
The Correlation Between Teachers' Mindfulness Skills and Their Instructional Proficiency and Job Satisfaction

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Abstract — Amid growing international recognition of mindfulness in education, this pioneering study in the Philippine context examines its tangible effects on teaching effectiveness and career satisfaction among educators in Dipolog City. This study investigated the influence of teachers' mindfulness skills (observing, describing, awareness, and acceptance/allocation) on instructional proficiency and job satisfaction among 1,354 public elementary and secondary teachers in Dipolog City during Academic Year 2024–2025. Using the Kentucky Inventory of Mindfulness Skills (KIMS), a PPST-aligned Instructional Proficiency Scale, and a Job Satisfaction Survey, the research employed quantitative methods, including descriptive statistics and inferential tests (Mann-Whitney U, Kruskal-Wallis, and Spearman Rank-Order Correlation).

Key findings revealed: (1) Most teachers were female, experienced, and held advanced degrees, yet over one-third had no prior mindfulness training; (2) Teachers exhibited high mindfulness skills and "proficient" instructional proficiency, with significant variations tied to education and training attendance—but not sex; (3) Job satisfaction was "highly satisfied," influenced by experience and professional development; (4) While mindfulness correlated with job satisfaction, no significant link emerged with instructional proficiency.

The study concludes that mindfulness enhances well-being but may not directly improve teaching performance. Professional development and equitable workplace policies significantly bolster job satisfaction. Recommendations include: (a) institutionalizing mindfulness programs and continuing education for teachers; (b) policy reforms to expand training access and review compensation; and (c) future mixed-methods or longitudinal research to explore mindfulness's nuanced impacts.

Keywords: Teachers' Mindfulness, Teaching Proficiency, Job Satisfaction, KIMS, PPST, Professional Development

I. INTRODUCTION

Teachers around the world have a crucial role in creating safe learning environments for students, and they need to be able to look after both themselves and their students. Occupational fulfillment and pedagogical involvement are often associated with professions like teaching. The core ideas of mindfulness skill development are included in professional mindsets. As a result, teachers' job satisfaction and instructional proficiency are linked to their mindfulness skills.

According to Ackerman (2017), the concept of mindfulness may be difficult to understand. Developing awareness of the body and mind in the moment at hand is known as mindfulness (Matey, 2024). It is often defined as self-regulating attention to one's experiences (Karmiris & Davies, 2024) and interacting with the present moment without passing judgment (Lister, 2024). The ability to sustain meta-attentive awareness of one's mental contents in the current moment is known as mindfulness, and it is usually developed through meditation (Baer, 2003).

In contrast, mindfulness in the classroom, often known as "contemplative pedagogy," fosters insight, awareness, and focus (Chick, 2010). It promotes self-discovery and mental well-being (Matey, 2024). Therefore, mindfulness can enhance the ability to monitor and recognize thoughts, feelings, and experiences with greater awareness and acceptance. Increased awareness enhances one's understanding of the world and oneself, boosting productivity and job satisfaction (Matey, 2024).

Highly skilled teachers constantly show a strong awareness of work performance in their teaching practice, according to Deped Order No. 42, s. 2017. They exhibit a thorough and sophisticated comprehension of the teaching and learning process. On the other hand, job satisfaction, employee satisfaction, or work satisfaction is a measure of how happy employees are with their positions. It includes both the general level of job satisfaction and specific aspects such as the type of work or the level of supervision (Judge, Zhang & Glerum, 2020). It describes a positive emotional state derived from assessing a person's employment or work-related events. However, there is no scientific evidence linking teachers' mindfulness skills, job satisfaction, and instructional proficiency.

Thus, the purpose of this study was to examine how teachers' mindfulness practices affected their teaching ability and job satisfaction. The researcher contends that being attentive

teachers affects their level of job satisfaction and instructional proficiency. The study claims that teachers can achieve higher levels of instructional proficiency and greater job satisfaction by engaging in mindfulness practices. According to this research, teachers who are allowed to engage in mindfulness exercises can begin a profound process of personal growth and achieve inner tranquility.

Literature Review

Mindfulness reduces stress, improves performance, and facilitates insight by enabling individuals to observe their thoughts (Parsons et al., 2017). When people practice mindfulness regularly, they often find themselves more attuned to others, more present, and more able to offer genuine care and attention, bringing real benefits to health, happiness, work, and relationships (Hasson, 2024; Hettinga, 2022). Baer and colleagues (2006) laid out four distinct skills that together form the practice of mindfulness: observing, which is noticing what arises in each moment; describing, the ability to put words to these experiences; acting with awareness, showing up fully for whatever task is at hand; and accepting without judgment, holding thoughts and feelings gently without the need to criticize or push them away (Ackerman, 2017). In the Philippines, teachers who take up these skills find themselves walking a path of self discovery, learning to quiet the noise, ease the weight of stress, and see their work and their lives with fresh eyes (Knowles Training Institute Philippines, 2024).

Programs designed to teach mindfulness based stress reduction have shown again and again that they can ease the weight of anxiety and depression by teaching people to sit with their thoughts without being pulled under by them (Hanson et al., 2024; Kabat Zinn, 2003). In the workplace, mindfulness training has been linked to greater satisfaction, a clearer sense of balance, and a steady rise in productivity, with one study finding that a six week training program did more to sharpen attention and lift spirits than a half day lecture ever could (Slutsky et al., 2018). Teachers who practice mindfulness carry themselves differently, with less cortisol in their bodies, more empathy in their responses, and greater intentionality in their teaching, and when a teacher is calm and present, students feel it, their own stress levels drop, and learning becomes easier and deeper (Brackett et al., 2010; Li, Cochrane, & Leshed, 2024).

When examining how these skills apply specifically to teachers, research reveals that educators demonstrate strong proficiency in knowing their subject matter, planning their lessons, and managing their classrooms, with proficiency growing slowly and deepening with each passing year in the classroom (Avenido & Buquia, 2024; Gaganao & Odon, 2024; Asirit, Hua, & Mendoza, 2022). Job satisfaction among teachers is shaped by the nature of the work itself, the culture of the organization, and the quality of relationships with coworkers, and in the Philippines, teachers report feeling satisfied when they believe in their leaders, feel supported by their work environment, and receive fair compensation and opportunities to grow (Bona, 2020; Fabella et al., 2022; Montuori et al., 2022). Studies have found that mindfulness programs help teachers feel less stressed and more able to observe their experiences without reacting, and that mindfulness is meaningfully connected to how effective teachers are in the classroom and how satisfied they feel in their work (Carroll, Hepburn, & Bower, 2022; Tampus & Gallardo, 2024; Song, Pan, & Wang, 2021). Yet what has been less explored is the mindfulness that teachers already carry within themselves, the natural untaught skills they bring to their work each day, and in the Division of Dipolog City, there is no clear scientific evidence showing whether a teacher's instructional proficiency or job satisfaction is connected to the mindfulness skills they hold, a gap that makes the present study both necessary and timely.

II. METHODOLOGY

Research Designs

Utilizing the questionnaire protocol, this investigation used survey and correlational designs. The researcher utilized the survey to collect data using a questionnaire. A survey is a research design used to collect data from a predetermined group of respondents to obtain information and insights on various topics (Creswell, 2018). Correlational research is a non-experimental method that measures two variables and analyzes the statistical relationship between them without extraneous variables (Creswell, 2018).

Research Respondents and Sampling

The survey considered one thousand three hundred fifty-four (1,354) public elementary and secondary school teachers in the Division of Dipolog City. A complete enumeration was employed. Thus, this research did not utilize sampling techniques as the full target population participated in as survey respondents.

TABLE 1
SUMMARY OF THE RESPONDENTS OF THE STUDY

Districts	Total	Percent
North	244	18.02
East	482	35.60
West	295	21.79
South	333	24.59
Total	1354	100.00

Research Instrument and Validity

The research used a questionnaire consisting of three parts: the Kentucky Inventory of Mindfulness Skills Scale, the Instructional Proficiency Scale based on the PPST, and the Job Satisfaction Survey. Teachers' mindfulness skills were measured using the "Kentucky Inventory of Mindfulness Skills" by Baer, Smith, and Allen (2004), covering four indicators: observing, describing, acting with awareness, and accepting or allowing. The Teachers' Instructional Proficiency Scale was adopted from the Philippine Professional Standards for Teachers (PPST) with seven domains (DepEd Order No. 42, s. 2017). The Teachers' Job Satisfaction Scale used the "Job Satisfaction Survey" by Spector (1985) with nine facets. Although these instruments already had established reliability from previous research, pilot testing was conducted to ensure fitness for the current context. The Kentucky Inventory of Mindfulness Skills, Instructional Proficiency Scale, and Job Satisfaction Scale obtained Cronbach's Alpha coefficients of 0.84, 0.80, and 0.79, respectively.

Statistical Treatment of the Data

The study employed weighted means to quantify teachers' ratings on mindfulness skills, instructional proficiency, and job satisfaction, while standard deviation was used to determine response homogeneity or heterogeneity, with $SD \leq 3$ interpreted as homogenous and $SD > 3$ as heterogeneous (Aiken & Susane, 2001; Galleto, Refugio, & Torres, 2019). Additionally, ordinal logistic regression (the Proportional Odds Model) was utilized to determine whether teachers' mindfulness skills serve as significant predictors of their instructional proficiency and job satisfaction.

III. RESULTS AND DISCUSSION

Teachers' Mindfulness Skills

TABLE 2
LEVEL OF THE TEACHERS' MINDFULNESS SKILLS

Indicators	Mean	SD	Description
Observing	3.53	0.61	Often True
Describing	3.44	0.56	Often True
Acting with awareness	3.33	0.58	Sometimes True
Accepting or allowing	3.41	0.59	Often True
Overall Mean & SD	3.43	0.53	Often True

Table 2 reveals that teachers in the Division of Dipolog City demonstrate a moderate to high level of mindfulness overall (Mean = 3.43, rated as Often True), with Observing emerging as the strongest skill (Mean = 3.53) and Describing (Mean = 3.44) and Accepting Without Judgment (Mean = 3.41) also scoring well. However, Acting with Awareness recorded the lowest mean (3.33, rated as Sometimes True), suggesting that while teachers excel at noticing and naming their experiences, they may occasionally struggle to remain fully present amid the distractions and multitasking demands of classroom life. This pattern indicates that teachers could benefit from mindfulness-based training such as meditation or focused attention exercises to sharpen their concentration and reduce cognitive overload. These findings closely mirror those of Hidajat et al., (2023), who studied urban teachers and found similarly high Observing scores (Mean = 3.61) and

identified Acting with Awareness as the weakest skill (Mean = 3.29), a pattern they attributed to the cognitive load imposed by administrative tasks.

Teachers’ Instructional Proficiency Based on the Philippine Professional Standards for Teachers (PPST)

TABLE 3
LEVEL OF TEACHERS’ INSTRUCTIONAL PROFICIENCY

Indicators	Mean	SD	Description
Content Knowledge & Pedagogy	2.38	0.90	Proficient
Learning Environment	2.42	0.97	Proficient
Diversity of Learners	2.38	0.96	Proficient
Curriculum & Planning	2.41	1.00	Proficient
Assessment & Reporting	2.42	0.98	Proficient
Community Linkages & Professional Engagement	2.39	0.99	Proficient
Personal Growth & Professional Development	2.52	0.98	Highly Proficient
Overall Mean & SD	2.41	0.90	Proficient

Table 3 shows that teachers in the Division of Dipolog City demonstrate a Proficient level of instructional proficiency across most indicators, with an overall mean of 2.41, though Personal Growth and Professional Development stood out as Highly Proficient. This suggests that while educators possess strong foundational teaching competencies and a particular strength in continuous self improvement, no domain reached the Advanced level, indicating room for further growth through targeted interventions. The findings align with Darling-Hammond et al., (2017) and Hattie (2017), who emphasized that structured professional development and strong content knowledge enhance teacher competency and student achievement. However, contrasting evidence from Andreas (2018) and Pianta et al., (2012) cautions that many education systems struggle with consistent proficiency due to regional disparities, and that self-reported proficiency may not always align with observed classroom practices. These discrepancies highlight the need for validation through mixed method approaches, including classroom observations and student performance metrics, to ensure a complete picture of instructional quality.

Teachers’ Job Satisfaction

**TABLE 4
 LEVEL OF TEACHERS’ JOB SATISFACTION**

Indicators	AWV	SD	Description
Pay	2.62	0.63	Highly Satisfied
Promotion	2.75	0.64	Highly Satisfied
Supervision	2.65	0.62	Highly Satisfied
Fringe Benefits	2.69	0.60	Highly Satisfied
Contingent rewards	2.56	0.58	Highly Satisfied
Operating conditions	2.53	0.61	Highly Satisfied
Coworkers	2.60	0.63	Highly Satisfied
Nature of work	2.79	0.57	Highly Satisfied
Communication	2.44	0.64	Satisfied
Mean & SD	2.63	0.53	Highly Satisfied

Table 4 reveals that teachers in the Division of Dipolog City experience high overall job satisfaction (Mean = 2.63, SD = 0.53), with all indicators such as pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, and nature of work got rated as highly satisfying, though communication scored slightly lower at satisfied (Mean = 2.44), suggesting room for improvement in organizational transparency. Teachers reported the highest satisfaction with the nature of their work (Mean = 2.79), pointing to strong intrinsic motivation and implying that Dipolog City's educational policies and workplace environment effectively support teacher morale, with administrators encouraged to refine communication strategies to further enhance satisfaction. These findings find strong company in a broader study by Canda (2023), which examined teacher satisfaction across Philippine school divisions and revealed remarkably similar results (M = 2.59, SD = 0.51), particularly in nature of work (M = 2.81) and coworker relationships (M = 2.63). Canda identified three contributing factors improved compensation under the Salary Standardization Law, strong professional learning communities, and enhanced school-based management initiatives validating Dipolog City's experience and suggesting that systemic improvements in Philippine education are yielding measurable benefits in teacher satisfaction nationwide, positioning Dipolog City as a potential model for fostering teacher retention and well being through comprehensive job satisfaction initiatives.

Parameter Estimates of the Teachers’ Mindfulness Skills as Predictors of Their Teaching Proficiency

**TABLE 5
 PARAMETER ESTIMATES OF THE TEACHERS’ MINDFULNESS SKILLS AS
 PREDICTORS OF THEIR TEACHING PROFICIENCY**

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Content Knowledge and Pedagogy = 1	-0.91	0.32	7.90	1	0.01	-1.54	-0.91
	Content Knowledge and Pedagogy = 2	1.49	0.32	21.09	1	0.00	0.85	1.49
	Content Knowledge and Pedagogy = 3	2.52	0.33	58.56	1	0.00	1.87	2.52
Location	Observing	-0.24	0.11	4.44	1	0.04	-0.46	-0.24
	Describing	-0.09	0.12	0.56	1	0.46	-0.33	-0.09
	Acting with Awareness	0.72	0.13	33.19	1	0.00	0.48	0.72
	Accepting or Allowing	-0.09	0.11	0.59	1	0.44	-0.31	-0.09
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Learning Environment = 1	-1.13	0.32	12.80	1	0.00	-1.75	-1.13
	Learning Environment = 2	0.80	0.32	6.42	1	0.01	0.18	0.80
	Learning Environment = 3	1.77	0.32	30.87	1	0.00	1.14	1.77
Location	Observing	-0.04	0.11	0.13	1	0.72	-0.26	-0.04
	Describing	-0.25	0.12	4.31	1	0.04	-0.48	-0.25
	Acting with Awareness	0.79	0.12	41.68	1	0.00	0.55	0.79
	Accepting or Allowing	-0.37	0.11	10.90	1	0.00	-0.59	-0.37

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Diversity of Learners = 1	-1.19	0.32	13.99	1	0.00	-1.82	-1.19
	Diversity of Learners = 2	0.90	0.32	8.04	1	0.01	0.28	0.90
	Diversity of Learners = 3	1.81	0.32	31.72	1	0.00	1.18	1.81
	Observing	-0.10	0.11	0.85	1	0.36	-0.32	-0.10
	Describing	-0.05	0.12	0.20	1	0.66	-0.29	-0.05
	Acting with Awareness	0.87	0.12	48.88	1	0.00	0.62	0.87
	Accepting or Allowing	-0.59	0.11	26.90	1	0.00	-0.81	-0.59
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Curriculum and Planning = 1	-1.06	0.32	11.24	1	0.00	-1.68	-1.06
	Curriculum and Planning = 2	0.86	0.32	7.45	1	0.01	0.24	0.86
	Curriculum and Planning = 3	1.68	0.32	27.75	1	0.00	1.05	1.68
Location	Observing	0.02	0.11	0.03	1	0.86	-0.20	0.02
	Describing	-0.23	0.12	3.75	1	0.05	-0.46	-0.23
	Acting with Awareness	0.86	0.12	48.94	1	0.00	0.62	0.86
	Accepting or Allowing	-0.54	0.11	22.84	1	0.00	-0.76	-0.54

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Assessment and Reporting = 1	-1.15	0.32	13.23	1	0.00	-1.78	-1.15
	Assessment and Reporting = 2	0.78	0.32	6.09	1	0.01	0.16	0.78
	Assessment and Reporting = 3	1.60	0.32	25.10	1	0.00	0.97	1.60
Location	Observing	0.01	0.11	0.00	1	0.95	-0.21	0.01
	Describing	-0.22	0.12	3.53	1	0.06	-0.46	-0.22
	Acting with Awareness	0.86	0.12	47.94	1	0.00	0.61	0.86
	Accepting or Allowing	-0.55	0.11	23.56	1	0.00	-0.77	-0.55
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Community Linkages and Professional Engagement = 1	-0.76	0.32	5.61	1	0.02	-1.38	-0.13
	Community Linkages and Professional Engagement = 2	1.43	0.32	19.78	1	0.00	0.80	2.05
	Community Linkages and Professional Engagement = 3	2.35	0.33	52.21	1	0.00	1.71	2.98
Location	Observing	-0.30	0.11	7.02	1	0.01	-0.52	-0.08
	Describing	-0.23	0.12	3.55	1	0.06	-0.46	0.01
	Acting with Awareness	1.07	0.13	72.13	1	0.00	0.82	1.31
	Accepting or Allowing	-0.24	0.11	4.48	1	0.03	-0.46	-0.02

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Personal Growth and Professional Development = 1	-1.18	0.32	14.06	1	0.00	-1.80	-0.57
	Personal Growth and Professional Development = 2	0.70	0.31	4.92	1	0.03	0.08	1.31
	Personal Growth and Professional Development = 3	1.86	0.32	34.21	1	0.00	1.23	2.48
Location	Observing	-0.23	0.11	4.25	1	0.04	-0.45	-0.01
	Describing	-0.25	0.12	4.55	1	0.03	-0.48	-.02
	Acting with Awareness	0.95	0.12	59.18	1	0.00	0.71	1.19
	Accepting or Allowing	-0.27	0.11	5.81	1	0.02	-0.48	-0.05

Table 5 reveals how specific mindfulness skills relate to teaching proficiency across all seven domains of the Philippine Professional Standards for Teachers. The most striking finding is that Acting with Awareness, defined as the ability to engage fully in the present moment rather than slipping into autopilot, stands as a strong and positive predictor of instructional proficiency in every domain, a skill that Baer, et al., (2004) described as essential for effective daily functioning and that Roeser and colleagues (2012) linked to improved focused attention and working memory. Yet the other skills tell a more puzzling story, with Observing predicting lower proficiency in three domains and Accepting without Judgment predicting lower proficiency in six out of seven domains, from Learning Environment to Curriculum and Planning. These findings seem paradoxical until we understand that mindfulness skills do not exist in isolation, as Baer and colleagues (2008) found that observing without the anchor of aware action can be linked to anxiety, and Hwang and colleagues (2017) remind us that mindfulness in teaching must account for the active facilitation of learning where passive acceptance alone is not enough. For the Division of Dipolog, this means designing professional development that presents mindfulness not as separate practices but as an integrated way of being, one that weaves observation, description, and acceptance together with aware and purposeful action.

Parameter Estimates of the Teachers’ Mindfulness Skills as Predictors of Their Job Satisfaction

TABLE 6
PARAMETER ESTIMATES OF THE TEACHERS’ MINDFULNESS SKILLS AS PREDICTORS OF THEIR JOB SATISFACTION

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Pay = 1	-0.47	0.42	1.26	1	0.26	-1.30	0.35
	Pay = 2	3.91	0.35	123.30	1	0.00	3.22	4.60
	Pay = 3	6.41	0.38	280.48	1	0.00	5.66	7.16
Location	Observing	-0.30	0.12	6.11	1	0.01	-0.53	-0.06
	Describing	0.85	0.13	43.57	1	0.00	0.60	1.10
	Acting with Awareness	0.65	0.13	25.00	1	0.00	0.40	0.91
	Accepting or Allowing	0.07	0.12	0.40	1	0.53	-0.16	0.31
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Promotion = 1	0.34	0.41	0.68	1	0.41	-0.46	1.14
	Promotion = 2	4.01	0.36	125.72	1	0.00	3.31	4.71
	Promotion = 3	6.89	0.40	299.85	1	0.00	6.11	7.67
Location	Observing	-0.04	0.12	0.14	1	0.71	-0.28	0.19
	Describing	0.67	0.13	27.12	1	0.00	0.42	0.92
	Acting with Awareness	1.12	0.14	69.05	1	0.00	0.86	1.38
	Accepting or Allowing	-0.28	0.12	5.41	1	0.02	-0.51	-0.04
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Supervision = 1	-0.14	0.42	0.10	1	0.75	-0.96	0.69
	Supervision = 2	4.16	0.35	138.12	1	0.00	3.47	4.85
	Supervision = 3	6.65	0.39	295.76	1	0.00	5.89	7.40
Location	Observing	-0.15	0.12	1.58	1	0.21	-0.38	0.08
	Describing	0.81	0.13	39.97	1	0.00	0.56	1.06
	Acting with Awareness	0.87	0.13	44.44	1	0.00	0.62	1.13
	Accepting or Allowing	-0.14	0.12	1.50	1	0.22	-0.38	0.09

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Fringe Benefits = 1	0.40	0.45	0.80	1	0.37	-0.48	1.29
	Fringe Benefits = 2	4.76	0.37	167.30	1	0.00	4.04	5.48
	Fringe Benefits = 3	7.72	0.41	348.12	1	0.00	6.91	8.53
Location	Observing	-0.27	0.12	4.89	1	0.03	-0.50	-0.03
	Describing	1.26	0.13	87.73	1	0.00	0.99	1.52
	Acting with Awareness	0.59	0.13	19.32	1	0.00	0.32	0.85
	Accepting or Allowing	0.07	0.12	0.30	1	0.59	-0.17	0.30
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Contingent Rewards = 1	-1.17	0.46	6.62	1	0.01	-2.07	-0.28
	Contingent Rewards = 2	3.58	0.35	101.98	1	0.00	2.88	4.27
	Contingent Rewards = 3	6.39	0.39	269.89	1	0.00	5.63	7.16
Location	Observing	-0.55	0.12	19.69	1	0.00	-0.79	-0.30
	Describing	0.79	0.13	36.58	1	0.00	0.53	1.04
	Acting with Awareness	0.69	0.13	26.76	1	0.00	0.43	0.95
	Accepting or Allowing	0.26	0.12	4.52	1	0.03	0.02	0.49
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Operating Conditions = 1	0.85	0.38	4.99	1	0.03	0.10	1.60
	Operating Conditions = 2	4.40	0.37	143.43	1	0.00	3.68	5.12
	Operating Conditions = 3	7.69	0.42	341.01	1	0.00	6.88	8.51
Location	Observing	-0.49	0.12	15.67	1	0.00	-0.73	-0.25
	Describing	0.76	0.13	33.62	1	0.00	0.50	1.02
	Acting with Awareness	0.94	0.14	47.93	1	0.00	0.68	1.21
	Accepting or Allowing	0.23	0.12	3.56	1	0.06	-0.01	0.47

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Coworkers = 1	1.27	0.39	10.49	1	0.00	0.50	2.03
	Coworkers = 2	5.01	0.37	184.69	1	0.00	4.29	5.73
	Coworkers = 3	7.94	0.41	367.78	1	0.00	7.13	8.75
Location	Observing	-0.29	0.12	5.85	1	0.02	-0.53	-0.06
	Describing	0.91	0.13	48.44	1	0.00	0.65	1.17
	Acting with Awareness	0.90	0.13	44.72	1	0.00	0.63	1.16
	Accepting or Allowing	0.14	0.12	1.26	1	0.26	-0.10	0.37
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Nature of Work = 1	-1.17	0.60	3.84	1	0.05	-2.35	0.00
	Nature of Work = 2	3.63	0.36	99.91	1	0.00	2.92	4.35
	Nature of Work = 3	6.85	0.41	281.05	1	0.00	6.04	7.65
Location	Observing	0.00	0.12	0.00	1	0.98	-0.24	0.24
	Describing	0.98	0.13	54.01	1	0.00	0.72	1.25
	Acting with Awareness	0.53	0.14	15.34	1	0.00	0.26	0.79
	Accepting or Allowing	-0.08	0.12	0.47	1	0.50	-0.32	0.16
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	Communication = 1	1.63	0.37	19.94	1	0.00	0.92	2.35
	Communication = 2	5.19	0.37	196.57	1	0.00	4.46	5.91
	Communication = 3	8.08	0.41	382.35	1	0.00	7.27	8.89
Location	Observing	-0.16	0.12	1.63	1	0.20	-0.39	0.08
	Describing	0.64	0.13	24.61	1	0.00	0.39	0.90
	Acting with Awareness	0.65	0.13	24.36	1	0.00	0.39	0.91
	Accepting or Allowing	0.41	0.12	11.38	1	0.00	0.17	0.64

Table 6 reveals how specific mindfulness skills shape teacher satisfaction across nine work facets. The clearest finding is that Describing and Acting with Awareness are consistently strong, positive predictors across nearly every facet. Teachers who can articulate inner experiences and engage fully in the present moment report significantly higher professional satisfaction. Describing helps teachers name challenges and communicate effectively, while Acting with Awareness grounds them in the work itself rather than in worry skills supported by research on emotional intelligence (Brackett et al., 2010) and flow (Bonaiuto et al., 2016). For Dipolog teachers, developing these capacities can enhance satisfaction across all areas of professional life. Yet not

every skill serves satisfaction equally. Observing shows a predominantly negative pattern, predicting lower satisfaction in six facets, including pay and coworker relationships. Without the balance of describing and aware action, heightened observation may lead to hyperawareness of workplace flaws—echoing Baer and colleagues (2008), who linked observing to anxiety in non-meditators. Accepting or Allowing tells a mixed story: it predicts higher satisfaction with contingent rewards and communication but lower satisfaction with promotion opportunities, suggesting acceptance must be balanced with healthy aspiration. Interestingly, the Nature of Work stood apart the only facet where observing showed no relationship, while describing and acting with awareness remained strong predictors. This affirms that deep satisfaction comes not from passively watching one's work, but from actively engaging in it and reflecting meaningfully on what it means. For the Division, these findings call for professional development that strengthens describing through reflective writing and structured dialogue, and deepens acting with awareness through mindfulness exercises.

IV. CONCLUSION

Based on the findings, the study concludes that teachers show strength in observing, describing, and accepting experiences, yet struggle most with acting with awareness—staying fully present amid the distractions of classroom life. Instructional competence is shaped less by mindfulness alone and more by experience and professional development, and the absence of gender differences speaks well of Dipolog's workplace culture where how well a teacher teaches matters more than who they are. Yet the relationship between mindfulness and teaching performance is far from simple. Acting with Awareness stood as the only consistent positive predictor of instructional proficiency across all seven teaching domains, while Observing and Accepting or Allowing showed unexpected negative connections to instruction demanding proactive intervention, telling us that teachers who cultivate present moment engagement teach with greater skill but those who merely notice or adopt a passive stance without grounded action may find their effectiveness diminished where it matters most. When it comes to job satisfaction the pattern shifts, with Describing and Acting with Awareness emerging as strong positive predictors across nearly all facets while Observing again predicts lower satisfaction, meaning teachers who can name their inner experiences and remain fully present derive deeper fulfillment

but those who simply notice what is lacking without the skills to address it may find dissatisfaction taking root. These conclusions affirm that developing a teacher's ability to describe and act with awareness can improve well being, but such individual growth must walk hand in hand with organizational attention to the real conditions that when observed clearly rightfully call for change.

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