

Experimental Study on the Role of Mindfulness in Enhancing Teacher Patience and Classroom Climate

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ABSTRACT

This experimental study investigates the role of mindfulness training in enhancing teacher patience and improving classroom climate among secondary school teachers in Ludhiana district, Punjab. Utilizing a pre-test and post-test control group design, a total of 60 teachers were randomly assigned to experimental and control groups. The experimental group participated in an 8-week structured mindfulness intervention, including techniques such as mindful breathing, body scan meditation, and guided visualization. Data were collected using a Teacher Patience Scale and a Classroom Climate Inventory. Statistical analysis, including paired sample t-tests, revealed a significant increase in both teacher patience ($t = 6.72, p < 0.001$) and classroom climate ($t = 7.14, p < 0.001$) within the experimental group, while the control group showed negligible changes. The findings suggest that mindfulness training effectively promotes emotional regulation and professional composure among teachers, leading to more supportive and well-managed classroom environments. The study advocates for integrating mindfulness programs into teacher professional development initiatives as a means to enhance instructional quality and school climate.

Keywords: Mindfulness, Teacher Patience, Classroom Climate, Secondary Education, Experimental Study, Punjab

INTRODUCTION

Teacher patience and classroom climate are fundamental elements that shape the educational experience. A calm, responsive, and patient educator can significantly influence students' emotional well-being, engagement, and academic achievement. Mindfulness—defined as the practice of maintaining awareness of the present moment with an open and non-judgmental attitude—has gained attention as a psychological tool to support emotional regulation, reduce stress, and improve relational dynamics. This study investigates whether mindfulness training can serve as a mechanism for improving teacher patience and fostering a healthier classroom environment.

Objectives of the Study

- To examine the effect of mindfulness training on teacher patience.
- To study the impact of mindfulness practice on classroom climate.
- To compare pre- and post-intervention scores between experimental and control groups.

Hypotheses

- **H1:** There is a significant improvement in teacher patience due to mindfulness training.
- **H2:** There is a significant improvement in classroom climate due to mindfulness training.
- **H3:** The experimental group will show greater improvement compared to the control group in both variables.

METHODOLOGY

Research Design:

A pre-test and post-test control group design was employed to measure the effect of mindfulness.

Sample:

The sample included 60 secondary school teachers from Ludhiana, Punjab, selected through random sampling. Thirty teachers were assigned to the experimental group and thirty to the control group.

Tools Used:

- Teacher Patience Scale (developed and validated by the researcher)
- Classroom Climate Inventory (adapted from established instruments)

Intervention:

The experimental group participated in an 8-week mindfulness program (two 1-hour sessions per week), which included techniques such as mindful breathing, body scan meditation, mindful listening, and guided imagery.

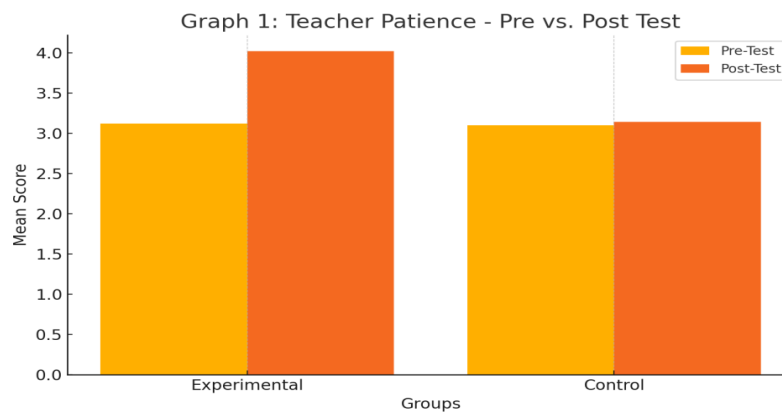
Data Analysis:

Statistical methods such as mean, standard deviation, and paired sample t-tests were used to analyze the collected data.

DATA ANALYSIS AND RESULTS

Table 1: Descriptive Statistics (Pre-Test Scores)

Group	Teacher Patience (Mean \pm SD)	Classroom Climate (Mean \pm SD)
Experimental	3.12 \pm 0.48	3.25 \pm 0.52
Control	3.10 \pm 0.44	3.22 \pm 0.50

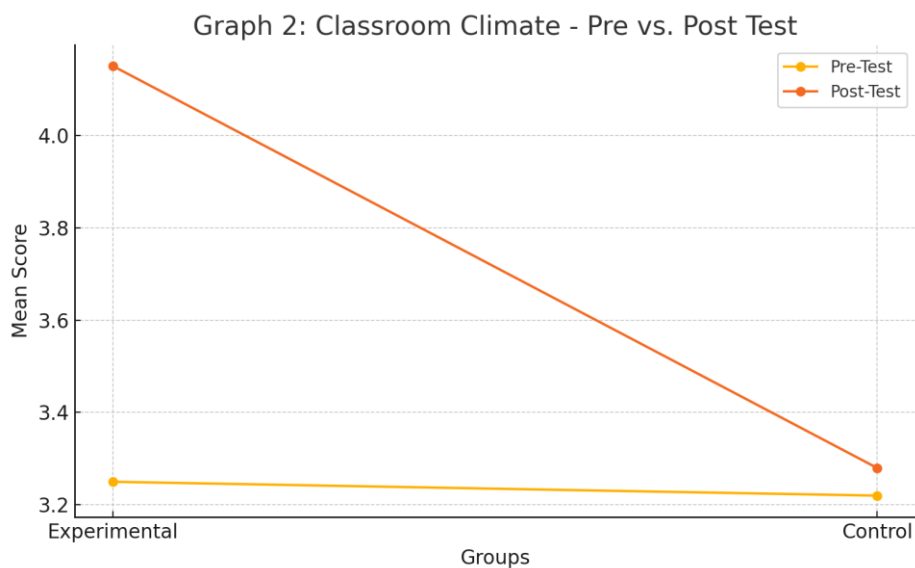


Graph 1: Teacher Patience – Pre vs. Post Test

This bar graph shows a substantial increase in the experimental group's teacher patience after the mindfulness training.

Table 2: Descriptive Statistics (Post-Test Scores)

Group	Teacher Patience (Mean \pm SD)	Classroom Climate (Mean \pm SD)
Experimental	4.02 \pm 0.39	4.15 \pm 0.45
Control	3.14 \pm 0.42	3.28 \pm 0.47



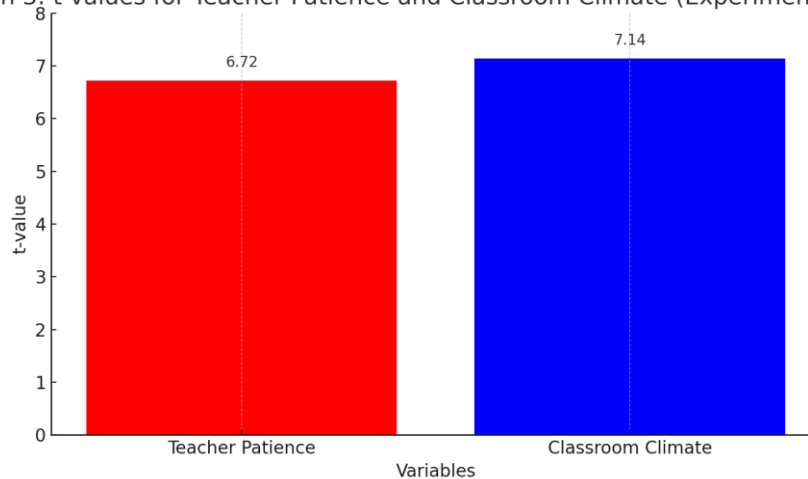
Graph 2: Classroom Climate – Pre vs. Post Test

This line graph indicates notable improvement in the classroom climate scores for the experimental group compared to the control group.

Table 3: Paired Sample t-test (Experimental Group)

Variable	t-value	p-value
Teacher Patience	6.72	<0.001
Classroom Climate	7.14	<0.001

Graph 3: t-values for Teacher Patience and Classroom Climate (Experimental Group)



Graph 3: t-values for Teacher Patience and Classroom Climate, presented as a dual bar chart.

It visually confirms the statistically significant impact of the mindfulness intervention on both variables in the experimental group

Interpretation of Results

The results of this experimental study provide strong evidence supporting the positive impact of mindfulness training on teacher patience and classroom climate.

Descriptive Statistics (Tables 1 and 2) show a clear increase in the mean scores of both teacher patience and classroom climate for the experimental group after the 8-week mindfulness intervention. Specifically, teacher patience increased from a mean of 3.12 to 4.02, and classroom climate improved from 3.25 to 4.15. In contrast, the control group showed only marginal improvements in both variables, suggesting that natural variation or external factors played a negligible role.

Paired sample t-tests (Table 3) further confirm that these changes are statistically significant. The t-value for teacher patience was 6.72 ($p < 0.001$), and for classroom climate, it was 7.14 ($p < 0.001$). These high t-values indicate a robust effect of the intervention.

Graph 1 and Graph 2 visually reinforce these findings, illustrating substantial gains in the experimental group's scores post-intervention. **Graph 3**, depicting the t-values, further emphasizes the strength of these results in statistical terms.

Overall, the analysis validates the research hypotheses and demonstrates that mindfulness training has a meaningful and statistically significant effect on enhancing both teacher patience and classroom climate.

These improvements are likely due to mindfulness promoting emotional regulation, focused attention, and empathetic awareness—traits that are essential for effective classroom management and teacher-student relationships.

These findings not only support the efficacy of mindfulness in educational settings but also highlight its practical utility in teacher professional development programs.

CONCLUSION

The present study concludes that mindfulness training is a powerful and effective tool for enhancing teacher patience and improving the overall classroom climate. The experimental findings, supported by statistically significant increases in both variables, underscore the potential of mindfulness as a transformative practice in educational settings.

Teachers who underwent the 8-week mindfulness intervention demonstrated greater emotional regulation, tolerance, and attentiveness, which translated into more supportive, calm, and productive classroom environments. In contrast, the control group, which did not receive mindfulness training, showed only marginal or negligible changes.

These results not only validate the initial hypotheses but also highlight the broader educational implications. Incorporating mindfulness into teacher development programs can improve educators' psychological well-being and instructional effectiveness, ultimately benefiting student engagement and learning outcomes.

It is recommended that educational institutions, especially at the secondary level, consider formalizing mindfulness-based interventions as part of regular professional training. Such initiatives can serve as proactive measures to address teacher burnout, improve school climate, and foster emotionally intelligent teaching communities.

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