness, specifically openness and attention to present-moment experiences. This scale, which takes no more than 10 minutes to complete, has strong psychometric properties and has been tested on samples of college students, local residents, and oncology patients. Correlation, quasi-experimental, and laboratory studies have shown that the MAAS is associated with various mechanisms of self-regulation and well-being, and it identifies the unique quality of mindfulness that can predict these outcomes.

Participation was voluntary, and teachers signed consent forms. The study involved 87 teachers from a secondary school in Astana. Participants used a scale from 1 to 6 to indicate how frequently or infrequently they currently experience certain aspects of daily practice (Table 2).

Table 2 – Rating scale.

1	2	3	4	5	6
Always, almost always	Very often	Quite often	Quite rarely	Very rarely	Almost never

Teachers were divided into a passive control group (44) and an experimental group (43). Before the experiment began and after it was completed, teachers filled out the MAAS questionnaires for self-assessment, where mindfulness was evaluated.

RESULTS AND DISCUSSION From the results of the comparative analysis and the diagrams, it can be concluded that the knowledge levels of the participants in the experimental and control groups are at the same level, meaning there is no significant difference. This conclusion can be substantiated using Pearson's χ^2 criterion.

To analyze the results of the diagnostic experiment on stress resistance using mathematical-statistical tools, we first formulate the following hypotheses:

- **H0**: The stress resistance levels of participants in the experimental and control groups are the same, meaning there is no difference.
- **H1**: The stress resistance levels of participants in the experimental and control groups are not the same, meaning there is a difference.

The acceptance or rejection of these hypotheses will be determined using Pearson's χ^2 criterion.

The formula for Pearson's χ^2 criterion is:

$$\chi^2 = \sum_{i=1}^k \frac{(E_i - T_i)^2}{T_i} \quad [1]$$

where:

- E_i = empirical frequency
- T_i = theoretical frequency

Next, we determine the empirical and theoretical frequencies. The empirical frequency distribution is provided in the following table (Table 3).

Table 3 – Empirical Frequency Distribution for Each Component of the Diagnostic Experiment

Level	Scale	Groups		Total
		Experimental Group (EG)	Control Group (CG)	
Low	0-69%	21	22	43
Medium	70-89%	15	16	31
High	90-100%	7	6	13
Sample		43	44	87

Based on the empirical distribution table, we will calculate the theoretical distribution and record it in the following table (Table 4).

Table 4 – Theoretical Frequency Distribution for Each Component of the Diagnostic Experiment

Level	Scale	Groups		Total
		Experimental Group (EG)	Control Group (CG)	
Low	0-69%	(43•43):87=21,25	(44•43):87=21,74	43
Medium	70-89%	(43•31):87=15,32	(44•31):87 =15,67	31
High	90-100%	(43•13):87=6,43	(44•13):87 =6,57	13
Total		43	44	87

Using the data from the empirical and theoretical frequency distribution tables, we calculate Pearson’s χ^2 criterion using the formula (Table 5).

Table 5– Pearson’s χ^2 Criterion Calculation for the Diagnostic Experiment

Groups	Level	(E _i) Empirical Frequency	(T _i) Theoretical Frequency	$\frac{(E_i - T_i)^2}{T_i}$
EG	Low	22	21,74	0,003109476
	Medium	16	15,67	0,006949585
	High	6	6,57	0,049452055
CG	Low	21	21,25	0,002941176
	Medium	15	15,32	0,006684073
	High	7	6,43	0,050528771
Pearson’s χ^2 value				0,12

The Pearson’s χ^2 criterion values for stress resistance levels were determined, with $\chi^2 = 0.12$. The degrees of freedom are $v = 2$. From the statistical appendix table, the critical values are:

- For $P \leq 0.05$, the critical value is 5.99, and
- For $P \leq 0.01$, the critical value is $\chi^2_{crit} = 9.21$

Here, if the calculated value is less than 5.99, it falls into the definite rejection region; if it lies between 5.99 and 9.21, it falls into the uncertainty region; and if it is 9.21 or greater, it falls into the definite acceptance region. Comparing the calculated χ^2 value with the critical value $\chi^2_{critical}$, we see that $\chi^2 = 0.12$ is less than 5.99. This means the obtained value falls into the rejection region. Consequently, the H_1 alternative hypothesis is rejected, and the H_0 null hypothesis is accepted. This indicates that there is no significant difference in stress resistance levels between the two groups, confirming our initial conclusion.

During the next formative stage of the experiment, a training course titled "Developing Teachers' Stress Resistance through Mindfulness Practice" was conducted as part of an authorial program. Teachers were introduced to the core qualities and principles of mindfulness through training sessions and seminars. Practical lessons were organized to help them apply mindfulness techniques in their daily lives and professional activities. To assess participants' stress resistance levels, post-course surveys were conducted. The collected data was entered into an Excel spreadsheet and processed using mathematical and statistical formulas. Based on this, conclusions were drawn

regarding participants' stress resistance skills. The final results of the formative experiment are presented in the following table (Table 6).

Table 6 – Final Results of the Formative Experiment on Stress Resistance Levels in the Experimental and Control Groups

Level	Scale	Groups		Total
		EG	CG	
Low	0-69%	2	13	15
Medium	70-89%	23	25	48
High	90-100%	18	6	24
Sample		43	44	87

Based on the obtained research data, a comparative analysis of stress resistance levels in the experimental and control groups after the formative experiment shows notable changes in the differences between the two groups' levels.

Using the empirical distribution table, the theoretical distribution is calculated and presented in the following table (Table 7).

Table 7 – Theoretical Frequency Distribution for Each Component of the Formative Experiment

Level	Scale	Groups		Total
		EG	CG	
Low	0-69%	$(43 \cdot 15) : 87 = 7,41$	$(44 \cdot 15) : 87 = 7,58$	15
Medium	70-89%	$(43 \cdot 48) : 87 = 23,72$	$(44 \cdot 48) : 87 = 24,27$	48
High	90-100%	$(43 \cdot 24) : 87 = 11,86$	$(44 \cdot 24) : 87 = 12,13$	24
Total		43	44	87

Using the data from the empirical and theoretical frequency distribution tables, we calculate Pearson's χ^2 criterion using the formula (Table 8).

Table 8 – Calculation of Pearson's χ^2 Criterion for the Formative Experiment

Groups	Level	(E _i) Empirical Frequency	(T _i) Theoretical Frequency	$\frac{(E_i - T_i)^2}{T_i}$
EG	Low	13	7,58	3,875514512
	Medium	25	24,27	0,021957149
	High	6	12,13	3,09784831
CG	Low	2	7,41	3,949811066
	Medium	23	23,72	0,021854975
	High	18	11,86	3,178718381
Pearson's χ^2 value				14,14

The Pearson's χ^2 criterion values for stress resilience levels were found to be $\chi^2 = 14.14$, with a degree of freedom $v = 2$. We compare this value with the critical values obtained from the statistical appendix table.

- If the obtained value is less than 5.99, it falls into the definite rejection zone.

- If it lies between 5.99 and 9.21, it falls into the uncertainty zone.
- If $\chi^2_{\text{critical}} = 9.21$ or greater, it falls into the definite acceptance zone.

Comparing the calculated χ^2 value with the critical χ^2 value in all three cases, we find that $14.14 > 9.21$. This means the obtained value falls into the acceptance zone.

Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means there is a significant difference in the knowledge levels of the participants in the two groups, confirming the validity of the scientific hypothesis: "If mindfulness practices are systematically integrated into the professional experience of educators in the field of education, they will reduce teachers' stress levels and help improve their quality of daily life."

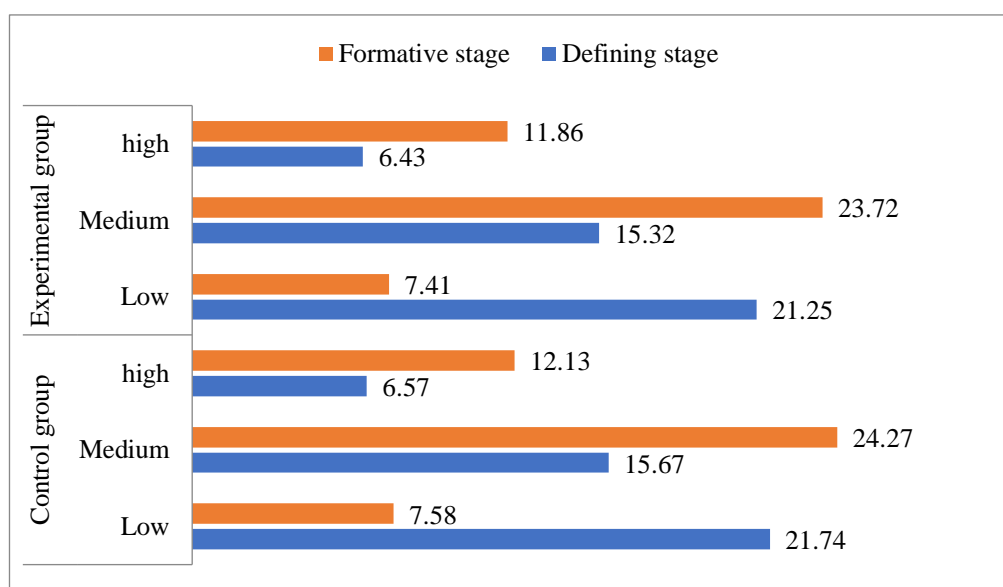


Figure 3. Diagram of the diagnostic and formative experiment results for the experimental and control groups

In the initial experiment, it was found that only one-fourth of the participants performed their daily practices mindfully and consciously, while the remaining three-quarters operated in "autopilot mode." After the formative experiment, this indicator changed. The mindfulness practice sessions led to a reduction in fatigue and anxiety. The hypothesis "H1: The stress resistance levels of participants in the experimental and control groups are not the same, meaning there is a difference" was proven. The acceptance of this hypothesis was determined using Pearson's χ^2 criterion.

CONCLUSION In summarizing the research, we observed that mindfulness practices significantly improve teachers' well-being and help reduce stress in their professional activities. Based on the conclusions drawn from the scientific studies we reviewed, it is possible to lower teachers' stress levels by developing mindfulness. These conclusions align with the results of studies stating that "Mindfulness practices can reduce teachers' stress levels, increase inner calmness, and develop mindfulness and social competencies" [12]. As noted in the research, "Our results suggest that MBSR can reduce teachers' stress, increase inner calmness, and foster mindfulness and prosocial competencies."

The teachers who participated in the study understood why developing mindfulness is important. They began to incorporate mindfulness exercises into their daily lives, such as mindful eating, walking, driving, and other routine activities. Research shows that consistent mindfulness training

can improve memory, self-organization, and self-awareness skills. Therefore, our conclusion that enhancing mindfulness through practice reduces teachers' stress has been confirmed. In this context, the course "Developing Teachers' Stress Resistance through Mindfulness Practices," used during the research, demonstrated its significance and effectiveness in alleviating workplace stress. We recommend this program to educators.

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БІЛІМ БЕРУ ҮРДІСІНДЕ ОҚУШЫЛАРДЫ ПСИХОЛОГИЯЛЫҚ ҚОЛДАУ

Аңдатпа

Қазіргі заманда білім беру жүйесі тек академиялық білім берумен шектелмей, оқушының тұлғалық дамуын, психологиялық тұрақтылығын қамтамасыз ету міндетін де алға қойып отыр. Бұл ретте білім беру үрдісінде оқушыларды психологиялық қолдау көрсету – мектеп педагогтары мен психологтарының негізгі бағыттарының бірі ретінде өзектілікке ие. Психологиялық қолдау – оқушылардың әлеуметтік-психологиялық бейімделуіне, өзін-өзі тануына, өз мүмкіндіктерін тиімді пайдалануға және тұлғалық дамуында кездесетін қиындықтарды жеңуге ықпал ететін мақсатты және жүйелі қызмет. Зерттеулер көрсеткендей, білім беру мекемелерінде жүйелі ұйымдастырылған психологиялық қолдау оқу мотивациясының жоғарылауына, оқушылардың өз-өзіне сенімділігінің артуына және қарым-қатынас дағдыларының дамуына оң әсер етеді. Бұл мақалада психологиялық қолдау ұғымының мазмұны, оның білім беру процесіндегі орны, түрлері және ұйымдастыру жолдары қарастырылады. Сонымен қатар, оқушылардың жас ерекшеліктеріне байланысты психологиялық қолдау көрсету ерекшеліктері, мектеп психологы мен мұғалім арасындағы өзара іс-әрекеттің тиімді формалары сипатталады.