

Comparing the Effect of Mindfulness-Based Training and Clinical Supervision on EFL Teachers' Resilience

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Original Research Abstract

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Teacher resilience is considered a pivotal teacher-related variable in all educational contexts and resilient teachers may positively influence students' learning outcomes. At the same time, mindfulness-based training (MBT) and clinical supervision (CS) are two rather innovative approaches in education, both of which have emerged from realms other than education and adopt a non-didactic methodology with promising results of both procedures having been reported in the English as a foreign language (EFL) literature. Accordingly, the current study sought to explore the differential impacts of MBT and CS on Iranian EFL teachers' resilience. The participants, selected non-randomly through convenience sampling, comprised 64 teachers teaching at a private language school in Tehran. They were assigned to two equal experimental groups each consisting of 32 participants. Prior to the treatment, the two groups responded to the Teacher Resilience Scale (TRS) as the pretest. Next, one of the experimental groups underwent CS while the second group was exposed to MBT. After the treatment, both groups responded to the TRS again as the posttest. The results of the one-way ANCOVA indicated that CS was significantly more effective in enhancing EFL teachers' resilience compared to MBT. Based on the results, teacher educators and supervisors are encouraged to raise teachers' awareness concerning the benefits of CS and may consider implementing CS as a strategy to enhance EFL teachers' resilience.

Keywords: Clinical supervision; Mindfulness-based training; Professional development; Teacher education; Teacher resilience

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1. Introduction

Teachers may play a cardinal role in any educational system due to their influential role in contributing to

learners' academic development (Granziera et al., 2023; Hoque et al., 2023; Mall-Amiri, 2024). As a result of this pivotal stance of teachers, the notion of teachers' professional development (PD) has received

significant attention from scholars both in mainstream educational settings (Surahman & Wang, 2023) and English language teaching (ELT) contexts (Eshete & Gezahegn, 2023). Teachers' PD can be enhanced through organizing efficient teacher development programs (Zein, 2017). In effect, such education programs perhaps enable teachers to fulfil their duties through providing available tools which facilitate the process (Achmad & Miolo, 2021; Haycock, 1998). To this end, teacher candidates, particularly novice ones, can undergo specific educational programs to acquire the skills and experiences required over time which enables the development of the ability to address the challenges in teacher education (Sparks, 2004). Hence, successful teachers' PD programs might result in teachers' resilience (Jones & Beebe, 2021).

Brunetti (2006) delineates teacher resilience as a features which allows teachers to preserve their commitment to teaching in spite of the recurring hardships. A teacher is conceptualized as a resilient individual when they endeavor to enhance their self-efficacy, self-confidence, and also coping mechanisms to diminish challenging conditions (Castro et al., 2009). The teacher is thus motivated to continuously address the existing challenges and hardships they face during their professional career (Doll & Song, 2023; Larasati & Kuswandono, 2023), resulting in successful adaptation notwithstanding the barriers while preserving their personal wellbeing (Fernandez et al., 2019; Wang et al., 2024).

Teachers may become more resilient if they take part in efficient teacher education programs in order to further their mental and practical expertise. Such PD can possibly be obtained through mindfulness- based training (MBT) (Klatt et al., 2009; Cicek & Gurbuz, 2023; Doyle Fosco et al., 2023). Mindfulness is a concept that has turned into a buzzword among psychologists, psychotherapists, and researchers during recent years (e.g., Agyapong et al., 2023; Li et al., 2023; Sharp & Rhinehart, 2018; Zarate et al., 2019). Mindfulness is thought to be an attentive state and awareness of what is happening in the here and now (Brown & Ryan, 2003); it helps one to recognize that negative emotions may unfurl but not as a permanent element of personality (Walsh et al., 2009). Mindfulness also enables an individual to respond by reflection instead of responding thoughtfully rather than reacting impulsively or negatively (Emanuel et al., 2010).

In addition to the practice of mindfulness, teachers need to be regularly supervised for further PD (Gursoy & Eken, 2019). Similar to MBT, clinical supervision (CS) and "feedback in the supervisory process provide both reflection and quality teaching for language

teachers, particularly novice ones to improve their teaching of language skills" (Achmad & Miolo, 2021, p. 1451). CS is a mode of teacher education to strengthen PD which is regarded as a critical element of teacher education (Rahmany et al., 2014). Conducted by teacher educators, CS is a decisive component of the practicum (Ochieng' Ong'ondo & Borg, 2011) and indeed a procedure designed to assist teachers to create opportunities for learning, thereby enabling educational practioners to distribute pedagogical experiences beyond assessment and inspection (Akcan & Tatar, 2010). This is perhaps one of the most significant means to empower teachers and contribute to their learning in action, to overcome their fear vis-à-vis change, to promote their critical thinking and creativity, and to examine mental biases (Hamilton-Ekeke & Matthew, 2018; Nolan & Hoover, 2008).

Review of Literature

In this section, the theoretical background of the three variables together with a number of relevant empirical studies reported in the literature are discussed.

Clinical Supervision

CS has evolved as a collaborative alternative to traditional evaluative models, emphasizing classroom observation for PD rather than assessment (Acheson & Gall, 2003). Kayaoglu (2012, p. 105) defined CS as "interactive, democratic, teacher-centered, more concrete, objective, and focused," highlighting its participatory nature. This approach prioritizes in-service teachers' PD through structured partnerships between educators and supervisors (Snow et al., 2020). Expanding beyond physical presence, Olibie et al. (2016) characterized CS as cyclical support involving observation, feedback, and collaborative refinement of teaching practices. This model shifts authority dynamics; Bowers and Flinders (1990, p. 200) argued that CS "rejects the supervisor-as-inspector role, instead promoting collaborative problem-solving to democratize professional development".

Several studies (e.g., Herdiawan, 2018; Paba, 2017; Veloo et al., 2013) have so far given credence to different benefits of CS, highlighting its significance in teacher education. By providing teachers with targeted feedback and support, CS can help to improve the quality of instruction and enhance student learning outcomes (Ventista & Brown, 2023). Through CS, teachers can receive feedback on their teaching practices and develop new skills and strategies (Lindahl, 2019; Tang & Chow, 2007) which can

possibly enhance their resilience and confidence. By providing ongoing support and guidance, CS can help EFL teachers to overcome the challenges they face in their profession and remain in the profession for longer (Latham et al., 2015; Tait, 2008).

The results of previous investigations have revealed the significant influence of CS on reducing teacher burnout (Marashi & Bani-Ardalani, 2017), improving PD (Hamilton-Ekeke & Matthew, 2018), boosting teachers' self-efficacy (Karimi et al., 2025), and enhancing teaching perspectives and qualifications (Khaef & Karimnia, 2021). Nolan and Hoover (2008) demonstrated the positive effect of CS in promoting teacher reflection while Holland and Adams (2002) reported the improvement of teachers' PD as a result of the practice of CS. Kholid and Rohmatika (2019) noted the impact of CS on teacher performance.

Mindfulness-Based Training

MBT is defined as the systematic cultivation of moment-to-moment awareness through structured practices such as meditation, breath work, and body scans. To this end, Kabat-Zinn (2003, p. 145) encapsulated mindfulness as "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally". Hawkins (2017) further differentiated mindfulness from forgetfulness, framing it as an active redirection of attention away from past or future preoccupations. Hawkins (2017) noted that formal MBT sessions require setting clear intentions to maintain concentration amid distractions while informal practices incorporate mindfulness into daily routines – such as mindful walking or breathing during commutes – to sustain awareness in real-world contexts (Gotink et al., 2016).

The rationale for MBT in teacher education stems from the profession's chronic stress levels, linked to burnout, attrition, and diminished instructional quality (Cacha, 1981; Lambert & McCarthy, 2006). Accordingly, Howard and Johnson (2004) highlighted the economic and educational costs of replacing burnt-out teachers, underscoring the urgency of sustainable interventions.

Previous studies on MBT have demonstrated the effectiveness of this procedure in teacher education programs. For instance, Rupprecht et al. (2017) found that MBT can be successfully applied in teacher education programs to help teachers enhance their competence in facing the challenging issues in the classroom and improve their performance. Galante et al.'s (2017) results demonstrated that MBT was quite successful in helping the teachers to enhance their mental awareness in the classroom which might

positively affect their practice of teaching in lowering their stress level. Sharp and Rhinehart (2018) investigated the issue of fostering teacher presence through mindfulness and demonstrated the positive impact of "the cultivating awareness and resilience in education (CARE) program" (p. 67). Cicek and Gurbuz (2023) indicated that EFL teachers underwent favorable changes in their pedagogical approach, experienced enhanced ability to manage stress-inducing factors both within and outside the classroom, and noted improved dynamics in student-teacher interactions along with reduced instances of classroom conflict.

Teachers' Resilience

Teacher resilience is variably defined across the literature, reflecting its multidimensional nature. Sammons et al. (2007, p. 964) anchored it in the "ability to withstand challenges" while Masten et al. (1990) stressed adaptive thriving in adverse conditions. Howard and Johnson (2004) associated resilience with coping strategies that counteract burnout, aligning with Higgins' (1994) depiction of resilient educators as pragmatic problem-solvers who focus on solutions rather than setbacks.

Modern definitions integrate contextual dynamics. Clarà (2017) framed resilience as positive adaptation to challenging environments, whereas Gu and Day (2013) emphasized sustaining commitment amid uncertainty. Kärner et al. (2021) introduced a skill-based perspective, identifying flexibility, openness to change, and rapid recovery as core components. Mansfield et al. (2016) challenged static notions, arguing resilience is an evolving outcome shaped by interactions between educators and their ecosystems. These definitions collectively highlight resilience as a personal capacity of an individual and a socially mediated process, essential for navigating inherent complexities (Ainsworth & Oldfield, 2019; Bagdžiūnienė et al., 2022).

Resilience significantly impacts educational quality and teacher sustainability. Studies link it to higher job satisfaction and self-efficacy, with Pretsch et al. (2012) and Kärner et al. (2021) demonstrating correlations between resilience and reduced attrition. Resilient teachers foster stable learning environments through consistent, engaged instruction (Abid et al., 2024; Gu, 2017; Liu & Chu, 2022). Ainsworth and Oldfield (2019) stressed that positive school cultures enhance educators' adaptive capacities and resilience while schools promoting teacher autonomy reported higher resilience levels, as educators feel empowered to innovate (Drew & Sosnowski, 2019).

During the past few decades, ample studies have been reported on teacher education and PD including studies on teacher preparation and education initiatives (Cochran-Smith, 2005; Eshete & Gezahegn, 2023; Li & Mohammed, 2025; Surahman & Wang, 2023; Tamah & Wirjawan, 2022; Ventista & Brown, 2023). Within the realm of teacher education and PD, both CS and MBT have brought about successful outcomes in enhancing teacher performance – as detailed in the previous literature review section. Given the fact that the two interventions necessitate similar backgrounds (i.e., a teacher training setting) while bearing the difference in implementation (CS being carried out by a supervisor while a trainer/facilitator conducts MBT), the juxtaposition of the two may seem rationally applicable. A logical follow-up question is thus regarding which of the aforesaid pedagogical procedures would bring about more measurable improvements in professional outcomes and bear a stronger impact on EFL teachers' resilience. Such an empirical comparison – which is of course missing and thereby a noteworthy gap in the literature – would perhaps enable a more informed decision-making regarding which of the two should be invested upon further in the ELT domain.

Despite the abundant research on teachers' resilience, MBT, and CS, no study to date – to the best knowledge of the researchers – has comparatively explored the effects of MBT and CS on EFL teachers' resilience. To this end, the present study comparatively investigated the effectiveness of MBT and CS on teachers' resilience. Accordingly, the following research question and null hypothesis were formulated:

RQ: Is there any significant differential effect of mindfulness-based training and clinical supervision on EFL teachers' resilience?

H₀: There is no significant difference between the effect of mindfulness-based training and clinical supervision on EFL teachers' resilience.

Method

Participants

The participants comprised 64 EFL teachers teaching at a private language school in Tehran. The participants were selected through convenience sampling and subsequently randomly assigned to two experimental groups, that is, 32 in the MBT (mindfulness-based training) group, including 15 males and 17 females and 32 (16 males and 16 females) in the CS (clinical supervision) group.

It should be noted that the researchers did not have the luxury of controlling certain demographic features among the participant teachers including age, gender,

years of teaching experience, and university degree/major since they were limited to one language school (as noted above) and were obliged to include as many volunteering participants from that school available to them. Details regarding the participating teachers are presented in Table 1. All teachers were asked to sign a consent form prior to actual participation in the research and were assured that their personal information would remain confidential throughout this research.

Instrument

Teacher Resilience Scale (TRS)

The same version of Teacher Resilience Scale (TRS) developed by Shirazizadeh and Abbaszadeh (2023) was administered twice – once as the pretest prior to the intervention and once as the post-test after the intervention. It includes 35 items all of which carry a six-point range of responses, as follows: (1) strongly disagree, (2) disagree, (3) moderately disagree, (4) moderately agree, (5) agree, and (6) strongly agree with 40 minutes required to answer all the items. The range of the score is from 35 to 210. As Shirazizadeh and Abbaszadeh (2023) have reported, the questionnaire possesses acceptable psychometric indices in terms of validity and reliability. The internal consistency of the TRS for the current study was 0.82 which is an adequately acceptable degree of reliability.

The questionnaire was administered in-person to the volunteer teachers by one of researchers.

Table 1. Demographic Information of the Participant Teachers

Category	Subcategory	Frequency
Gender	Female	33
	Male	31
	Below 25	12
Age	25-29	11
	30-34	10
	35-39	10
	40-45	11
	Above 45	10
	Below 5	14
Years of Experience	6-10	11
	11-15	13
	16-20	14
	Above 20	12
	Bachelor's degree	36
Academic Degree	Master's degree	28
	English and related	40
Field of Study	Humanities	13
	Engineering	11

The researcher provided a uniform and concise explanation about the administration asking the participants to respond as accurately as possible. He further noted that no questions from the participants would be answered throughout the administration in order to guarantee maximal uniformity. Also, the researcher ascertained total anonymity of the respondents in the process stating clearly that the results would not be disclosed to anyone and were to be used anonymously for the purpose of academic research. They were also informed that the researcher could tell the result to each participant confidentially through email or phone, should they wish.

Procedure

Once the TRS was administered as the pretest, both CS and MBT interventions were conducted. All the initial volunteer teachers remained in either intervention until the very end; in other words, there was no participant mortality in this study which enjoyed a quasi-experimental, pretest-posttest, comparison group design.

Mindfulness-Based Training

The MBT was conducted cooperatively by two trained and certified mindfulness facilitators who held a master's degree in clinical psychology. They had obtained their certificates from the Cultivation of Thought Center and the Samen Counseling Center under the supervision of the Iranian Psychological and Counseling Organization. The participant teachers were engaged in a nine-week MBT program of one 60-minute session per week prior to teaching the EFL learners selected for this study. There were three introduction sessions and six training-practice sessions. During the initial three sessions, the following mindfulness techniques were introduced to the teachers: breathing meditation (Birtwell et al., 2019; Gotink et al., 2016), walking meditation (Birtwell et al., 2019, Schussler, 2020), eating meditation (Zarate et al., 2019), movement meditation (Birtwell et al., 2019, Schussler, 2020), relational mindfulness exercises (Kabat-Zinn, 2003), music listening meditation (Hawkins, 2017; Zarate et al., 2019), seven plus one activity (Kabat-Zinn, 2003; Neff, 2011), mindfulness of positive feelings (Cicek & Gurbuz, 2023), and strengthening effects of stress (Hindman et al., 2015). In the introduction sessions, the participants were informed about the significance of the MBT techniques.

The separation of presentation and practice sessions within the MBT program was deliberately structured to

increase understanding of mindfulness techniques. It was assumed that, through this procedure, teachers would be able to build an acceptable theoretical base for MBT as a whole in general and each technique's objectives and usefulness in particular before engaging in practice as the initial sessions were focused on thorough explanations. It was also assumed that the separation of presentation and practice sessions would also allow the participants to master the techniques theoretically first and, in turn, provide them a better understanding of the concepts they needed to put into practice later on.

In addition, reflective thinking in relation to practice may enable the participants to be cognitively ready to engage with the materials at hand. This means that introducing the techniques first may help the participants integrate the theoretical discourse with the practical applications of these techniques later on, thus making the participants possibly more invested during practice. Other than that, the sequential learning tasks and principles also support the separation of presentation and practice sessions for the provision of optimal preparation of the participants to engage in practice.

The first introduction session was devoted to the three techniques of breathing meditation, walking meditation, and eating meditation. Regarding the breathing meditation, the teachers were briefed that this technique is a type of mindfulness technique which engages people in directing their attention onto the natural rhythm of breathing and allows them to be present at the moment, relieve stress, and foster their emotions.

Concerning walking meditation, the teachers were informed that walking meditation is a mindfulness technique that involves the awareness of the bodily sensations of walking thereby inviting participants to experience their bodies and -the environment and achieve a peaceful mindset through taking slow, purposeful, and mindful steps. As for eating meditation, the teachers were advised that this approach to food is primarily focused on the experience of eating and all activities related to the act itself enhancing the enjoyment of the taste and texture of food and the process of feeding oneself while cultivating appreciation.

During the second introduction session, the meditation techniques described above were introduced. The teachers were told that movement meditation is the practicing of physical activities such as yoga, where participants engage in the awareness of their bodies and the movement itself. The participants were also made aware of relational mindfulness exercises as a technique developed to enhance their

awareness and connection with other people by encouraging communication, empathy, and listening during people's interactions. As for music listening meditation, the teachers were informed that this is a type of mindfulness technique in which a person listens to music and concentrates on the rhythms, melodies, and feelings in order to achieve relaxation and self-awareness.

During the third introduction session, the three techniques of seven plus one activity, mindfulness of positive feelings, and strengthening effects of stress were introduced to the teachers. The seven plus one activity (Kabat-Zinn, 2013; Neff, 2011) is a mindfulness technique that encourages participants to identify and reflect on seven concepts including (a) non-judging or observing an action as an impartial beholder; (b) patience or giving time for matters to unfold; (c) beginner's mind or undergoing experiences as if they are occurring for the first time; (d) trust or confidence in oneself and regarding intuition as a reliable guide; (e) non-striving or focusing without pursuing an objective; (f) acceptance or celebrating the here and now; and (g) letting go or not being attached to one's convictions and emotions. The teachers were told that they could add another quality on their own to show that they are part of this world by being affectionate to oneself, and embracing imperfection as inevitabilities of everyday life.

The mindfulness of positive feelings means aiming one's thoughts and attention to pleasant emotions and experiences with a view of making them more profound in the life of the individuals while the strengthening effects of stress means a practice of identifying and changing stressors into growth and endurance tools which encourage adaptive behaviour and approach in difficult situations. The remaining six sessions were devoted to the exercise of mindfulness.

The first two practice sessions were devoted to practicing breathing meditation, walking meditation, and eating meditation. For breathing meditation, the participants were invited to find a comfortable sitting position. Following that, they were asked to close their eyes and take a deep breath through the nasal cavity, fill the belly, and exhale slowly through the mouth. They were then asked to continue this pattern for a few breaths. They were encouraged to focus on the sense of inhalation and exhalation. With regard to walking meditation, the participants were instructed on how to walk slowly and mindfully. To do so, they were asked to walk one by one in the room and focus on each step, imagining the ground beneath their feet. They were also asked to coordinate their breath with their movement (e.g., inhale for three steps, exhale for three steps). They were encouraged to notice their

surroundings – sounds, sights, and sensations – while maintaining focus on their steps. As for eating meditation, the session began with a few minutes of mindful breathing with their eyes closed. Then, they were asked to open their eyes and observe the food (prior to the session, some snack items had been in place). The teachers were then encouraged to notice the colors, textures, and shapes without any judgment. They were then asked to pick up the food and hold it in their hands. The participants were then encouraged to feel its texture, weight, and temperature. Next, they were asked to bring the food close to their nose and inhale the aroma. The participants were then invited to take a small bite of the food and chew it slowly, focusing on the taste, texture, and sensations in their mouth. They were also instructed to put down the food between bites and take moments to breathe.

The second two practice sessions were devoted to practicing movement meditation, relational mindfulness exercises, and music listening meditation. As for movement meditation, participants were initially led in gentle stretching exercises to relax the body. Then, they were asked to focus on areas such as the neck, shoulders, and back. They were then asked to begin moving their hands, feet, fingers, or toes slowly and mindfully. They were encouraged to pay attention to their breath and how their body felt during each movement. With regard to relational mindfulness exercises, the chairs were arranged in dyads or triads to facilitate conversation. Then, relational mindfulness was practiced via mindful listening exercise and empathy building exercise. As for mindful listening exercise, the participants were paired and one person was assigned as the speaker and the other as the listener. The speaker shared their thoughts or feelings about a particular challenging situation in teaching for 3-4 minutes while the listener practiced active listening without interruption. Afterwards, the pair swapped roles. As for the empathy building exercise, each participant took turns sharing something they appreciated about their partner. With respect to music listening meditation, the session began with a few moments of mindful breathing to help participants place themselves into the present moment. Then, they were provided with instructions on how to listen mindfully via focusing on different elements of the music (to the extent possible of course and not technically) and noticing any emotions or thoughts that arise during the time they are listening to music without judgment and noticing any emotions or thoughts that arise during the time they are listening to music without judgment. Then, a music track was played in the genre of new age – as recommended in MBT – which often incorporates sounds of nature, electronic

instrumentation, and Eastern musical influences (Toop, 2016). The participants were encouraged to close their eyes and immerse themselves in the music. They were reminded to observe their thoughts and feelings as they listened.

The last two practice sessions were devoted to practicing seven plus one activity, mindfulness of positive feelings, and strengthening effects of stress. As for seven plus one activity, the participants were initially guided in brief mindful breathing exercise. They were then divided into pairs to discuss the main concepts of the seven themes of this activity (discussed earlier) and then they were all brought back together and invited to share their insights from their discussions. The participants were specifically encouraged to reflect on how these concepts can enhance their mindfulness. Then, the participants were led in a guided visualization where they imagined themselves holding onto a heavy object which represented stress or negative thoughts. Finally, they were instructed to visualize releasing this object into a body of water, watching it drift away. With regard to mindfulness of positive feelings, the session began with a brief mindful breathing exercise to center participants' attention. They were asked to focus on their breath and let go of any distractions. Then, they were asked to reflect silently on a positive experience from their lives such as a joyful moment, achievement, or connection with others. The participants were asked to write down their thoughts about this experience.

The participants were subsequently led in a guided meditation where they were asked to visualize their positive experience in detail. They were asked to focus on sensory details such as sights, sounds, smells, and emotions and were guided to immerse themselves fully in the experience and to completely feel the emotions associated with the positive feeling. The strengthening effects of stress was implemented via stress identification exercise, body scan meditation, and coping strategies discussion. The participants were initially asked to reflect on a recent stressful experience. They were encouraged to write down specific stressors they encountered during that stressful situation. Then, they were led in a body scan meditation where participants focused on different areas of their bodies, starting from the toes and moving up to the head while visualizing the stressful situation. Then, they were prompted to notice any sensation, tension, or discomfort and were encouraged to relax as they breathed into each area. Finally, a coping strategies discussion was held in triads where the participants were asked to share the techniques they found helpful.

The MBT was conducted through 60-minute sessions once a week. All sessions were conducted

cooperatively by two certified mindfulness facilitators who held MA degrees in clinical psychology. They had obtained their certificates from the Cultivation of Thought Center and the Samen Counseling Center under the supervision of the Iranian Psychological and Counseling Organization.

Clinical Supervision

The second experimental group of teachers underwent the CS program by the trainer (the same researcher who was a supervisor at the language school at the time of implementing the study) while they were teaching their classes of EFL learners. It has to be noted that the model of CS employed in this study was adopted in its entirety with few minor alterations from Marashi and Bani-Ardalani (2017, pp. 270-272).

At the beginning, the researcher announced the commencement of the CS program and next explained the three steps of pre-observation conference, observation, and post-observation feedback conference of the program. The teachers were briefed about the purpose and procedure of each step of the observation sessions to record every single unpleasant event happening in the class to be analysed and interpreted with the aim of helping the improvement of those classroom traits.

The researcher next created a group on WhatsApp to manage the teachers and their observation schedules. Furthermore, relevant ELT articles, books, teaching tips, short clips on different teaching areas, and helpful strategies were uploaded with no size limitations. The teachers were also asked to share their ideas, teaching experiences, problematic areas in and outside the class, and feelings about the whole process of CS in an anxiety-free ambience. This group made them feel as if they were members of a family where they could share with no fear of being seen or judged.

Based on the arrangements made in the WhatsApp group, the researcher created a timetable according to which eight teachers were observed in the first week. Prior to the observations, the pre-observation conferences were held for each teacher individually. The length of these pre-observation conferences ranged from 20 to 30 minutes. During these pre-observation sessions, an atmosphere of teacher empowerment and support was created. The teachers were the leaders and the supervisor acted as a facilitator and both collaboratively agreed upon the method and what to be observed. The researcher also asked some questions to clarify what the teacher had in mind for the observation session. These questions referred to the type of the data to be recorded such as students' behaviors and movement patterns, methods of recording the data, and

steps to be taken in the following post-observation session.

For a period of 12 weeks, the researcher observed the teachers of the experimental group. Three observations were done for each teacher every four weeks and three feedback sessions were held individually after each observation session in the language school. Based on the timetable, eight teachers were observed during three weeks and nine teachers on the fourth week meaning that by the end of the fourth week, all the teachers were observed once. These observations focused on the factors contributing to stress among the teachers. Again, during the second cycle of the CS program, all the teachers were observed for the second time until the end of the eighth week. The third cycle was also conducted accordingly.

The researcher digitally recorded the voice of the class of the teachers with their consent in order to have a clearer picture to be discussed in post-observation sessions. The teachers were fully aware that some of the information of these recordings would be transcribed but all remained confidential – through a coding process – and were used only for the purpose of analyzing the working environment. During the observation, the researcher also took some notes of the areas to be discussed in the post-observation conference.

Following each observation session, the researcher analyzed the data collected and developed a plan to be discussed in the post-observation conference. The researcher highlighted the most important concerns to be addressed in the following conference through preparing the following questions:

Q1-How do you feel about your working environment? Does it affect your working life?

Q2-What kinds of situations do you find particularly emotionally demanding in teaching and in what ways?

Q3-Can you give an example of a difficult interaction with a student or other teachers?

Q4-Have you ever been subjected to verbal abuse by a student, parent, or other teachers?

Q5-Is there anything outside the working environment that affects your working life?

Q6-Do you feel burdened by preparing for classes?

Q7-Have you experienced any physical symptoms that might relate to your daily working life such as tiredness?

During the post-conference sessions, the researcher and the teacher critically examined and discussed the problems related to the students (mentioned earlier) to determine an approach which could reduce their effect. The length of these sessions ranged from 45 to 60 minutes.

In these post-conference sessions, teachers' needs were addressed through a mutual understanding of the

problems and the reflection process. All the teachers were observed three times in the duration of 12 weeks and three post-observation conferences were held for each. Once the two treatments of CS and MBT were completed for both group of teachers, they all sat for the TRS, this time as the posttest.

A point worth further explanation about the two interventions is the difference in their duration: nine weeks for the MBT group and 12 weeks for the CS group. While this difference may appear as a significant intervening variable at the outset, it has to be noted that this discrepancy is essentially an inherent aspect of the two treatments. That is to say that any statistical difference between the groups undergoing MBT and CS in actual practice may be attributed to the collection of different factors involved in the two such as the mode of teacher/trainer and teacher/supervisor interaction, peer interaction, setting, activities, etc. and of course the different duration. Hence, one could argue that the latter is not an intervening variable but one of the foundational elements defining each intervention.

Results

Teachers' Resilience Scale – Pretest

Table 2 displays the descriptive statistics of the TRS as the pretest for the 64 participants. As noted earlier, two teachers were outliers and thus removed from the original 66 teachers.

The mean and the standard deviation of the MBT group (Table 2) were 58.03 and 5.84, respectively, while those of the CS group became 61.53 and 5.76, respectively. Both groups' skewness ratios fell within ± 1.96 ($-0.110 / 0.414 = -0.266$ and $0.102 / 0.414 = 0.247$) and the reliability of the scores of the MBT and CS groups were 0.88 and 0.86, respectively (Cronbach's alpha).

Teachers' Resilience Scale – Posttest

Following the termination of the treatment for both groups, the TRS was once again administered – this time as the posttest – with details of the descriptive statistics of the administration presented in Table 3.

The mean and the standard deviation of the MBT group (Table 3) were 82.16 and 5.62, respectively, while those of the CS group stood at 83.44 and 5.75, respectively. Furthermore, the skewness ratios of both groups fell within the acceptable range ($-0.392 / 0.414 = -0.947$ and $0.144 / 0.414 = 0.348$). In addition, the reliability of the scores in this administration regarding the MBT and CS groups were 0.90 and 0.85, respectively (using Cronbach's alpha).

Testing the Null Hypothesis

To test the null hypothesis, an analysis of covariance (ANCOVA) was run on the scores of both groups of teachers on the TRS pre- and posttest. First, the assumptions for running this parametric test were checked. To begin with, all sets of scores enjoyed normality (Tables 2 & 3). Secondly, the Levene's test was run (Table 4). As shown in Table 4, the variances are not significantly different ($F_{(1,62)} = 24.179$, $p = 0.124 > 0.05$). Since one covariate is being investigated (TRS pretest), the third assumption of the correlation among covariates does not apply in this case. As for linearity, Figure 1 demonstrates that the general distribution of the scores is very much linear.

Finally, Table 5 shows that the interaction (i.e. Group * TRS Pretest) is 0.141 which is larger than 0.05 thus indicating that the assumption of homogeneity of regression slopes has not been violated in this set of

scores.

Hence, running an ANCOVA was legitimized, the results of which are illustrated in Table 6.

As indicated in Table 6, the TRS pretest scores (the covariate in the model) are significant ($F = 1161.298$, $p = 0.0001 < 0.05$) thus demonstrating that prior to the treatment, there was a significant difference between the two groups in terms of their resilience. Furthermore, there is a significant relationship between the covariate (the TRS pretest) and the dependent variable (the TRS posttest) while controlling for the independent variable, $F = 37.949$, $p = 0.0001 < 0.05$. To this end, the null hypothesis of the study which stated that there is no significant difference between the impact of MBT and CS for EFL teachers on their resilience was rejected with those in the CS group who gained a higher mean (Table 3) bearing a significantly higher degree of resilience than those in the MBT group. Furthermore, the effect size was 0.951 which is a strong effect size (Larson-Hall, 2010).

Table 2. Descriptive Statistics of the Participants' Scores on the TRS Pretest

	N	Minimum	Maximum	Mean	SD	Skewness
MBT group	32	47	69	58.03	5.845	-.110 .414
CS group	32	51	72	61.53	5.758	.102 .414

Table 3. Descriptive Statistics of the Participants' Scores on the TRS Posttest

	N	Minimum	Maximum	Mean	SD	Skewness
MBT teachers	32	69	92	82.16	5.623	-.392 .414
CS teachers	32	73	94	83.44	5.753	.144 .414

Table 4. Levene's Test of Equality of Error Variances

<i>F</i>	df1	df2	Sig.
24.179	1	62	.124

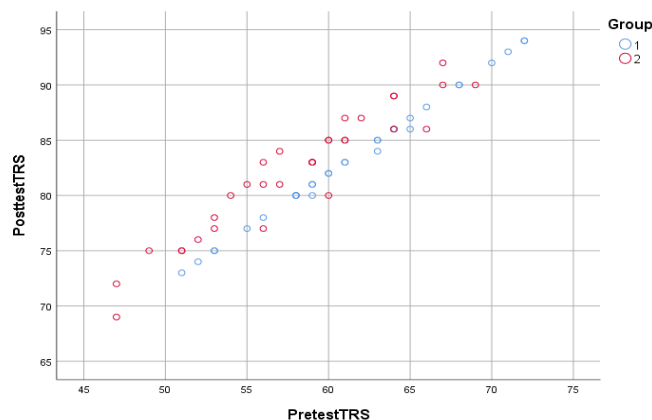


Figure 1. Scatterplot of the Linearity of the Participants' Scores on the TRS Pretest and Posttest

Table 5. Tests of Between-Subjects Effects (1)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1935.816 ^a	3	645.272	401.027	.000	.952
Intercept	377.241	1	377.241	234.450	.000	.796
Group	7.103	1	7.103	4.414	.040	.069
Pretest	1908.009	1	1908.009	1185.800	.000	.952
Group * TRS pretest	3.573	1	3.573	2.221	.141	.036
Error	96.543	60	1.609			
Total	440773.000	64				
Corrected Total	2032.359	63				

Table 6. Tests of Between-Subjects Effects (2)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1932.243 ^a	2	966.122	588.651	.000	.951
Intercept	381.205	1	381.205	232.266	.000	.792
TRS Pretest	1905.978	1	1905.978	1161.298	.000	.950
Group	62.283	1	62.283	37.949	.000	.384
Error	100.116	61	1.641			
Total	440773.000	64				
Corrected Total	2032.359	63				

^a. R Squared = .951 (Adjusted R Squared = .949)

Discussion

The results of the present study demonstrated that CS was significantly more effective on enhancing EFL teachers' resilience compared to MBT. The researchers were not able to locate any empirical investigations or conceptual reviews comparing the effects of CS and MBT on teachers' resilience; hence, no robust comparisons can be made for the results of the present study with any extant ones in the literature. Nonetheless, there are studies which show that PD can positively influence teachers' resilience. As supervision in general and CS in particular can be considered embedded themes in the conceptualization of PD, the results of previous investigations revealing the effect of PD on teachers' resilience are used here as evidence for corroborating the findings of the current study.

As a first such example, [Larasati and Kuswandono \(2023\)](#) came to the conclusion that teacher PD programs are considered to be a considerable contributing factor to teacher resilience as they offer the educators the necessary skills, knowledge, and understanding required to effectively address teaching challenges. Similarly, [Bagdžiūnienė et al. \(2022\)](#) examined how job resources and supportive

leadership were related to teacher resilience with the results showing that the aforesaid two constructs such as feedback, autonomy, development opportunities, and social support, were associated with increased teacher resilience.

Likewise, [Tamah and Wirjawan's \(2022\)](#) finding revealed associations between a PD program encompassing teachers' assessment practice and their resilience while [Fernandes et al. \(2019\)](#) examined the effects of a PD program on resilience and wellbeing; Their results showed the positive impact of the professional learning program on both resilience and wellbeing.

The outcome of the present study concerning the higher effectiveness of CS as compared with MBT on teachers' resilience may be justified based on the attributes inherent in the conceptualizations of CS. In the context of EFL teaching, resilience can be seen as an essential quality that enables teachers to succumb the challenges they encounter in their profession as reported by various researchers (e.g., [Bavli & Kortel, 2023](#); [Chen & Chi-Kin Lee, 2022](#); [Liu & Chu, 2022](#)).

Further reasons can be provided why CS had a greater impact on resilience compared to MBT. Firstly, CS offers personalized support and feedback tailored to the individual teacher's needs, allowing for targeted

interventions to address specific challenges (Hawkins & McMahon, 2020). This personalized approach may lead to more significant improvements in resilience compared to a more generalized mindfulness program. Secondly, CS provides opportunities for reflective practice and collaborative problem-solving, which are essential components of building resilience (Ayoobiyan & Rashidi, 2021). Through regular discussions with a supervisor, teachers may obtain insights into their strengths and domains for growth, leading to enhanced self-awareness and adaptive coping strategies. In contrast, MBT may not offer the same level of interactive feedback and support for teachers to develop their resilience skills.

Furthermore, CS fosters a supportive and trusting relationship between the supervisor and the teacher, establishing a safe environment for open communication and vulnerability (Acheson & Gall, 2003). This supportive environment can probably facilitate deeper self-exploration and growth, ultimately contributing to increased resilience in teachers facing challenges in their professional roles. In contrast, MBT may lack the interpersonal dynamics and relational aspects that are crucial for building resilience through social support and connectedness. Moreover, CS emphasizes ongoing PD and skill-building, which are essential for enhancing resilience in the long term (Bello & Olaer, 2020; Bencherab & Al Maskari, 2020). By focusing on improving teaching practices and addressing specific challenges in the classroom, CS equips teachers with practical tools and strategies to navigate stressful situations and build resilience over time. In comparison, MBT may not always provide concrete skills or strategies tailored to the demands of the teaching profession.

Lastly, the structured nature of CS sessions may encourage regular monitoring of progress and goal setting, thus promoting accountability and motivation for teachers to work on enhancing their resilience (Bernard & Goodyear, 1998). The systematic approach of CS could help ensure that teachers receive consistent support and guidance in developing their resilience skills, thereby leading to more sustained improvements compared to the potentially less structured nature of MBT programs. In conclusion, while both CS and MBT have the potential to enhance EFL teachers' resilience, the findings of the current study suggest that CS may be more effective in achieving this goal. The personalized support, reflective practice opportunities, supportive relationships, skill-building focus, and structured nature of CS contribute to its significant impact on teacher resilience.

Conclusion

The results of the present study, which demonstrated that CS was significantly more effective on enhancing EFL teachers' resilience compared to MBT, may shed light on the importance of CS in ELT. As teachers develop resilience through CS, they become perhaps better equipped to handle classroom challenges, leading to improved pedagogical practices. Based on the results, teacher educators and supervisors are encouraged to raise teachers' awareness concerning the benefits of CS and implement this mode of supervision should they intend to enhance EFL teachers' resilience. It is also essential for policymakers, educational institutions, and supervisors to recognize the distinct benefits of CS. To this end, policymakers may wish to advocate for the inclusion of CS within PD programs for EFL teachers both within pre- and in-service teacher education.

Such an inclusion can be achieved by allocating resources and support for training initiatives that comprise CS strategies thereby further ensuring that teachers have access to a well-rounded professional growth and development experience. Educational institutions also play a critical role in implementing the CS training approach effectively. It is thus recommended that schools foster an environment that encourages collaboration among teachers through structured CS practices, which provide constructive feedback and promote adaptability.

Like all studies, this research was conducted under certain limitations. To begin with, the sample of teachers participating in this study comprised only a group teaching at one private language school in Tehran; future research can thus include different sociodemographic cohorts of EFL teachers to check whether the same conclusion would apply or not. Moreover, conducting such studies over a longer period may enable one to measure the persistent outcomes of such interventions on teachers' resilience. Teachers' years of experience and personality styles were not controlled in this study. Further research may take into consideration these factors.

This study viewed CS and MBT as a whole and assessed and reported the results accordingly. Investigating which particular mindfulness or CS techniques are perhaps the most effective for promoting teacher resilience may prove useful for educational practitioner programs. Finally, examining the effect of peer mindfulness practices among teachers on their resilience and may provide further helpful information.

Authors Contribution

All authors have contributed equally to prepare the paper.

Availability of data and materials

The data that support the findings of this study are available from the corresponding author, upon reasonable request.

Conflict of interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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