

# Does Mindfulness Reduce Stress Levels and Enhance the Subjective Well-being of Teachers? – Insights from an Experiment

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# Does Mindfulness Reduce Stress Levels and Enhance the Subjective Well-being of Teachers? – Insights from an Experiment

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## ABSTRACT

**Purpose:** The purpose of this research is to elucidate and bring out the efficacy of the Mindfulness Interventional Programme (MIP) in lowering the stress of the Teachers and thereby enhancing and ensuring a healthy mindset and Subjective well-being.

**Design/Methodology/Approach:** The researcher made use of the following three tools: Depression, Anxiety and Stress Scale-21 Items (Lovibond and Lovibond, 1995), The Subjective Well-being Inventory (Sell and Nagpal, 1992) and the Five Facet Mindfulness Questionnaire (Baer, Button, Krietemeyer, Sauer & Williams 2008). This experimental study was conducted among the teachers in Siddhartha Public School Pallimom at Kollam, Kerala. The deductive Approach method was adopted in the experimental study.

**Finding/Result:** The study's primary goal was to understand the sources of stress and how they impact teachers' subjective well-being. A group of 70 teachers was selected as a sample for this study using a random sampling method. The survey focused on the various factors that brought different challenges in the lives of the teachers and assessed how the effects of mindfulness would reduce their stress levels and enhance their subjective well-being. It is observed that those who practice mindfulness easily overcome various challenges than those who don't. Mindfulness reduced stress levels and ensured subjective well-being.

**Originality/Value:** Analyzing the demographic details of selected teachers, we try to find out the important factors that affect their Subjective well-being. It is found that the proper awareness of the challenges received from mindfulness helped them to tackle the issues efficiently to lead a balanced and satisfied life. As a result, the teachers' stress levels are reduced and consequently, their subjective well-being is improved.

**Paper Type:** An Experimental Study

**Keywords:** Mindfulness, Stress level, Subjective Well-being, Teachers, Experimental study.

## 1. INTRODUCTION:

The International Day of Mind-Body Wellness is celebrated annually on 3<sup>rd</sup> January, focusing on how the relationship between mind, body, and soul results in the overall well-being of a person. Stress is a part and parcel of any human experience. It can be aggravated by an event or internal experience which hurts an individual's well-being. In our fast-paced environment, concentrating on one's mind-body well-being can help one to relieve stress by reducing anxieties. This will improve self-awareness and will provide a brief interval of mental clarity. The research in this field has shown that programs and practices on mind-body wellness improve sleep, reduce pain, and alleviate worry and sadness. It can also help to prevent both inflammation and fatigue symptoms in a person (Sarah Kuta, 2024) [1].

In this article, we examine the subjective well-being of the teachers who are the foundation to create and mould tomorrow's better people. To be effective, they need to be stress-free. Teachers have several stressors including workload expectations, unfavourable working conditions, family issues, role

conflicts, a lack of autonomy, and more (Hanif & Pervez, 2004) [2]. One of the main reasons why so many teachers leave the profession is stress (Daphne, 2022) [3]. There will always be tension for instructors. Since stress is inevitable, how you handle it will determine whether you have a long, fulfilling career or one that is cut short by burnout (Larrivee, 2012) [4]. However, we can all think of pleasant happenings that have induced stress: Most of the stress we experience is useful and serves us in a variety of ways. The term "eustress" was coined by Hans Selye, the originator of stress theory, to describe the differentiation between pleasurable stress, known as eustress, and unpleasant stress, known as distress. When we talk about stress nowadays, we usually mean distress, Chronic stress (continuous, ongoing stress events) can be harmful to one's health. You have little control over how much stress you feel, how long it lasts, and when it will happen again. Chronic stress is extremely common among teachers. Determine how you will handle your stress if you experience prolonged stress (Selye, 1957) [5] (Selye, 1956) [6]. The studies show that mindfulness plays a pivotal role in reducing stress and enhancing one's subjective well-being.

Mindfulness means paying full attention to something: slowing down to notice what you are doing. It is about living in the moment and appreciating every little thing. Conscious practice of mindfulness promotes overall well-being, and one can attain mindfulness through Yogic practices. In mindfulness, one learns to enjoy the gift of present moments, and its practice consists of slowing down to notice what one is doing, hearing, touching, and feeling in that moment. It means taking one's time to do an activity without rushing or multitasking. It is a simple change that one must exercise one's attitude and thinking. Mindfulness has the advantage of managing emotions by promoting compassion and empathy. It reduces conflicts and improves one's concentration. In short, it promotes mental health and overall happiness of a person. Mental health is not just the non-existence of disorders. Rather, it refers to successful functioning, fulfilling relationships, adapting, and coping with adversity (WHO).

This article is concerned with experimental research that investigates the relationships among study variables such as mindfulness, subjective well-being, and stress based on previous studies. This investigation is also intended to examine the sources and effects of stress in teachers by highlighting the mindfulness programs that can lower stress and enhance their subjective well-being for better accomplishment.

## **2. OBJECTIVES:**

The specific objectives of this review study are:

- (1) To define the relationship between mindfulness, stress, and subjective well-being among teachers.
- (2) To establish the efficacy of the Mindfulness Interventional Program (MIP) on mindfulness, stress, and subjective well-being over teachers before and after.
- (3) To analyze the correlation among mindfulness, stress, and subjective well-being of the teachers after the intervention.

## **3. REVIEW OF LITERATURE/ RELATED WORKS:**

### **3.1. Subjective Well-Being:**

Diener (1984) was the first to coin the word "subjective well-being," (SWB). It aims towards comprehending how persons assess their quality of life and mainly deals with pleasure and life satisfaction (Azizan & Mahmud, 2018) [7]. It contains an inherent nature to enhance the effectiveness of human behaviour. According to research, subjective well-being is favourably correlated with personal mental health and is crucial for minimizing the negative consequences of mental disorders, anonymity, social exclusion, and poverty. According to recent research, the pandemic has caused a significant section of the population to experience an upsurge in detrimental psychological effects like despair and anxiety (Diener, E. et al. 2009) [8] (Helliwell, J. F. et al. 2021) [9]. According to the researcher, subjective well-being is a general assessment of oneself in attaining life fulfilment, evaluated by enhancing the positive effects and minimising negative effects. The concept of subjective well-being gained momentum in understanding human behaviour in academia. The ancient Greeks used the term 'eudaemonia', and the Romans utilized 'ataraxia' to denote the concept of subjective well-being (Leahey, 2000) [10]. Later, enlightening thinking and affectionate feeling are considered the two facets of subjective well-being (Plé, 2000) [11]. The previous three decades evidenced the emergence of

subjective well-being as an essential element of research in every sphere of scientific endeavours (Seligman, 2006) [12]. The outburst of these findings could confirm the act that happy and well-balanced persons are deemed to have a state of high well-being. Mainly, their psychological states seem to decide their well-being (Parfit, 1984) [13]. Yet, others have suggested that persons with high subjective well-being are found to be strong, healthy, outgoing, optimistic, with superior self-esteem, and reasonable aspirations (Headey, B. et al. 1985) [14]. They do have a pleasant and easy-going temperament (Lykken & Tellegen, 1996) [15]. They are mostly extroverted and avoid undue worrying (DeNeve & Cooper, 1998) [16]. Besides that, they are emotionally stable and have high affiliations with everyone (Diener, E. et al. 1999) [17]. They have concrete goals and realistic approaches encompassing collective agreement on good and positive life experiences like joy, and contentment and have the view that their life is good and meaningful (Baron-Cohen, 2000) [18] (Lyubomirsky, S. et al. 2011) [19]. Analysing further subjective well-being in a broader sense, researchers could unearth its various other components (Ryff, 1989) [20] (Seligman, 2006) [21] such as good health (Folkman & Moskowitz, 2000) [22]; flow in life (McCullough, G. et al. 2000) [23]; self-esteem (Diener & Diener, 2009) [24]; financial security (Diener & Diener, 1995) [25] Personal well-being (Keinonen, T. et al. 2013) [26] and freedom (Dorrestijn & Verbeek, 2013) [27]. Persons with high subjective well-being find meaning in their lives by experiencing balanced happiness and positive feelings (Doğan, T. et al. 2012) [28] which in turn motivates their living (Tomyn & Cummins, 2011) [29]. and energizes them to manifest unconditional love to others and helps them to acquire their subjective well-being (Lent, 2004) [30]. Thus, subjective well-being cannot be confined to just an individual's feeling state; instead, its wings encompass beyond his or her transcendental experiences. Subjective well-being is broadly categorized into factors that include peoples' emotional responses, and overall judgment of life Satisfaction (Diener, 2000) [31]. Subjective well-being has eleven dimensions and among them, six are positive functioning dimensions of Subjective well-being. They are the following: Self-Acceptance, Purpose in Life, Environmental Mastery, Positive Relations, Personal Growth, and Autonomy ready to oppose social weights to think and act in certain ways, controlling conduct from the inside, and assessing self by individual measures.

### **3.2. Mindfulness:**

Mindfulness is characterized as living in the current moment in a non-judgmental way (Kabat-Zinn, & Zinn, 2013) [32]. Mindfulness means paying full attention to each detail of one's experiences and living those experiences from time to time. It is about living in the present moment and appreciating every little thing that comes across. Conscious practice of mindfulness promotes overall well-being, and Yogic practices are one of the ways to achieve it. Similarly, mindfulness-based interventions (MBIs) also help to cultivate mindfulness in a person. It is observed that experiential practice as the content and process of learning becomes a significant and differentiating feature of MBIs (Dryden & Crane, 2017) [33]. The 'Five Facet Mindfulness Questionnaire' can be used to measure the different elements of mindfulness (FFMQ) (Baer, R. A. et al. 2008) [34]. Epidemiological research reveals that those in low-income and poor health are less likely to engage in mindfulness activities than more affluent, wealthy, and healthy individuals (Olano, H. A. et al. 2015) [35]. Mindfulness therapy may follow general criteria like pacing programs that include aerobic exercises. An upper-bound doer of formal mindfulness intervention is likely to be ineffective for those who are new to practices of mindfulness, and higher doers are likely to have larger impacts. The doer's periodicity is also important (with regular daily home practice effects). Finally, participants must learn to employ the skills they have acquired in formal mindfulness training to cope with stressful situations (Creswell, 2017) [36]. On the other hand, the members of formal mindfulness therapies often experience bad feelings like distress, worry, embarrassment, or disorientation (Creswell, 2017) [37].

### **3.3. Stress Level:**

Studies on stress were described in "Stress of Life" as the body's general reaction to demand. which occurs within our bodies when we are knocked out (World Health Organisation, 2023). [38]. There is a relationship between psychoticism and stress because those people with a highly psychotic nature experience high levels of stress (Selye, 1956) [39]. Psychological elements such as feelings of anticipation, anxiety, helplessness, and accountability are connected to stress (Wilson, 2002) [40]. Job

stress is the negative physiological and sensitive reaction that happens when a worker's skills, resources, or needs are incompatible with the demands of the position. The indicators of poor health, both mental and physical depression, anxiety, irregular sleep patterns, etc., can be brought about by job stress. Teachers experience a lot of job stress in their professional and personal lives. Hence, the stressful life of teachers not only affects them negatively but also the productivity of the students and the institution (Berebitsky & Ellis, 2018) [41]. Stress results in biochemical alterations (for example, those in the hormones cortisol, noradrenaline, angiotensin, aldosterone, cholesterol, triglycerides, and immunologic activity), psychophysiological effects (such as an increase in heart rate, blood pressure, and muscle tension), and psychological alterations (worry, sadness, prickliness), and severe and long-lasting health disorders (hypertension, coronary artery disease, ulcers). Workplace stress has been connected to various health and performance levels effects which include diminished efficiency and staff turnover, absenteeism from work, early disability, wounds and accidents, drug addiction, and increasing healthcare prices (Murphy, 1996) [42].

**3.4. Teachers:**

Teachers are the foundation created to mould tomorrow's better people. To be effective, they need to be stress-free. Teachers have several stressors, including workload expectations, unfavourable working conditions, family issues, role conflicts, a lack of autonomy, and more (Hanif & Pervez, 2004) [43]. One of the main reasons why so many teachers leave the profession is stress (Ahedo Gurrutxaga, 2022) [44]. Professional burnout is caused by more than just being overworked and underpaid. It could be the result of extended worry and emotional exhaustion, as well as feeling alienated and unappreciated. The disorder is communicable hurts their job performance and can even cause physical disease (Agi, Enyedi, 2015) [45]. Teachers will mostly experience stress which can cause even burnout. However, it depends upon how they tackle such stressful situations, they can lead a fulfilling professional life. The teaching profession is very significant because teachers are the country's assets, they shape both the children's future and present. They also contribute to a good society by forming good students throughout their lives. Only a teacher understands the type of association in which his/her student lives and the type of association he/she holds (Vedantu, 2024) [46]. Teachers need to be stress-free to be effective. (Nevertheless, teachers do undergo several stressors including workload expectations, unfavourable working conditions, family issues, role conflicts, a lack of autonomy, and so on (Hanif & Pervez, 2004) [47]. One of the main reasons why so many teachers leave their profession is nothing but stress itself) Repetition can be avoided (Daphne, Gomez. 2022) [48]. There is great pressure on them due to the high expectation of academic excellence from the part of the management, parents, and students. The teachers are exposed to some undesirable internal or external environmental elements while fulfilling client expectations, which hinders their everyday performance and causes emotions of weariness and tension. When instructors experience these symptoms, their performance and level of satisfaction decline, which lowers the productivity of educational institutions (Khan, 2012) [49].

**Table 1:** Literature review summary

Sl. No	Area & Focus of the Research	The result of the Research	Reference
1	The study's academics were Palestinian, native Arabic speakers, and Muslims. This research aims to identify the domain of plasticine teachers in diverse circumstances.	The sample of the article consisted of 104 instructors in 16 core groups with 36 key informers like psychologists, counsellors school principals, lawyers, lawmakers, journalists, and religious teachers. The environmental factors that influence teachers' ecological well-being based on human insecurity and the need to enhance their well-being in a political conflict zone are then considered.	Guido, Veronese. (2018). [50]
2	This book demonstrates the enormous power of our subconscious mind.	This book will lead you away from confusion, unhappiness, depression, and failure and onto the royal road to freedom.	Joseph, Murphy. (2021). [51]

3	This article is a qualitative empirical study of education and professional stress among Greek teachers.	This article explores how instructors have to make personalized efforts to decrease stress caused by their student's school performance. As a result, teachers should attempt to create a pleasant atmosphere, mutual trust, and confidence with the student's parents. Teachers should use an active and cooperative teaching strategy. Active listening from authorities is required for a smooth professional life.	Foulidi, X. (2018). [52]
4	This article's findings, which are founded on theoretically and empirically valid predictions about the behavioural bases of human activity, support the implications for well-being.	Here highlight the two evaluation principles that were put forth to guide such normative assessment: the "life domain evaluation principle" and the "welfare dynamics principle." Due to hedonic adaptation and data accessibility limitations, however, there are still considerable challenges in measuring the subjective well-being of innovativeness.	Binder, M. (2013). [53]
5	The Five-Facet Mindfulness Questionnaire (FFMQ), which consists of the five skills of watching, describing with awareness, not judging, and not reacting to inner experience, is highlighted in this study.	Its goal is to assess the construct validity of FFMQ in the sample. The findings indicate that mindfulness and personal well-being are favourably correlated with meditation experiences (PWB).	Baer. (2008). [54]
6	This article discusses how the brain's automatic nerve system can be affected by mindfulness techniques.	According to this study, anyone who has higher levels of mindfulness will have improved well-being. They also have increased adaptability, flexibility, attention, awareness, acceptance, and compassion reactions to stress. This is something that mindfulness practitioners have known for decades.	Greeson, J. M. (2009). [55]
7	The article's specific goal is to explore how MBCT is used with patients who have mood and anxiety disorders	It focuses on how MBCT, which combines mindfulness practices with cognitive behavioural techniques, can effectively reduce symptoms of depression and anxiety. Furthermore, the therapy offers long-term benefits by improving overall mental health and providing patients with skills they can use in daily life.	Sipe, W.E. (2012). [56]
8	Primarily focuses on the concept of happiness and its relation to psychological well-being. It examines the various factors that contribute to happiness and how they relate to mental health,	The paper summarizes that having a high SWB may increase a person's chances of obtaining a high income. The article emphasizes the multifaceted nature of happiness, influenced by cultural, personal, and social factors, and suggests that improving happiness through positive psychology can lead to enhanced overall well-being.	Biswas-Diener, R. (2001). [57]

9	This article examines the subjective health parameters of academic and pedagogical staff at top Russian universities. This study is the outcome of 8 focus groups in which more than 60 university staff members and teachers from federal universities participated.	The study's findings demonstrate that situational pleasant emotions outweigh negative ones among the polled university personnel. The degree of happiness is a little more than the national average for Russians. In addition, when the workload increases and the chances of transferring to part-time employment or job loss rise, contemporary educational changes may hurt university personnel's professional well-being.	Skachkova, L. (2019). [58]
10	In this study, 228 Chinese teachers in-service in Hong Kong were used as a sample, and the hierarchy of strengths was examined.	Teachers with higher degrees of emotional strength, as well as strengths of optimism and zest, were reported to be happier, more optimistic, and less pessimistic.	Chan, D. W. (2009). [59]

#### **4. MATERIALS AND METHODS:**

The primary objective of this investigation is to learn more about how mindfulness reduces stress and increases subjective well-being among teachers who experience higher stress. The primary goal of this experimental study is to ascertain the relationship among the study variables like mindfulness, subjective well-being, and Stress. Higher mindfulness and subjective well-being lower stress among teachers and vice versa. The data were obtained from secondary sources of published literature from multiple scientific publications that were drawn by using various keywords. The study's major goal was to identify stressors and how mindfulness influences instructors' subjective well-being. A sample of 70 teachers was recruited for this investigation. The data was acquired from several sources. The data was gathered from teachers at Kollam's Siddhartha Central Public School. Teachers' stress has been proven to be inversely related to their subjective well-being. For the present experimental research, three scales were used: DASS-21 (Lovibond and Lovibond, 1995), Subjective Well-being (Sell and Nagpal, 1992), and Five-Facet Mindfulness Questionnaire (Baer, Button, Krietemeyer, Sauer & Williams, 2008). It is discovered that there exist negative correlations between variables under examination, therefore these can be used in a large-scale research study with an experimental design.

#### **Null Hypothesis**

There is no association between the role of Mindfulness in reducing Stress and enhancing the Subjective well-being of teachers.

#### **Alternate Hypothesis:**

1. The Control Group of Mindfulness, Stress and SWB will not show any significant difference in pre-test and post-test scores.
2. There will be no significant difference between the Experimental and Control Groups in the Pre-test scores regarding the study variables Mindfulness, Stress and SWB.
3. A Mindfulness Interventional Program (MIP) would significantly reduce the level of Stress and enhance the Mindfulness and SWB of the teachers in the experimental group in Pre-test and, Post-test scores.
4. The higher the level of Mindfulness the higher will be SWB and the lower will be Stress.

#### **5. RESULTS AND DISCUSSION:**

Mindfulness-based programs can enhance the subjective well-being of instructors under stress. According to the findings of the current study, stress, subjective well-being, and mindfulness are negatively correlated. It means, a higher level of mindfulness leads to higher subjective well-being and lowers stress among teachers. When mindfulness practices are introduced to the teachers of the institution, it is found that each one responds to them differently. If we classify them into three groups,

we can say that some had higher changes in their stressful life, while others changed moderately and still others have very minimum changes in their stressful situations. It is found that those who are more open and feel the necessity and awareness of mindfulness acquired great change in their both personal and professional life as stress-free. However, those who had moderate and minimum changes manifested a tendency to further changes if continuous mindfulness practices were implemented in various ways appealing to them.

**Table 2:** Mindfulness Interventional Program (MIP)

Days	Explanation	Duration	Tools
Day- 1	<p><b><u>Baseline Evaluation Before Intervention</u></b> The members of the Experimental Group were asked to complete the three questionnaires before they began the intervention.</p> <p><b><u>Preliminary Session</u></b> <b>Theme:</b> Coming to know each other better and formulating norms &amp; expectations of the group. <b>Purpose:</b> The representatives were encouraged to introduce themselves and communicate their understanding of mindfulness to the group.</p>	45 mints	FFMQ DASS-21 SWBI
Day -2 to 7	<p><b>Session 1</b> <b>Theme:</b> Awareness of living in the present moment. <b>Purpose:</b> to educate the participants on the usefulness of living in the present moment with its thoughts and emotions.</p>	30 mints	Nil
Day- 8-13	<p><b>Session 2</b> <b>Theme:</b> Body awareness, Sound awareness and Breathing awareness. <b>Purpose:</b> Be an observer of the thoughts and emotions to master one’s mind and manage negative emotions.</p>	30 mints	Nil
Day- 14-17	<p><b>Session 3</b> <b>Theme:</b> Gratitude Diary and Mindfulness Meditation. <b>Purpose:</b> To express our gratitude for certain aspects of our existence. Mindfulness meditation develops metacognitive awareness, reduces rumination, and improves attention capacities.</p>	30 Mints	Nil
Day -18-21	<p><b>Session 4</b> <b>Theme:</b> PMR technique <b>Purpose:</b> Develop self-awareness and compassion, take back control of what and whom you allow to influence you and practice being more present with others and oneself</p>	45 mints	Nil



	<p><b>Evaluation of the Intervention</b> The members were instructed to complete the three questionnaires after seven days of the Mindfulness Interventional Programme (MIP) to evaluate whether there were any lasting and significant changes in the teachers due to intervention.</p>	45 mints	FFMQ DASS-21 SWBI
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**RESULTS:**

**Table 3:** Paired t-test for Mindfulness, Stress and SWB for Control Group

Study Variables	Control (N=35)				t (34)	P	Cohen's d
	Pre-test		Post-test				
	M	SD	M	SD			
Mindfulness	38.50	3.33	39.41	3.21	-1.108	0.28 <sup>NS</sup>	0.28
Stress	67.03	4.01	67.51	3.68	-.730	0.47 <sup>NS</sup>	0.13
SWB	42.89	2.06	43.23	2.69	-.589	0.56 <sup>NS</sup>	0.14

NS – p = >.05

A paired samples t-test was administered between the pre and post-tests of Control Groups to discover if there was a statistically significant difference in the total score for Mindfulness, Stress and SWB. The results indicated that there was no significant difference between pre and post-test scores of the total score for Mindfulness, Stress and SWB. Thus, hypothesis 1 is accepted.

**Table 4:** Calculating results for the Control & Experimental Groups at the Pre-test Phase - Mindfulness, Stress and SWB

Study Variables	Pre-test Scores				t (68)	p	Cohen's d
	Control		Experiment				
	M	SD	M	SD			
Mindfulness	38.50	3.33	39.13	2.03	-.954	0.34 <sup>NS</sup>	0.23
Stress	67.03	4.01	65.86	3.40	1.319	0.19 <sup>NS</sup>	0.31
SWB	42.89	2.06	42.03	2.09	1.732	0.09 <sup>NS</sup>	0.41

NS – p = >.05

An independent samples t-test was performed to discover the disparity between the Control and Experimental Groups' pre-test scores concerning the total score for Mindfulness, Stress and SWB. Hypothesis 2 is accepted since there was no statistically significant difference in the pre-test total score of the Control and Experimental groups regarding Mindfulness, Stress and SWB.

**Table 5:** Paired t-Test between Pre and Post Test Scores for DASS – 21 of Experimental Group

Study Variables	Post-test Scores				t (68)	p	Cohen's d
	Control		Experiment				
	M	SD	M	SD			
Mindfulness	39.41	3.21	61.61	2.86	-30.60	.000	7.30
Stress	67.51	3.68	42.14	3.64	28.99	.000	6.93
SWB	43.23	2.69	68.69	3.92	-31.68	.000	7.57

\*\*\*p = <.001

An independent samples t-test was administered to calculate if there was a difference between the Control and Experimental Groups in post-test scores regarding the total score for Mindfulness, Stress and SWB.

The findings concerning the total score for Mindfulness showed that there existed a significant difference between the Control Group (M = 39.41, SD = 3.21) and Experimental Group (M = 61.61,

SD = 2.86) post-test scores  $t(68) = -30.60, p < .000$ . There was a very large effect ( $d = 7.30$ ) 95% CI (-23.61, -21.36).

The results regarding Stress total score indicated that there was a significant difference between the Control Group ( $M = 67.51, SD = 3.68$ ) and Experimental Group ( $M = 42.14, SD = 3.64$ ) in post-test scores  $t(68) = 28.99, p < .000$ , and there was a large effect ( $d = 6.93$ ) 95% CI (22.03, 25.40).

Regarding the result of the total SWB score, it revealed a significant difference between the Experimental Group ( $M = 68.69, SD = 3.92$ ) and the Control Group ( $M = 43.23, SD = 2.69$ ) scores after the post-test  $t(68) = -31.68, p = .000$ , and there was a large effect ( $d = 7.57$ ) 95% CI (-28.09, -25.23). Thus, formulated hypothesis 3 is accepted.

**Table 6:** Pearson Product-Moment Correlation for Mindfulness, Stress and SWB for the Post-Test Scores of Experimental Group

Study Variables	1	2	3
1. Total Mindfulness Score	1		
2. Total Stress Score	-0.282**	1	
3. Total SWB Score	0.521**	-0.268**	1

$p^{**} = <.01$

Karl Pearson's Product-Moment Correlation Coefficient was used to calculate the type and degree of relationship between Mindfulness, Stress and SWB. Table no.6 indicated that Mindfulness positively correlated with SWB at a significant level  $r(35) = 0.521, p < .01$  and Stress negatively correlated with SWB at a significant level  $r(35) = -0.268, p < .01$ . Thus, we can conclude that there is a significant relationship among the research variables Mindfulness, Stress and SWB and the hypothesis is verified. "Neurons that fire together, wire together" and "Neurons that are out of sync, fail to link." – says Donald Hebb. Our actions, both good and bad, over time, shape the course of our life. It could be anything from a habit of worrying, a propensity to compare one's well-being to others, self-critical attitudes, repression, an excessive identification with one's emotional states, breathing patterns, automatic negative thinking, or the opposite of these. Repeated mental attitudes, actions, and behaviours develop into neural traits. By liberating us from neuronal pathways that have been hardwired and making room for new connections, options, and routes, mindfulness is intended to disrupt this pre-programmed system and awaken us from our unconscious auto-pilot state. By breaking long-standing, deeply ingrained patterns in the body-mind that hold one trapped in the past, one can quickly, intensely, and thoroughly feel the freedom, witnessing, silence and calm that is concealed beyond these prison walls.

The present study was an experimental study consisting of 70 teachers at Siddhartha Central Public School, Kollam. The study was designed to find out the relationship among study variables like mindfulness, stress, subjective well-being, and the efficacy of the Mindfulness Interventional Program (MIP) on stress reduction and enhancement of subjective well-being of teachers with stress. Data was collected with the help of three tools namely DASS-21, SWB and FFMQ. The collected information was statistically scrutinized using Karl Pearson's correlation. It is confirmed from the result of the study that the primary perpetrator in depriving the interior peace, joy, self-worth, and well-being of individuals as well as families is often stress which is produced by unpredictable and unavoidable circumstances of daily life (Moksnes, U.K. et al. 2010) [60]. Thus, by constant practice of mindfulness exercises the teaching community can live a stress-free and happy life.

## 6. CONCLUSION:

This study provided evidence that the 4-week Mindfulness Interventional Program (MIP) is a highly effective technique for reducing stress and enhancing the subjective well-being of teachers. The results indicated that by being mindful of one's daily thoughts, feelings, and emotions one can take charge of one's life and reduce the level of apparent stress and in turn increase subjective well-being among teachers. Mindfulness is nothing but a self-care method to make one aware of one's thoughts, feelings, and actions which affect one's inner worth. It is not a created phenomenon but rather one that already HAS! One is born with it, one IS it! Instead of considering one as superior and the other as inferior, mindfulness helps consider each one as unique. This further assists us in envisioning a human family, where individuals are in touch with the core of their being, live according to their inner light, and have tremendous beauty, integrity, blissfulness, and productivity.

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