

## EXPLORING MINDFULNESS: A SURVEY OF FACULTY MEMBERS IN PRIVATE UNIVERSITIES OF WEST BENGAL

**Rajesh Gupta**

Assistant Professor NSHM Institute of Hotel & Tourism Management, Durgapur

ABSTRACT

*Mindfulness has positive effects on our well-being and can lead to happiness that's why researchers are focusing on mindfulness as ways to improve one's own wellness. The study intends to examine the mindfulness of faculty members working in select private universities of West Bengal.*

*Method: This study used the descriptive research design. The study consists of facultymembers working in private universities of West Bengal. Data was collected from 59 faculty members through questionnaires using conveniencesampling method. The questionnaire of Mindfulness was adopted from the Five Facets of Mindfulness Questionnaire (FFMQ). Data was analyzed using SPSS.*

*Finding & Conclusion: Reliability of adopted questionnaires were determined by using reliability analysis in SPSS after EDA. Cronbach's Alpha value of mindfulness questionnaire items (.581) was reported consistent and reliable. The study reported no significant difference on mindfulness based on gender. The results showed that faculty members with Ph.D. had higher levels of mindfulness than other faculty members. The Faculty members scored high on the three FFMQ facets observing, describing, and acting with awareness. The research reported that faculty members working in private universities are observing and noticing to their internal feelings.*

**Keywords:** Mindfulness, Private Universities of West Bengal.

### 1. INTRODUCTION

Mindfulness promotes the growth of consciousness by assisting with emotion regulation, reducing stress, and mind training all of which important for both personal and professional development. Self-awareness which is one of the antecedents of EI can also be developed through the use of mindfulness. Anytime, everywhere, simple mindfulness methods can be applied to improve the social capital. Since, the role and responsibilities of teaching professionals have changed in the twenty-first century due to changes in the educational process (Sanadi et al., 2018); they can easily incorporate the crucial mindfulness practice into their daily routines and working hours. The institution should similarly prioritize the welfare of the academic members through mindfulness exercises. Due to the same reason, education institutions are also emphasizing on student mindfulness. (Park et al., 2020)

#### 1.1 Theoretical Concepts and Framework

In this section, we present the theoretical framework and the existing literature of mindfulness and mindfulness related to education.

#### Mindfulness

Being mindful means focusing on what you are doing. Rushing or trying to accomplish too much at once is the reverse of it. Being aware means taking your time and slowing down. At a time, you only do one thing. In a relaxed manner, you pay attention to what you're doing without judging.

The practice of mindfulness involves paying attention to one's experiences in the present with openness, acceptance, and curiosity (Bishop et al., 2004). Eastern contemplative traditions are the source of mindfulness, which is most frequently connected to the formal discipline of mindfulness meditation. (Shapiro et al., 2006).

To cultivate mindfulness, one must pay attention in a particular way, namely in the present moment and as non-reactively, non-judgmentally, and openheartedly as possible. Mindfulness can be defined as moment-to-moment, non-judgmental

awareness.(Kabat-Zinn, 2015). The definition of mindfulness according to Buddhist traditions includes how past, present, and future moments appear and disappear as fleeting mental and sensory phenomena..("Mindfulness," 2023). Due to its potential for benefits like psychological well-being, professional and personal growth, and increased self-awareness, mindfulness has recently gained popularity in teacher education.(Park et al., 2020). Early childhood educators may benefit from interventions to boost their dispositional mindfulness levels by feeling better about themselves and having better interactions with the kids, which could have an effect on how well the kids learn.(Becker et al., 2017).

Self-compassion and mindfulness are becoming more important concepts in studies of mental health. According to recent research, mindfulness and self-compassion training may have a significant impact on one's wellbeing and pleasant feelings. The findings validated the role of self-compassion and mindfulness as partial mediators of the meditation-happiness link.(Campos et al., 2016)

## 1.2 Review of Literature

In teacher education programmes, promoting teachers' self-awareness is rarely given significant focus, According to recent research; Teachers who practice mindfulness are valued professionals. They can create a mindful classroom climate, resulting in student's overall satisfaction. Students showed excellent levels of social and emotional intelligence as well as receptive, dialectical, nonjudgmental, and self-control abilities after receiving mindfulness training.(Grant, 2017).

Literature indicates that preschool teachers with higher dispositional mindfulness levels may have better relationships with the kids in their classes. Early childhood educators may benefit from interventions to boost their dispositional mindfulness levels by feeling better about themselves and having better interactions with the kids, which could have an effect on how well the kids learn.(Becker et al., 2017)

Research shows that through interactions with students and successful classroom management, a

teacher's social and emotional competency has an impact on students' wellness. Research and practice consequences are taken into account.(Emerson et al., 2017). According to a study, taking a mindfulness-based stress reduction course (MBSR) can significantly reduce psychological symptoms, reduce burnout, improve classroom organization as judged by observers, perform better on a computer task measuring affective attentional bias, and increase self-compassion(Flook et al., 2013).According to Baum and King (2006) self-awareness enables instructors to make thoughtful judgements regarding their teaching strategies by enabling them to become aware of the effects of their emotions and behaviors on their students. However, the bulk of teacher preparation programmes in the United States have forgotten to encourage preservice teachers' self-awareness.(Baum & King, 2006)

According to a recent study, mindfulness training is a potential strategy for building social and emotional skills and lowering stress. The job satisfaction survey (JSS) and the depression, anxiety, and stress scale (DASS-21) were employed in the study to gauge the opinions of beginning (0–3 years) and seasoned (4+ years) teachers. The DASS-21 and JSS surveys showed no differences between the control and experienced groups, however the experimental groups' self-reported pre and posttests showed a significant difference (novice and experienced).(Martin Hettinga, 2022). The gap in the literature demonstrates that college faculty members have not received as much attention from researchers as preschool or school teachers have. Most mindfulness research on the education sector has been done outside of India.

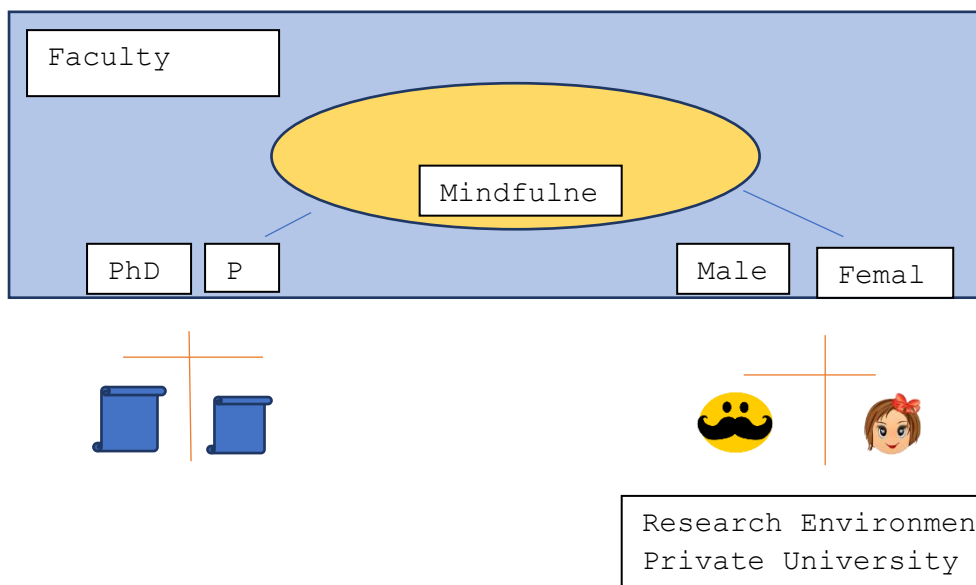
## 1.3 Problem statement

Teachers play a big role in academic achievement of student. So it is important that institution and Faculty members should take care of their wellbeing. Job responsibility, role conflict, high job demand, and low amount of control over the situation lead to stress. So mindfulness help to improve emotional wellbeing and allowing to pay

more attention to the present moment and improve the learning environment. The problem statement of this research is to find the level of mindfulness

of Faculty member of private universities of West Bengal.

#### 1.4 Conceptual Framework



In this study the mindfulness is taken as research construct and faculty members of the university are the research participants. Private Universities of west bengal has been taken as research environment. In this research focus to find out the level of mindfulness based on gender and educational qualifications of faculty members.

#### 1.5 Hypothesis

H1: There is no significant difference in level of mindfulness based on gender.

H2: There is no significant difference in level of mindfulness based on educational qualification

#### 1.6 Objective of the study

1. To investigate the level of mindfulness of faculty members.
2. To find the factors affecting the level of mindfulness of the faculty members.
3. To identify the difference in mindfulness based on gender.
4. To find out the difference in mindfulness based on educational qualification.

#### 1.7 Need and Significance of the study

Teachers make positive difference in students' lives. The majority of teacher preparation programmes place a heavy emphasis on curriculum

and methodology while ignoring the very real social, emotional, and cognitive demands of teaching itself. Additionally, practicing mindfulness can make it easier for teachers to resolve conflicts and foster more supportive relationships in the classroom, which will increase our sense of job satisfaction. Finding out the mindfulness level of faculty members Private University of West Bengal is the goal of this study. This study analyzed mindfulness in its various dimensions. The analysis yielded the following five dimension: (1) observing, (2) describing, (3) acting with awareness, (4) nonjudging of experience (5) nonreactivity to inner experience.

In order to cultivate a culture of mindfulness in the classroom or enhance their own mindfulness on a personal level, teachers can adopt a range of mindfulness practices in the classroom, including focused breathing, open awareness, loving-kindness, and others. When it's most needed, these techniques can assist a teacher in slipping into a mindful presence, enabling us to pay closer attention to the classroom's learning environment and the needs of our pupils.

## 2. RESEARCH METHODOLOGY

### 2.1 Method

A descriptive Research design was adopted to report and validate the phenomenon related to Mindfulness. The information from the respondents was gathered through a survey method.

Data was collected from 59 faculty members of private college of West Bengal. The convenience sampling was adopted to select the number of respondents.

## 2.2 Procedure

The questionnaires were used to gather primary data for the study, and the following sources were used to gather secondary data for the creation of the research framework and literature review:

1. Online resources
2. Books and research articles from journals

This questionnaire was circulated among the faculty members of private universities. Eminent institutes in West Bengal through Google form and one to one interaction.

## 2.3 Data Analysis

To gather the data, the questionnaire of Mindfulness was adopted from the Five Facets of Mindfulness Questionnaire (FFMQ) (The Five Facet Mindfulness Questionnaire (FFMQ), a multifactorial scale developed by Baer et al. (2006), (Baer, 2017). It includes 15 questions based on different dimensions of mindfulness- Observing, Describing, Acting with Awareness, Non Judging, Non reactivity. The ability to pay attention to and notice one's perceptions, feelings, and ideas is referred to as observing. The ability to verbally express one's thoughts, feelings, and experiences is referred to as "describing". Act with awareness means to pay attention to what is going on and to be able to avoid getting sidetracked. The term "non-judging of inner experience" (abbreviated "non-judging" for brevity) refers to the absence of judgements regarding one's experiences, emotions, and ideas. Finally, the ability to recognize and observe one's own feelings, emotions, and ideas

without responding to them is referred to as non-reactivity to inner experience (or just non-reactivity from this point forward).

Sampling designs include convenience sampling. The teachers responded to the question on a 5-point Likert scale ranging from 1—never True to 5—Always True.

## 3. ANALYSIS AND INTERPRETATION

Data analysis was done using IBM's Statistical Package for the Social Sciences (SPSS). The data were initially analyzed using Exploratory Data Analysis (EDA). The reliability of the data was examined using reliability statistics of mindfulness questionnaire. The Cronbach's Alpha value served as the basis for this decision. The final average of all the data of mindfulness was then studied using statistical scale of the five dimensions separately. This was done after descriptive statistics of individual items were examined.

On the basis of the mean, this was computed. Finally, descriptive statistics constructs were examined. Additionally, T test was conducted. T test was conducted to see the difference on the level of mindfulness based on gender and educational qualification.

### 3.1 Tools & Techniques

The tools used in this study are reliability statistics and descriptive statistics of individual items, descriptive statistics and Independent sample T test table have been used for gender and highest Qualification.

### 3.2 Findings of the Study

#### A. EDA

No error in the data coding, missing data and outliers were found. After that further analysis was done to find their liability of data. After performing EDA, it was found that there were no outliers, missing data, or issues with the data coding.

#### B. Reliability of questionnaires

**Table-1: Reliability Statistics**

Cronbach's Alpha	No of Items
.581	15

The scale used in the Mindfulness Questionnaire has a Cronbach's Alpha rating of 0.581, indicating that it is quite reliable and consistent.

**Frequency Table**

**Table 2: Gender**

Valid		Frequency	Percent
	Male	35	59.3
	Female	24	40.7
	Total	59	100

The frequency of Male respondents is 35 which account 59.3 % of the total respondents and the frequency of Female respondents is 24 which account 40.7 % of the total respondents.

**Table 3: Educational Qualification**

Valid		Frequency	Percent
	PHD	27	45.8
	PG	32	54.2
	Total	59	100

The total number of respondents taken are 59. The frequency of PHD respondents is 27 which accounts for 45.8 % of the total respondents. The frequency of respondents in PG is 32 which accounts for 54.2% of the total respondents.

**C. Descriptive**

**Table 4: Gender**

	Gender of the Respondent	N	Mean
Average Mindfulness	Male	35	3.32
	Female	24	3.32

The total number of respondents taken are 59. The mean of the male respondents is 3.32. The mean of the female respondents is 3.32. According to above table it shows no difference on level of mindfulness based on gender.

**Table 5: Highest Qualification**

	Highest Qualification	N	Mean
Average Mindfulness	PHD	27	3.42
	PG	32	3.24

The total number of respondents taken are 59. The mean of the Ph.D. respondents is 3.42. The mean of the male respondents is 3.24. The results showed that there is no as such difference on the levels of mindfulness between Ph.D.-holding faculty members and other faculty members.

**T-Test: Difference based on Gender**

**Table 6: Gender T test  
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Average_Mindfulness	Equal variances assumed	.673	.416	-.047
	Equal variances not assumed			-.046

The data showing that the significant level of mindfulness based on gender is .416. (Alpha value is 0.05). There is no significant difference on mindfulness based on gender.

**Test: Difference based on educational qualification**

**Table 7: Educational qualification test**

## Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means
	F	Sig.	t
Average_Mindfulness	1.583	.213	Equal variances assumed 1.776
			Equal variances not assumed 1.815

The data showing that the significant level of mindfulness based on educational qualification is .213. (Alpha value is 0.05). There is no significant difference on mindfulness based on educational qualification.

**Descriptive Statistics****Table 8: Different Dimension of Mindfulness.**

	N	Mean
Average_Mindfulness	59	3.32
Average Observing Mindfulness	59	3.66
Average Describing Mindfulness	59	3.37
Average Acting with awareness Mindfulness	59	3.25
Average Nonjudging Mindfulness	59	3.02
Average Non reactivity Mindfulness	59	3.31
Valid N (list-wise)	59	

The total average value for Average\_Mindfulness is 3.32 and total Average Observing Mindfulness is 3.66, Average Describing Mindfulness is 3.37, Average Acting with awareness Mindfulness is 3.25, Average Nonjudging Mindfulness is 3.02 and Average Nonreactivity Mindfulness is 3.31. Among these five dimension observing mindfulness scored the highest (3.66) and Non judging mindfulness scored the lowest according to the finding. Observing mindfulness refers to the understanding our own feeling, thoughts and perception at the present movement. While Nonjudging mindfulness refers to not judging our own feeling and thoughts.

**3.3 Results and Discussion**

The study's findings have been examined in the context of statistical analysis. The Major Finding of the study were:

1. The study reported no significant difference on mindfulness based on gender.
2. The findings indicated that level of mindfulness among Ph.D. holder faculty members is slightly more than other faculty members but the difference is not significant.

3. The Faculty members scored high on the three FFMQ facets observing, describing, and acting with awareness.

Broadly, in the education industry there is no significant difference on level of mindfulness based on gender or qualification of faculty members. It is possible to raise faculty members' mindfulness levels through instruction and further mindfulness technique sessions. According to the study, professors are more aware of their feelings and ideas and are able to orally convey these feelings and experiences as well as act with awareness. Even they don't react to their inner experience in the same manner. In contrast, faculty members perform less when it comes to non-judging of inner experience. In order to accept their thoughts and feelings, whether happy or negative, the faculty members should be present in the moment without judging it.

**4. CONCLUSION**

The goal of the current study was to evaluate the level of the mindfulness of the faculty members. In this the questionnaire of Mindfulness was adopted from the Five Facets of Mindfulness Questionnaire (FFMQ). This study measures the five dimension

of mindfulness- (1) observing (2) describing (3) acting with awareness (4) nonjudging of experience (5) nonreactivity to inner experience.

According to this study, the level of mindfulness is not significantly affected by gender as the respondents from all the genders showed relatively same level of mindfulness.

The study further finds that the education level of respondents doesn't play a significant role towards the level of mindfulness among faculty members, with negligible difference in level of mindfulness and awareness found among the respondents having higher education credentials.

The Faculty members are good in observing, describing, and acting with awareness compared against nonjudging of experience and non-reactivity to inner experience.

## 5. LIMITATIONS AND SUGGESTIONS

One of the study's primary research limitations was the small sample size of respondents.

The time Constraint and Geographical limitation is

also observed in this study.

It would be beneficial to carry out a more comprehensive investigation on faculty mindfulness, helping them to recognize their own present state of mindfulness and acting mindfully when interacting with a varied group of participants. Larger participant samples that reflect a broad range of location, ethnicity, language proficiency, and experience level should be the main goal of this kind of research in order to increase the validity of the results. The outcome of further study can help us identify the need for specific impetus on mindfulness needs for different individuals and we can formulate a training charter which will help in increasing the mindfulness among faculty members thereby impacting whole future generation in a positive manner.

These types of study will be beneficial to the teaching community as a whole and will also positively affect the outcomes for which their role exists.

## REFERENCE

- Baum, A. C., & King, M. A. (2006). Creating a Climate of Self-Awareness in Early Childhood Teacher Preparation Programs. *Early Childhood Education Journal*, 33(4), 217–222. <https://doi.org/10.1007/s10643-005-0050-2>
- Becker, B. D., Gallagher, K. C., & Whitaker, R. C. (2017). Teachers' dispositional mindfulness and the quality of their relationships with children in Head Start classrooms. *Journal of School Psychology*, 65, 40–53. <https://doi.org/10.1016/j.jsp.2017.06.004>
- Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., Segal, Z. V., Abbey, S., Speca, M., Velting, D., & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, 11, 230–241. <https://doi.org/10.1093/clipsy.bph077>
- Campos, D., Cebolla, A., Quero, S., Bretón-López, J., Botella, C., Soler, J., García-Campayo, J., Demarzo, M., & Baños, R. M. (2016). Meditation and happiness: Mindfulness and self-compassion may mediate the meditation–happiness relationship. *Personality and Individual Differences*, 93, 80–85. <https://doi.org/10.1016/j.paid.2015.08.040>
- Emerson, L.-M., Leyland, A., Hudson, K., Rowse, G., Hanley, P., & Hugh-Jones, S. (2017). Teaching Mindfulness to Teachers: A Systematic Review and Narrative Synthesis. *Mindfulness*, 8(5), 1136–1149. <https://doi.org/10.1007/s12671-017-0691-4>
- Five Facet Mindfulness Questionnaire (FFMQ)—The Sourcebook of Listening Research—Wiley Online Library*. (n.d.). Retrieved February 16, 2023, from <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119102991.ch26>
- Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). Mindfulness for Teachers: A Pilot Study to Assess Effects on Stress, Burnout, and Teaching Efficacy. *Mind*,

- Brain, and Education*, 7(3), 182–195. <https://doi.org/10.1111/mbe.12026>
8. Grant, K. C. (2017). From Teaching to Being: The Qualities of a Mindful Teacher. *Childhood Education*, 93(2), 147–152. <https://doi.org/10.1080/00094056.2017.1300493>
  9. Kabat-Zinn, J. (2015). Mindfulness. *Mindfulness*, 6(6), 1481–1483. <https://doi.org/10.1007/s12671-015-0456-x>
  10. Martin Hettinga, S. (2022). The Impact of Mindfulness Practices in Teachers. *ATU Theses and Dissertations*. [https://orc.library.atu.edu/etds\\_2021/34](https://orc.library.atu.edu/etds_2021/34)
  11. Mindfulness. (2023). In *Wikipedia*. <https://en.wikipedia.org/w/index.php?title=Mindfulness&oldid=1138174179>
  12. Park, M.-H., Riley, J. G., & Branch, J. M. (2020). Developing self-awareness using mindfulness meditation with preservice teachers: Reflections on practice. *Journal of Early Childhood Teacher Education*, 41(2), 183–196. <https://doi.org/10.1080/10901027.2019.1695692>
  13. Sanadi, R., Mulla, F., & Jadhav, A. (2018, December 28). *THE ROLE OF TEACHER IN THE 21 st CENTURY*.
  14. Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62(3), 373–386. <https://doi.org/10.1002/jclp.20237>