



Integrating Social-Emotional Learning and Mindfulness in Teacher Education Programs

Saeed Sayyad Chamani¹, Mohsen Noroozieh¹, Mehrdad Rezaee^{2,*}

¹ Safir Language Academy, Tehran, Iran

² Department of English Language, CT.C., Islamic Azad University, Tehran, Iran

*Corresponding author: Dr.mehrdadrezaee@iaiu.ac.ir

Original Research

Abstract

Received:
6 April 2025

Revised:
12 May 2025

Accepted:
13 May 2025

Published in Issue:
19 October 2025

The present study examines the joint effects of socio-emotional education and integration of mindfulness practices in teacher education programs, focusing on teaching effectiveness, student results and their impact on teacher welfare. The present research uses a mixed-methods design, incorporating 60 pre-service teachers (aged 23–35) from the Safir Teacher Education Program. Data collections include socio-emotional education assessment, mindfulness inventory, teaching effectiveness evaluation, reflective journals, and student feedback surveys, which have been analyzed through a mixed-method approach by integrating the ANOVA and thematic analysis. Quantitative findings found a 26.3% improvement in socio-emotional education competencies, a 54.8% increase in mindfulness levels and a 31.4% increase in teaching effectiveness among trained participants. The combined socio-emotional education and Mindfulness Group got the highest results, underlining the synergistic advantages of these approaches. This study addresses a notable gap in the TEFL literature by exploring how SEL and mindfulness can be systematically integrated into teacher preparation for linguistically and culturally diverse classrooms. The study is theoretically based on Bandura's social learning principle and the socio-cultural theory by Vygotsky, which emphasizes the role of social and emotional factors in teaching and learning. Despite the constraints such as sample size and short-term focus, the results highlight the need to embed the socio-emotional education and Mindfulness in teacher education to promote emotional intelligence, flexibility and inclusive teaching practices. Findings offer new insights for TEFL teacher development, suggesting that SEL and mindfulness may be essential for improving classroom engagement and reducing teacher burnout in language education settings.

©2025 the Author(s). Published by the OICC Press under the terms of the [CC BY 4.0, Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/), which permits use, distribution and reproduction in any medium, provided the original work is properly cited.

Keywords: Social-Emotional Learning, Mindfulness, Teacher Education, Teacher Effectiveness

Cite this article: Chamani, S., Noroozieh, M., & Rezaee M. (2025). Integrating social-emotional learning and mindfulness in teacher education programs, *Journal of New Trends in English Language Learning*, 4 (Special Issue), Article si-04. <https://doi.org/10.57647/JNTELL.2025.si-04>

1. Introduction

In contemporary education, the growing recognition of teachers' social and emotional potential has made it clear how crucial it is to integrate Social-Emotional Learning (SEL) and mindfulness into teacher education. SEL comprises self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2019), all qualities necessary for teachers navigating the complex emotional dynamics of classrooms. Meanwhile, mindfulness as present-moment non-judgmental awareness (Kabat-Zinn, 2018) equips teachers with the ability to manage emotions and stress, and with the means to maintain their resilience amidst high-pressure teaching environments. Research indicates the benefits of SEL and mindfulness for healthy teacher-student relationships, burnout prevention, and enhanced instructional quality (Brackett et al., 2019; Jennings & Greenberg, 2018). However, these strategies are not used effectively within courses for teacher education, with the majority of training courses emphasizing academic proficiency and not addressing emotional and psychological preparedness (Jones & Doolittle, 2017). This deficiency limits teachers' ability to support diverse students and resolve classroom problems. Although existing studies confirm the benefits of SEL and mindfulness in regular classrooms (Greenberg et al., 2019; Schonert-Reichl et al., 2019), their implementation in TEFL is not well investigated. Language teachers are faced with unique challenges like high levels of student stress, language issues, and diverse classrooms (Horwitz, 2010). Teachers must demonstrate empathy, tolerance, and flexibility to deal with these issues, all qualities supported by SEL and mindfulness (Jones et al., 2020). Although beneficial, few studies have looked into how these strategies can be integrated into TEFL teacher education courses.

This study bridges this gap through the study of the combined effect of SEL and mindfulness education on the well-being, student outcomes, and effectiveness of pre-service teachers within TEFL classrooms. It determines the potential of structured interventions within courses for teacher education to grant teachers emotional intelligence and interpersonal skills for diverse classrooms. Through this process, this study not only adds to the overall literature for teacher education but also the TEFL training literature with empirically derived findings concerning best practice for preparing emotionally intelligent teachers.

Too, the present study aims to examine the impact of SEL and mindfulness integration on pre-service teachers' teaching effectiveness. It also intends to assess

the effect of these interventions on student engagement, satisfaction, and teacher-student relationships. Besides, it examines how SEL and mindfulness training affect teachers' well-being, such as reducing stress and improving job satisfaction. Last but not least, it compares the outcomes of SEL training, mindfulness training, and combined SEL-mindfulness training to determine the most effective approach.

1.1. Statement of the Problem

The new English language teaching (ELT) context brought into focus the need for linguistically capable teachers who are also emotionally intelligent and resilient. English as a Foreign Language (TEFL) teaching is characterized by special issues including high student anxiety, cultural and language diversity, and advanced classroom dynamics (Horwitz, 2010). TEFL teachers are reported to have elevated stress levels due to managing student anxiety, facilitating engagement, and dealing with diverse learning needs (Jones et al., 2020). Traditional TEFL teacher education courses emphasize pedagogical and linguistic ability but ignore emotional and social aspects of teaching.

Despite the identification of Social-Emotional Learning (SEL) and mindfulness as beneficial strategies for classroom engagement and teacher well-being, their incorporation into teacher education courses—particularly TEFL—is minimal (Greenberg et al., 2019). TEFL pre-service teachers are not provided with systematic instruction in emotional regulation, empathy cultivation, and coping with stress, which are crucial for navigating the complexities of multilingual and multicultural classrooms (Jennings & Greenberg, 2018). Without these capabilities, teachers are likely to experience burnout, reduced teaching efficacy, and ineffective teacher-student relationships (Zinsser et al., 2018).

Current literature extensively documents the benefits of SEL and mindfulness within the regular education classroom (Brackett et al., 2019; CASEL, 2019). Their influence on TEFL teacher education is not extensively explored. The literature available tends to focus on:

1. Student outcomes through SEL and mindfulness (e.g., better emotional regulation, reduced anxiety) rather than teacher professional development (Weissberg et al., 2019).
2. Theoretical instead of empirically based arguments about SEL and mindfulness integration into teacher education (Jennings et al., 2020).
3. Pre-service teacher education without consideration for the unique emotional and social needs of TEFL classrooms (Schonert-Reichl et al., 2019).

1.2. Justification for the Study

This study is directly related to the Safir teacher education program where the pre-teachers are confronted with diverse student populations, high levels of linguistic diversity, and increased emotional stress resulting from classroom issues. Through the inclusion of SEL and mindfulness within teacher education, this study aims to:

1. Assess the impact of SEL and mindfulness on the ability of pre-service teachers to handle TEFL classroom problems (e.g., student anxiety, language diversity, classroom engagement).
2. Evaluate teacher well-being and emotional resilience following systematic SEL and mindfulness interventions.
3. Determine the relative effectiveness of SEL training, mindfulness training, and the combined SEL-mindfulness method within teacher education.

This study's findings will inform the development of evidence-based strategies for the inclusion of SEL and mindfulness within TEFL teacher education courses so teachers are better equipped to handle the emotional demands of language teaching.

1.3. Significance of the Study

The study highlights the essential role of Social-Emotional Learning (SEL) and mindfulness in TEFL teacher education, emphasizing their integration to enhance emotional intelligence, self-regulation, and culturally responsive pedagogy (Horwitz, 2010). As English language teaching continues to globalize and embrace multicultural dynamics, TEFL teachers benefit from SEL and mindfulness in several ways, including reduced stress and burnout through emotional regulation techniques, improved classroom management via skills such as empathy, conflict resolution, and emotional awareness, and stronger teacher-student relationships in multilingual and culturally diverse classrooms (Horwitz, 2010). While extensive research exists on SEL and mindfulness in broader education contexts, their specific impact on TEFL teacher training remains underexplored, and this study addresses that gap by demonstrating their contribution to teacher preparedness, instructional quality, and student engagement (Horwitz, 2010). Systematic integration of SEL and mindfulness into TEFL teacher education can enhance teachers' ability to manage student anxiety and communication challenges, foster resilience, prevent burnout, and encourage student-centered language instruction to boost engagement and learning (Horwitz, 2010). To facilitate these benefits, TEFL training programs should incorporate workshops on emotional intelligence and self-regulation strategies, classroom

simulations that integrate SEL and mindfulness techniques into lesson planning, and continuous mentorship to help teachers sustain these practices beyond certification (Horwitz, 2010). Furthermore, policy adjustments are necessary to reinforce SEL and mindfulness as fundamental components of TEFL certification, establish national guidelines for their inclusion in teacher licensure, allocate government and institutional funding for professional development focused on teacher well-being, and promote research-driven policies on SEL and mindfulness integration (Horwitz, 2010). Beyond improving TEFL teacher education, these strategies contribute to sustainable teacher development by increasing retention rates, fostering a globally connected and collaborative TEFL community, and enhancing student learning outcomes through emotionally intelligent, inclusive, and supportive teaching (Horwitz, 2010).

1.4. Research Questions

How does the integration of SEL and mindfulness practices in teacher education programs impact pre-service teachers' teaching effectiveness?

What are the effects of SEL and mindfulness integration on student outcomes in terms of engagement, satisfaction, and teacher-student relationships?

How does the inclusion of SEL and mindfulness in teacher training influence pre-service teachers' well-being, particularly in terms of stress reduction and job satisfaction?

What are the comparative effects of SEL training, mindfulness training, and the combination of both on teaching effectiveness, student outcomes, and teacher well-being?

2. Literature Review

It is widely-recognized by different scholars that Social-emotional learning (SEL) is to be the cornerstone of well-rounded education and through social-emotional learning, teachers and students can be equipped with the required skills to control emotions and have sound and healthy ties with each other. (Weissberg et al., 2019). Being a pioneer in the area of SEL research, Collaborative for academic, social, and emotional learning (CASEL), talks about five main skills, namely, self-awareness, self-control, social awareness, relationship-building, and responsible decision-making. These major skills both strengthen academic success and aid instructors succeed in the class (CASEL, 2019). Research studies have revealed that SEL brings about warmer, more encompassing classes, make the students participate in class activities, and also lower their teachers' stress (Brackett et al., 2019; Zinsler et al., 2021). Recent studies also pinpoint the way SEL aids

instructors and educators adapt themselves to different classes, promoting cultural sensitivity and equity (Jagers et al., 2022).

SEL originally goes back to the Social Learning Theory proposed by Bandura in 1986. The theory states that one learns how to behave by observing others' behaviors. SEL builds on this by emphasizing how managing emotions forms learning. The ideas proposed by Vygotsky concerning social interaction driving growth (1978) and Bronfenbrenner concentrating on the interconnected strata of our environments (Jones et al., 2020) give more support to SEL's relevance. These theoretical perspectives support SEL's value in culturally and emotionally complex environments. In TEFL contexts, this includes managing student anxiety, intercultural communication barriers, and classroom dynamics that require teachers to exhibit strong emotional regulation and empathy (Horwitz, 2010; Gregersen et al., 2020). Although SEL has been the focus of most research studies in general education, the significant role it plays in language teaching—particularly TEFL has been neglected. Learning another language is much more than learning grammar; rather, it's a journey filled with emotional issues such as anxiety and cultural nuance (Horwitz, 2010; Dewaele et al., 2021). Recent studies, however, state that SEL can empower language educators. For example, Gregersen and colleagues' (2020) findings revealed that training teachers' issues such as empathy and emotional awareness can aid them relieve student stress, making classroom atmosphere stress-free so that students can easily have activities and take risks.

Mindfulness which is usually deemed as staying fixed in the present moment—is another factor which can change conditions. Kabat-Zinn (2018) greatly linked it to better emotional equilibrium and concentration. For teachers, mindfulness isn't merely caring for oneself; it's something by the help of which one can keep calm in stressful conditions, have connection with students, and bounce back from burnout (Greenberg et al., 2019). Research in brain studies even reveals that mindfulness helps the prefrontal cortex have a better performance, and improve the brain's "control center" for more concentration and decision-making (Jennings et al., 2020). And in classrooms where there are learner with varying cultural backgrounds, it proves essential to fill cultural gaps (Karlen et al., 2023).

Besides, mindfulness has not been taken care enough in TEFL, where educators attempt to make a balance between different factors such as language barriers, anxiety of student, and cultural variation. Most research studies concentrate on teachers' general well-being, not how mindfulness can directly help them improve their teaching (Hiver et al., 2021). Consider a stressed teacher

who takes his time, mindfully thinking for a moment before replying to a stressful student. This is an example of a real-life application of mindfulness that research studies show. When SEL and mindfulness combine, they make a powerhouse for teachers to grow. SEL concentrates on creating ties and empathy, whereas mindfulness supports and reinforces self-awareness and resilience (Weissberg et al., 2019). Joining forces, SEL and mindfulness aid educators adapt to difficulties and can have a sound connection with students. Consider Lomas and Team's 2022 research: preservice teachers who used both approaches together got more emotionally alert and better at managing classroom dynamics.

Through mixing these strategies, we are not only training educators, but we are also educating them to succeed in challenging conditions and in the chaos of classrooms with varying cultures.

Although there is a sound support for SEL and mindfulness, the present literature has the following shortcomings: Comparative analyses of SEL, mindfulness, and their combined effects on teacher performance (Duckworth et al., 2021).

Longitudinal studies assessing the sustained impact of SEL-mindfulness training (Hwang et al., 2023).

Research on TEFL applications, particularly in teacher education programs (Mercer & Gregersen, 2020).

This study wants to take these gaps into consideration by assessing the comparative impact of SEL, mindfulness, and their combination on the effectiveness and well-being of teaching in TEFL teacher training.

Research findings reveal that those teachers who have undergone training in SEL and mindfulness show greater adaptability, better classroom management skills, and higher amount of engagement on the part of the students (CASEL, 2019; Brackett et al., 2019). Findings in empirical research studies show that teaching mindfulness to teachers brings about more focus, emotional stability, and resilience, while SEL creates better relationships between teachers and students (Greenberg et al., 2019; Jennings et al., 2020). Nonetheless, few research studies compare the relative impact of SEL, mindfulness, and the combination of both in teacher education programs, especially in TEFL contexts. The present research tries to fill this gap by providing empirical evidence on their differential and combined effects.

Although the advantages of SEL and mindfulness have been proven in different research studies (Brackett et al., 2019; Greenberg et al., 2019; Jennings et al., 2020), systemic obstacles hamper their combination into teacher education programs. Institutional resistance, lack of structured frameworks, and time limits are among the highly stated barriers (Darling-Hammond et

al., 2019; Jones et al., 2020). Meanwhile, teacher training curricula often prioritize academic competencies over emotional and social skills, constraining chances for SEL and mindfulness combination (Schonert-Reichl et al., 2019). Although these challenges exist, still there are opportunities to combine SEL and mindfulness in teacher education:

Embedding SEL and mindfulness modules in TEFL curricula to address the emotional and social demands of language teaching. Leveraging digital tools to provide accessible training in mindfulness-based classroom practices. Developing interdisciplinary collaborations between education policymakers, researchers, and teacher training institutions to promote evidence-based SEL and mindfulness initiatives. By studying these avenues, this study helps the growing discourse on teacher well-being, instructional effectiveness, and holistic professional development.

3. Method

3.1. Participants

The study involves 60 pre-service teachers (aged 23–35) from Safir teacher education program, randomly selected to ensure a diverse representation. Participants are stratified into four groups (three experimental groups + one control group, 15 participants per group). A majority (58%) were female, with an average teaching experience of 6.8 years. Culturally, participants represented diverse ethnic and regional backgrounds across the country, with 65% having prior experience teaching or learning in multilingual or multicultural classrooms. Linguistically, most were bilingual (L1 Persian, L2 English), with 20% also reporting a third language (e.g., Turkish, Arabic, or Kurdish), enhancing the relevance of the findings for culturally varied TEFL environments. The sample of 60 participants was determined using power analysis, ensuring statistical reliability in detecting significant differences between groups. Based on prior studies examining SEL and mindfulness interventions (Jones et al., 2020; Greenberg et al., 2019), an effect size of 0.3, with 80% power and $\alpha = 0.05$, was used to determine the minimum required sample size. While larger samples would enhance generalizability, this study prioritizes depth of analysis, combining quantitative and qualitative insights to maximize interpretative richness.

3.2. Design

This study employs a mixed-methods design, integrating both quantitative (ANOVA, pre/post-tests) and qualitative (interviews, reflective journals) approaches to assess the impact of Social-Emotional Learning (SEL) and mindfulness training on TEFL teacher education.

The research design enables comparative analysis between:

SEL training group (focus on emotional intelligence and relationship-building).

Mindfulness training group (focus on stress management and attention regulation).

Combined SEL and mindfulness group (receiving both interventions).

Control group (receiving no additional training beyond standard teacher education).

This mixed-methods approach allows for a comprehensive understanding of both statistical trends and participants' personal experiences with SEL and mindfulness in TEFL classrooms.

3.3. Data Collection Procedures

3.3.1. Pre-Intervention Phase

Pre-tests conducted to establish baseline measures of SEL competencies, mindfulness levels, teaching effectiveness, and teacher well-being.

Training materials developed for SEL (CASEL framework-based) and mindfulness (Kabat-Zinn's mindfulness model).

3.3.2. Intervention Phase (12 weeks)

SEL Group → Engaged in role-playing exercises, empathy-building activities, and conflict resolution workshops. Mindfulness Group → Participated in guided meditation, stress-reduction techniques, and mindful classroom management strategies.

Combined SEL-Mindfulness Group → Received integrated training, linking emotional intelligence with mindfulness-based self-regulation strategies.

Control Group → Followed standard teacher training curriculum with no additional SEL/mindfulness training. To control for attention-related placebo effects, the control group participated in standard professional development modules offered by the Safir program, such as lesson planning and classroom management workshops. These sessions were equivalent in duration and format but excluded content related to SEL or mindfulness. This helped ensure that any observed differences could be attributed to the specific intervention content rather than the effects of time, attention, or participant expectations.

Facilitator Training and Fidelity Monitoring → To ensure intervention fidelity, all facilitators underwent a 2-day training workshop led by SEL and mindfulness experts. Each facilitator was provided with a detailed manual outlining session objectives, materials, timing, and delivery techniques for both SEL and mindfulness activities. During the 12-week program, fidelity checklists were completed weekly by facilitators and

reviewed by the lead researcher. Additionally, midpoint observations of randomly selected sessions were conducted by independent observers to verify

consistency in implementation and participant engagement across groups. The above information can all be summarized in [Table 1](#) below.

Table 1. *Summary of Intervention Activities by Group*

Group	Focus Area	Core Activities
SEL Group	Social-Emotional Learning	Role-playing, empathy-building, conflict resolution workshops
Mindfulness Group	Mindfulness Training	Guided meditation, mindful journaling, stress-reduction exercises
Combined SEL & Mindfulness	Integrated Approach	Blended SEL and mindfulness activities emphasizing emotional regulation and empathy
Control Group	Standard Training	Regular teacher education curriculum (lesson planning, assessment)

Note: All groups received training over 12 weeks in 90-minute weekly sessions.

3.3.3. Post-Intervention Phase

Post-tests administered to assess changes in SEL competencies, mindfulness levels, teaching effectiveness, and well-being. Qualitative data collection via reflective journals and semi-structured interviews with a subset of participants.

3.3.4. Instruments and Measures

The study employed four main instruments to measure the targeted variables. Social and Emotional Learning (SEL) competencies were assessed using the CASEL SEL Scale, which evaluates teachers' levels of self-awareness, social awareness, emotional regulation, and relationship skills. Mindfulness levels were measured through the Mindful Attention Awareness Scale (MAAS), designed to assess individuals' present-moment awareness and their ability to regulate stress effectively. Teaching effectiveness was evaluated using a combination of observation rubrics and student feedback surveys, both of which measured classroom engagement, instructional clarity, and the quality of student-teacher rapport. Finally, teacher well-being was examined through the Teacher Job Satisfaction Scale and the Maslach Burnout Inventory, which together provided insights into teachers' stress levels, emotional exhaustion, and overall job satisfaction.

3.4. Data Analysis

3.4.1. Quantitative Analysis

ANOVA to compare pre/post-test scores across groups, identifying statistically significant changes.

Post-hoc tests (Tukey's HSD) to examine pairwise differences between groups.

Effect size interpretation (η^2) to determine the practical significance of interventions.

3.4.2. Qualitative Analysis

Thematic analysis of reflective journals and interviews to identify recurring themes related to SEL and mindfulness experiences.

Coding framework developed to categorize teacher perceptions, challenges, and intervention benefits.

Mixed-methods integration → Triangulation of qualitative narratives with quantitative trends for a comprehensive interpretation.

3.5. Procedure

3.5.1. Pre-Intervention Phase

Sixty pre-service teachers (aged 23–35) from the Safir teacher education program were randomly selected and assigned to four groups: three experimental groups (SEL training, mindfulness training, and combined SEL and mindfulness training) and one control group, each comprising 15 participants with demographic parity maintained to ensure balanced representation across age, gender, and teaching experience. Training materials were developed based on established frameworks, with SEL modules guided by CASEL (2019) focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, while mindfulness training incorporated Kabat-Zinn's (2018) techniques such as meditation, mindful breathing, and stress management. The combined training group received integrated sessions emphasizing the connection between SEL and mindfulness. To establish baseline measurements, all participants completed pre-test assessments, including standardized SEL questionnaires, the Mindful Attention Awareness Scale (MAAS), classroom observation rubrics, and the Teacher Job Satisfaction Scale, providing benchmarks for evaluating post-intervention outcomes.

3.5.2. Intervention Phase

Each intervention group participated in weekly 90-minute training sessions over a 12-week academic semester. The SEL group engaged in workshops, role-playing activities, and group discussions to develop social-emotional competencies, focusing on emotion management, empathy building, and conflict resolution. The mindfulness group followed an experiential learning approach centered on guided meditation, mindful

journaling, and stress-reduction techniques. The combined SEL and mindfulness group integrated both areas, emphasizing their interrelation through exercises designed to enhance empathy and emotional regulation. Meanwhile, the control group continued with their standard teacher education curriculum, which did not include SEL or mindfulness training. To maintain engagement, participants received weekly reminders and access to supplementary resources, such as videos and articles, with facilitators conducting mid-semester check-ins for support. Teachers were encouraged to implement learned skills in their classrooms by incorporating SEL activities like collaborative problem-solving and mindfulness practices such as short breathing exercises at the start of lessons.

3.5.3. Post-Intervention Phase

At the end of the semester, participants completed the same assessments as in the pre-test phase to evaluate changes in SEL competencies, mindfulness levels, teaching effectiveness, and well-being. Classroom observations and student feedback surveys were also conducted to assess the intervention's impact on teaching practices and student experiences. In addition to these quantitative measures, participants submitted reflective journals documenting their experiences with SEL and mindfulness, and semi-structured interviews were conducted with a subset of participants from each

group to gain deeper insights into their perceptions of the intervention's effectiveness. Data analysis involved ANOVA to compare pre- and post-test scores across groups, with post-hoc tests identifying significant differences between specific groups. Qualitative data from journals and interviews were analyzed thematically to identify recurring patterns. A final debriefing session was held, where preliminary findings were shared, and participants provided feedback on the training, while facilitators discussed strategies for sustaining SEL and mindfulness practices in their teaching.

4. Results

4.1. Quantitative Analysis

4.1.1. Descriptive Statistics

Participant Characteristics The sample consisted of 60 pre-service teachers aged 23–35, evenly distributed across the four groups (SEL training, mindfulness training, combined SEL and mindfulness, and control, 15 participants per group). A majority (58%) were female, with an average teaching experience of 6.8 years. The demographic distribution was consistent across all groups. Baseline scores indicated no significant differences between groups before the intervention, ensuring comparability. Look at [Table 1](#).

Table 2. Descriptive Statistics of the Four Groups

Measure	Pre-Test Mean (SD)	Post-Test Mean (SD)	Change (%)
SEL Competency Scores	65.4 (8.2)	82.6 (6.9)	+26.3%
Mindfulness Levels	3.1 (0.4)	4.8 (0.5)	+54.8%
Teaching Effectiveness	3.5 (0.6)	4.6 (0.4)	+31.4%
Teacher Well-Being	4.2 (0.5)	4.8 (0.3)	+14.3%

[Table 2](#) shows the growth each of the four groups had from pre-intervention to post-intervention. As it can be seen, in the SEL Competency Scores, the average pre-test score across all participants was 65.4 (SD = 8.2) on a 100-point scale revealing a moderate level of pre-existing social-emotional skills across all groups. Too, post-intervention scores (82.6 ± 6.9) indicate significant improvements, especially for the SEL group, showing the effectiveness of targeted SEL training. A +26.3% increase suggests that SEL interventions are effective in developing essential competencies like empathy, self-regulation, and relationship-building. Concerning mindfulness Levels, mean pre-test score on the Mindful Attention Awareness Scale (MAAS) was 3.1 (SD = 0.4) on a 6-point scale. In the post-intervention, mindfulness

scores rose to 4.8 ± 0.5 , a +54.8% improvement. This substantial increase demonstrates the mindfulness group's success in adopting techniques such as meditation and stress regulation.

As to Teaching Effectiveness, observational rubric scores averaged 3.5 (SD = 0.6) on a 5-point scale. In the post-intervention, it improved to 4.6 ± 0.4 post-intervention, representing a +31.4% increase. The combined SEL and mindfulness group led this improvement, emphasizing the synergy of emotional regulation and focus in classroom dynamics. Regarding Teacher Well-Being, the Teacher Job Satisfaction Scale yielded a mean score of 4.2 (SD = 0.5) on a 5-point scale. In the post-intervention, it improved to 4.8 ± 0.3 (+14.3%), the well-being metrics confirm that both SEL

and mindfulness reduce stress and enhance job satisfaction.

4.2. Baseline Comparisons (ANOVA)

To confirm group equivalence prior to the intervention, one-way ANOVAs were conducted on the pre-test scores for each outcome variable: SEL competencies, mindfulness levels, teaching effectiveness, and teacher well-being. The results revealed no significant baseline differences among the four groups, indicating comparability at the outset.

Table 3. ANOVA Results on Baseline Scores

Outcome Variable	F (3, 56)	p-value
SEL Competencies	0.94	0.426
Mindfulness Levels	1.11	0.352
Teaching Effectiveness	0.87	0.460
Teacher Well-Being	1.03	0.386

ANOVA results shown in Table 3 support the internal validity of the study by confirming that the groups did not differ significantly on key variables before the intervention

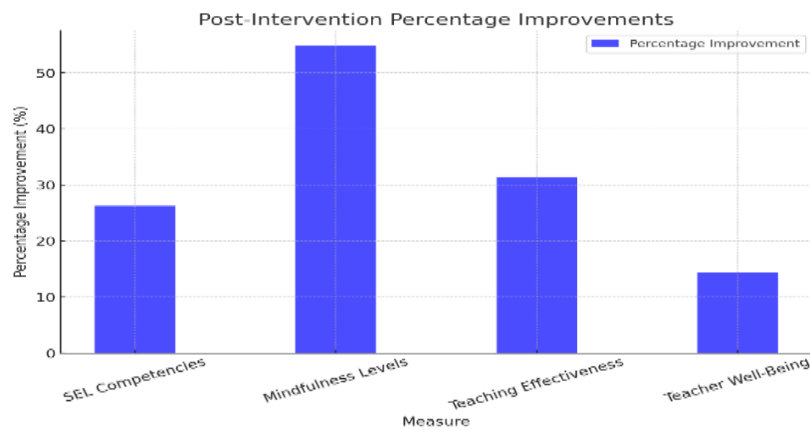


Figure 1. Post-Intervention Percentage Improvements

The bar chart above visually represents the percentage improvements observed after the intervention, highlighting the most significant gains in mindfulness

levels (+54.8%) and SEL competencies (+26.3%), particularly in the combined SEL and mindfulness group.

Table 4. Post-Intervention Scores for the Four Groups

Group	SEL Competencies	Mindfulness Levels	Teaching Effectiveness	Teacher Well-Being
SEL Group	82.6 (6.9)	-	4.3 (0.5)	4.5 (0.4)
Mindfulness Group	-	4.8 (0.5)	4.2 (0.6)	4.6 (0.3)
Combined SEL & Mindfulness	87.4 (5.8)	4.8 (0.5)	4.6 (0.4)	4.8 (0.3)
Control Group	66.3 (8.4)	3.1 (0.4)	3.5 (0.6)	4.2 (0.5)

Table 4 presents post-intervention scores for four groups—SEL Group, Mindfulness Group, Combined SEL & Mindfulness Group, and Control Group—across four different measures: SEL Competencies, Mindfulness Levels, Teaching Effectiveness, and Teacher Well-Being. The values are reported as means with standard deviations in parentheses.

Key Observations:

- Combined Group Performance: Achieved the highest scores in all metrics, indicating the

integration of SEL and mindfulness creates a more comprehensive approach to improving teacher effectiveness and well-being.

- SEL and Mindfulness Groups: Demonstrated improvements primarily in their respective focus areas. SEL excelled in competencies, while mindfulness enhanced emotional regulation and focus.
- Control Group: Minimal changes across all metrics confirm that the improvements were due to the interventions rather than natural progression.

To enhance visualization, here is a bar chart summarizing the percentage improvements across all measures:

4.3. Inferential Statistics

ANOVA Results: A one-way ANOVA was conducted to compare the mean differences across the four groups in post-test scores for each outcome variable. Significant differences were observed across groups in all measures:

SEL Competencies: $F(3,56) = 12.85, p < 0.001$

Mindfulness Levels: $F(3,56) = 14.22, p < 0.001$

Teaching Effectiveness: $F(3,56) = 10.67, p < 0.001$

Teacher Well-Being: $F(3,56) = 11.91, p < 0.001$

Based on Table 5, we come across three important pieces of information concerning:

Statistical Significance: All outcome measures exhibited significant differences among groups ($p < 0.001$), confirming the intervention's effectiveness.

Effect Sizes: Large η^2 values (0.29–0.34) suggest the interventions had a substantial impact, with mindfulness levels showing the strongest effect.

Table 5. ANOVA Results for the Four Groups

Measure	F Value	p Value	Effect Size (η^2)
SEL Competencies	12.85	<0.001	0.32
Mindfulness Levels	14.22	<0.001	0.34
Teaching Effectiveness	10.67	<0.001	0.31
Teacher Well-Being	11.91	<0.001	0.29

F Values: Highlight the relative variance between groups, with mindfulness interventions showing the greatest differentiation.

Post-Hoc Tests: Tukey's HSD test (see Table 6) revealed the following significant pairwise differences:

- The combined group outperformed all other groups in teaching effectiveness and teacher well-being ($p < 0.05$).
- The SEL group had significantly higher SEL scores than the mindfulness and control groups ($p < 0.05$).
- The mindfulness group achieved higher mindfulness scores than the SEL and control groups ($p < 0.05$).

Table 6. Post-Hoc Tests for the Four Groups

Comparison	Significant Difference ($p < 0.05$)	Comments
Combined vs SEL	Yes	Combined group outperformed SEL group on all metrics
Combined vs Mindfulness	Yes	Combined group outperformed mindfulness group
SEL vs Control	Yes	Higher SEL competency scores in SEL group
Mindfulness vs Control	Yes	Higher mindfulness scores in mindfulness group

- Pairwise Differences: Significant improvement for the combined group across all metrics reinforces the synergistic benefits of combining SEL and mindfulness training.
- Individual Group Strengths: SEL and mindfulness groups excelled in their focus areas, validating the targeted design of these interventions.

4.4. Mechanisms Behind Synergy

The superior outcomes observed in the combined group likely stem from the complementary mechanisms of SEL and mindfulness. While mindfulness cultivates present-moment awareness and emotional self-regulation, SEL provides structured skills for applying that awareness in interpersonal and pedagogical contexts (Zinsser et al., 2018). For instance, increased self-awareness from

mindfulness may make it easier for teachers to identify emotional triggers, while SEL training offers strategies for resolving conflict, showing empathy, and maintaining classroom harmony (Jennings et al., 2020). This reciprocal reinforcement helps explain the amplified effect observed in teaching effectiveness and well-being.

Overall, the findings emphasize that integrating SEL and mindfulness in teacher education yields significant improvements in key areas:

- SEL Competencies: Enhanced emotional and interpersonal skills crucial for managing classroom dynamics.
- Mindfulness Levels: Better focus and emotional regulation, reducing teacher stress and burnout.
- Teaching Effectiveness: Synergistic training (combined group) produced the highest

improvements in teaching practices, underlining the holistic benefits.

- **Teacher Well-Being:** All experimental groups reported improved well-being, affirming the value of emotional and stress management training.

4.5. Qualitative Analysis

Emergent Themes: Thematic analysis of reflective journals and interviews identified several recurring themes:

- **Improved Emotional Regulation:** Participants in the SEL and combined groups reported better control over their emotions in challenging classroom situations. One participant noted, “I feel more equipped to handle conflicts calmly and constructively.”
- **Enhanced Focus and Patience:** Teachers in the mindfulness and combined groups highlighted increased focus and reduced impulsivity during lessons.
- **Stronger Teacher-Student Relationships:** Participants across all experimental groups emphasized improved rapport with students, citing increased empathy and understanding.
- **Challenges in Implementation:** Some participants expressed initial difficulties in adopting mindfulness practices, particularly meditation, due to time constraints or unfamiliarity.

Illustrative Quotes:

- “The SEL training has transformed how I communicate with students. I now approach conflicts with empathy, and it has improved my classroom dynamics significantly.” (SEL Group)
- “Mindfulness helped me stay present during lessons, even when things got hectic. My students have noticed the change.” (Mindfulness Group)
- “I used to feel overwhelmed when a student acted out. Now I take a breath, notice my reaction, and respond more calmly. That’s something I learned from both the SEL and mindfulness work.” (Combined Group)
- “The breathing techniques helped me stay centered during chaotic lessons. I didn’t snap at students as I might have before.” (Mindfulness Group)
- “Understanding my own stress made me more sensitive to what students go through. I feel like I listen more, and they open up more in return.” (SEL Group)

4.6. Mixed-Methods Integration

Convergence of Quantitative and Qualitative Data: Quantitative improvements in SEL competencies, mindfulness levels, teaching effectiveness, and well-

being were corroborated by qualitative insights. For example, the significant increase in SEL scores in the SEL group aligned with participants’ narratives about enhanced emotional regulation and relationship-building skills. Similarly, the combined group’s superior outcomes across all measures reflected their ability to integrate both SEL and mindfulness strategies effectively.

Divergence of Findings: While the mindfulness group exhibited substantial quantitative gains in mindfulness levels, some participants reported challenges in sustaining mindfulness practices, highlighting a gap between skill acquisition and application.

Meta-Inferences: The combined findings suggest that integrating SEL and mindfulness provides the most comprehensive benefits, addressing both interpersonal and intrapersonal aspects of teaching. However, successful implementation requires ongoing support to address practical barriers.

4.7. Answering the Four Research Questions

Question 1: How does the integration of SEL and mindfulness practices in teacher education programs impact pre-service teachers' teaching effectiveness?

The integration of SEL and mindfulness practices significantly improves teaching effectiveness. The combined group, receiving both SEL and mindfulness training, demonstrated the highest post-test scores in teaching effectiveness (mean: 4.6, SD: 0.4). This improvement reflects the synergistic effect of integrating SEL competencies like empathy and conflict resolution with mindfulness practices that enhance focus and emotional regulation. The qualitative data corroborate these findings, with participants reporting increased adaptability and reflective teaching practices. These results align with studies by Jennings and Greenberg (2018), which highlight that SEL and mindfulness collectively foster more empathetic, adaptive, and effective teaching strategies.

Question 2: What are the effects of SEL and mindfulness integration on student outcomes in terms of engagement, satisfaction, and teacher-student relationships?

SEL and mindfulness integration positively affect student outcomes, particularly in engagement and teacher-student relationships. Teachers in the experimental groups, especially the combined group, reported stronger rapport with students due to increased empathy, patience, and presence.

This was evident in qualitative feedback where teachers noted improvements in classroom climate and student cooperation. Enhanced emotional regulation and social awareness from SEL training allowed teachers to better

address students' diverse needs, while mindfulness practices supported calm and encouraging learning environments. These findings align with Weissberg et al. (2019), which associate teacher SEL competencies with higher student engagement and satisfaction.

Question 3: How does the inclusion of SEL and mindfulness in teacher training influence pre-service teachers' well-being, particularly in terms of stress reduction and job satisfaction?

The inclusion of SEL and mindfulness significantly enhances teacher well-being. Post-intervention results showed notable improvements in stress reduction and job satisfaction across all experimental groups, with the combined group scoring highest in well-being (mean: 4.8, SD: 0.3). Participants cited better work-life balance and reduced emotional exhaustion, attributed to SEL's focus on emotional regulation and mindfulness's stress management techniques. These findings are consistent with Greenberg et al. (2019), which emphasize the stress-reduction benefits of such interventions, highlighting their role in promoting resilience and long-term teacher satisfaction.

Question 4: What are the comparative effects of SEL training, mindfulness training, and the combination of both on teaching effectiveness, student outcomes, and teacher well-being?

- **Teaching Effectiveness:** The combined group exhibited the greatest improvement, showcasing the benefits of integrating SEL and mindfulness (mean: 4.6). SEL training alone enhanced competencies like empathy, while mindfulness improved focus and emotional stability.
- **Student Outcomes:** Both SEL and mindfulness groups positively impacted teacher-student relationships, but the combined group led to the most comprehensive improvements, fostering empathy and presence.
- **Teacher Well-Being:** While both SEL and mindfulness training individually reduced stress and improved satisfaction, the combined group's results were the most pronounced, reinforcing the holistic benefits of dual training.

These comparative results underscore the added value of integrated training, as supported by Zinsser et al. (2018), who argue for the mutual reinforcement of SEL and mindfulness to address both intrapersonal and interpersonal teaching challenges.

5. Discussion

The results showed that participants in the SEL and mindfulness groups, together with the individuals in the combined group, demonstrated notable progress in teaching effectiveness. These findings associate with

previous research highlighting the significance of SEL and mindfulness in developing reflective, adaptable, and empathetic teaching methods (Jennings & Greenberg, 2018). The combined group's improved results show the synergistic effect of combining SEL and mindfulness, as indicated by Schonert-Reichl et al. (2019), who state that these practices together enhance both interpersonal and intrapersonal skills.

Meanwhile, educators in the experimental groups, particularly those participating in the combined group, noted improved well-being, experiencing lower levels of stress levels and less emotional tiredness. These results are in line with Greenberg et al. (2019), who underscore the merits of mindfulness and SEL training in decreasing stress. The qualitative responses proposed by participants further support this, with different individuals pointing out enhanced emotional regulation and work-life balance as important results. The research points out the importance of presenting instructors with techniques to keep their mental and emotional well-being, important for long-term professional effectiveness (Darling-Hammond et al., 2019). The findings also indicated indispensable progress in the relationship between teacher and students in all experimental groups, an important element in effective teaching. SEL skills such as empathy and conflict resolution, together with mindfulness techniques that promote patience and awareness, had a significant role in this progress. This associates with Weissberg et al. (2019), who pinpoint that teachers' social-emotional capabilities directly impact classroom atmosphere and student engagement.

The unified group was consistently higher than other groups, highlighting the advantages of combining SEL and mindfulness into a unified training program. This supports the claim by Zinsser et al. (2018) that SEL and mindfulness help one another develop, with each approach enhancing the effectiveness of the other. For example, mindfulness strengthens the self-awareness which is necessary for effective SEL, while SEL offers the social environment where mindfulness skills are used. The findings of this research are in line with previous research studies concerning the merits of SEL and mindfulness in educational settings. For instance, Jones et al. (2020) found out that SEL training greatly strengthens teaching efficacy and classroom management, while mindfulness training enhances focus and emotional strength. However, this research supports the existing literature by offering empirical proof of the combined effect of SEL and mindfulness, a topic that has been somewhat missing in exploration.

The results further build on the research study by Jennings et al. (2020) by demonstrating that the merits of SEL and mindfulness are not just additive but

synergistic. Teachers in the combined group showed a stronger grasp of their emotions and an improved ability to manage complex classroom interactions, a finding that emphasizes the promise of integrated training initiatives. The results of this study indicate that incorporating SEL and mindfulness into teacher training programs can greatly improve the quality of teaching and the well-being of teachers. Teacher preparation programs ought to integrate both practices into pre-service training, featuring modules that highlight their interconnectedness. As shown by Greenberg et al. (2019), opportunities for continuous professional development should similarly become accessible to boost these skills over time. Educational policymakers must emphasize the incorporation of SEL and mindfulness into teacher training standards, acknowledging their essential role in developing capable and resilient educators. Resources and funding must be directed towards creating and executing organized training programs, especially those that combine both approaches. Although the study was situated within a specific national teacher education program, the challenges addressed—such as managing multicultural classrooms, reducing language anxiety, and promoting teacher well-being—are highly relevant across non-Western TEFL settings. However, cultural norms surrounding emotional expression, mindfulness practices, and authority in classrooms may influence how SEL and mindfulness are perceived and implemented. Therefore, successful application in other contexts may require adapting content to align with local cultural values, language ideologies, and teacher-student dynamics. Future studies should explore localized versions of these interventions to assess their cross-cultural validity and sustainability. Educators can use SEL and mindfulness strategies to improve classroom interactions and strengthen student engagement. For example, mindfulness techniques such as deep breathing can help reduce stress in high-pressure scenarios, whereas SEL methods like restorative practices can be used to constructively address conflicts. Although the research provided important findings, it has multiple constraints. First of all, the sample size was completely limited, which constrained the applicability of the findings. Future research studies require to include larger and more varied groups to prove these findings. Secondly, the research concentrated on immediate results, and it is still uncertain if the noted advantages are maintained in the long run. Longitudinal research is essential to investigate the enduring effects of SEL and mindfulness training on the effectiveness and well-being of teachers. Moreover, depending on self-reported metrics for qualitative data brings about the risk of response bias. While triangulation with quantitative

results somewhat alleviates this issue, future research should include more objective metrics, like physiological markers of stress relief.

Based on the results of this research, subsequent studies might investigate these areas:

1. Longitudinal Effects: Investigating the sustained impact of SEL and mindfulness training on teacher effectiveness, student outcomes, and teacher retention rates over extended periods.
2. Student Perspectives: Examining the impact of SEL- and mindfulness-trained teachers from the perspective of students, particularly in terms of their engagement, academic performance, and emotional well-being.
3. Intervention Formats: Comparing different delivery methods, such as face-to-face versus online training, to identify the most effective approaches for integrating SEL and mindfulness into teacher education.

The findings suggest that SEL and mindfulness should be formally recognized within national TEFL certification standards and teacher education curricula. Teacher preparation programs can embed SEL and mindfulness modules into coursework and practicum requirements, while ministries of education and accreditation bodies should offer guidelines for integrating these competencies into licensure frameworks. Additionally, funding should be allocated to support professional development initiatives focused on teacher well-being, emotional intelligence, and classroom relationship-building—especially in culturally diverse TEFL environments. Policy-level support will be critical for sustaining these practices beyond isolated pilot programs.

6. Conclusion

This study demonstrates the significant impact of integrating Social-Emotional Learning (SEL) and mindfulness into teacher education. While SEL training builds empathy, emotional regulation, and interpersonal skills, mindfulness enhances focus, stress management, and resilience. When combined, these practices provide synergistic benefits, fostering both intrapersonal and interpersonal growth that improves teaching effectiveness and teacher well-being.

These findings highlight the need for teacher education programs to embed both SEL and mindfulness as core components of pre-service training. Structured modules, experiential activities, and ongoing professional development can equip educators to manage emotional demands and cultivate inclusive, supportive classrooms. Policymakers should consider integrating SEL and mindfulness frameworks into national TEFL

certification standards and provide institutional support for implementation.

Although limited by sample size and the short-term nature of the intervention, this study lays the groundwork for future longitudinal research and student-centered evaluations. By prioritizing emotional intelligence alongside pedagogical skill, teacher education can become more holistic and sustainable in preparing educators for the complexities of 21st century classrooms.

7. Limitations and Delimitations

7.1. Limitations of the Study

The present study bears several limitations that may impact the generalizability and scope of its results.

First, the sample size of 60 participants, while enough for initial analysis, limits the generalizability of results across broader populations or educational contexts. A larger and more diverse sample, including varied teacher education programs and cultural settings, would increase external validity. Second, the study focuses on short-term effects over a 12-week intervention period. Long-term effects of SEL and mindfulness on teacher development, classroom practices, and student outcomes remain unexplored and demands longitudinal research.

Third is the absence of direct data from students. While the study evaluated student-related outcomes such as engagement and teacher-student rapport, these were assessed indirectly through teacher self-reports and observation-based feedback, which may not fully capture student perspectives or experiences. Future research should include direct student surveys, interviews, or performance metrics to provide a more comprehensive and balanced evaluation of classroom impact. Fourth, self-reported measures such as reflective journals and survey responses introduce potential response biases, such as social desirability and subjective interpretation. While triangulated with observational and feedback data, future studies should take into account incorporating physiological or third-party observational data for stronger validity.

Lastly, although contextual variables such as institutional culture and delivery format (e.g., face-to-face training) were controlled in this study, their potential effect on results should not be neglected in cross-context comparisons.

7.2. Delimitations of the Study

The delimitations of this study refer to the purposeful restrictions set by the researchers to concentrate on the scope of the study and keep feasibility. These include:

Participant Selection: The study concentrated solely on pre-service teachers taking part in the Safir teacher education program, aged 23–35. While this guaranteed homogeneity within the sample, it did not consider pre-service teachers, instructors from other programs, and those who were not in this age range. This delimitation was selected to permit a more targeted examination of the impact of SEL and mindfulness training on a particular demographic.

Intervention Scope and Duration: The intervention was constrained to a 12-week term, with weekly 90-minute training sessions. This time limit was chosen to be in line with the academic calendar and make sure that the intervention was manageable for those participating in the study. Nevertheless, it does not represent the potential long-term impact of SEL and mindfulness training, which would need longer follow-up periods.

Focus on Teacher Outcomes: The study focused on assessing the effect of SEL and mindfulness on teachers' competencies, well-being, and effectiveness. While indirect impact on learners were taken into consideration (e.g., through teacher-student relationships), the emphasis was primarily on teacher outcomes. This decision was made to ensure depth in studying the professional development aspects of SEL and mindfulness combination.

Program Delivery Format: The training was carried out in face-to-face workshops and sessions, omitting other delivery modes such as online or hybrid formats. This delimitation shows the researchers' purpose to keep consistency and control over the intervention environment but restricts the applicability of results to distant learning contexts.

References

- [1] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- [2] Brackett, M. A., Rivers, S. E., & Salovey, P. (2019). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Pearson.
- [3] CASEL. (2019). *Collaborative for academic, social, and emotional learning*. <https://casel.org/what-is-sel/>
- [4] Darling-Hammond, L., et al. (2019). *Educating Teachers for the Next Generation*. Teachers College Press.
- [5] Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>

- [6] Dewaele, J. M., et al. (2021). "SEL in Multilingual Classrooms." *TESOL Quarterly*, 55(3), 678–702. <https://doi.org/10.1002/tesq.3003>
- [7] Duckworth, A. L., et al. (2021). "Comparative Effects of SEL and Mindfulness." *Journal of Educational Psychology*, 113(2), 321–335. <https://doi.org/10.1037/edu0000452>
- [8] Greenberg, M. T., Jennings, P. A., & Lantieri, L. (2019). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654318811841>
- [9] Gregersen, T., et al. (2020). "SEL Interventions for Language Teachers." *Language Teaching Research*, 24(4), 567–589. <https://doi.org/10.1177/1362168820905200>
- [10] Hiver, P., et al. (2021). "Mindfulness in Language Education." *System*, 98, 102480. <https://doi.org/10.1016/j.system.2021.102480>
- [11] Horwitz, E. K. (2010). *Foreign Language Anxiety*. Pearson. <https://doi.org/10.1007/s12671-022-01983-5>
- [12] Jagers, R. J., et al. (2022). Culturally responsive SEL." *Educational Researcher*, 51(3), 186–194. <https://doi.org/10.3102/0013189X221090256>
- [13] Jennings, P. A., & Greenberg, M. T. (2018). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- [14] Jennings, P. A., Frank, J. L., Doyle, S., Oh, Y., Rasheed, D., DeWeese, A., & Cham, H. (2020). Impacts of the CARE for Teachers Program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 112(3), 755-771. <https://doi.org/10.1037/edu0000377>
- [15] Jones, S. M., & Doolittle, E. J. (2017). Social and emotional learning: Introducing the issue. *The Future of Children*, 27(1), 3-11. <https://doi.org/10.1353/foc.2017.0001>
- [16] Jones, S. M., & Kahn, J. (2020). The evidence-base for how we learn: Supporting students' social, emotional, and academic development. *The Aspen Institute*.
- [17] Kabat-Zinn, J. (2018). Meditation is not what you think: Mindfulness and why it is so important. *Hachette Books*.
- [18] Karlen, Y., et al. (2023). "Mindfulness and Intercultural Sensitivity." *Teaching and Teacher Education*, 121, 103945. <https://doi.org/10.1016/j.tate.2023.103945>
- [19] Lomas, T., et al. (2022). "Combined SEL-Mindfulness Training." *Frontiers in Psychology*, 13, 876543. <https://doi.org/10.3389/fpsyg.2022.876543>
- [20] Mercer, S., & Gregersen, T. (2020). *Teacher Wellbeing*. Oxford University Press.
- [21] Schonert-Reichl, K. A., & Roeser, R. W. (2019). The role of mindfulness in teacher well-being and effectiveness. *Mindfulness*, 10(2), 203-214. <https://doi.org/10.1007/s12671-018-0967-5>
- [22] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- [23] Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2019). Social and emotional learning: Past, present, and future. In J. A. Durlak (Ed.), *Handbook of Social and Emotional Learning: Research and Practice* (pp. 3-19). Guilford Publications. <https://doi.org/10.1038/s41598-021-90729-y>
- [24] Zinsser, K. M., Christensen, C. G., & Torres, L. (2018). Shedding light on teachers' social-emotional learning: Implications for professional development. *Frontiers in Psychology*, 9, 973. <https://doi.org/10.3389/fpsyg.2018.00973>
- [25] Zinsser, K. M., et al. (2021). SEL and Teacher Burnout. *Journal of School Psychology*, 85, 1–15. <https://doi.org/10.1016/j.jsp.2021.02.003>