



***EMOTIONAL RESILIENCE AND MINDFULNESS IN EDUCATORS: INSIGHTS INTO STRESS, WELL-BEING, AND PERCEIVED TRAINING NEEDS***

**KETAHANAN EMOSIONAL DAN KEPENUHSAWARAN PENDIDIK: ANALISIS STRES, KESEJAHTERAAN, DAN KEBUTUHAN PELATIHAN**

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**Abstrak**

Mengajar secara luas diakui sebagai profesi dengan tingkat stres yang tinggi, yang berdampak signifikan terhadap kesejahteraan dan kinerja profesional para pendidik. Studi ini mengeksplorasi hubungan antara stres, mindfulness, dan ketahanan emosional pada pendidik, dengan fokus pada kesiapan mereka dalam mengikuti pelatihan manajemen emosi. Menggunakan metodologi kuantitatif, penelitian ini mengumpulkan data dari 30 pendidik di Cimahi, Indonesia, melalui kuesioner terstruktur yang mengukur tingkat stres, kesadaran mindfulness, tantangan emosional, serta kesiapan terhadap pelatihan, guna menetapkan dasar yang jelas bagi intervensi yang lebih lanjut. Hasil penelitian menunjukkan bahwa tingkat stres yang tinggi, terutama disebabkan oleh beban kerja dan tekanan di dalam kelas, berdampak negatif terhadap kualitas pengajaran dan hubungan interpersonal. Meskipun keterampilan mindfulness dasar sudah terlihat, masih terdapat kesenjangan yang signifikan dalam regulasi emosi, terutama dalam mengelola reaksi impulsif. Temuan penting lainnya menunjukkan bahwa pendidik menunjukkan kesiapan tinggi untuk mengikuti pelatihan manajemen emosi, terutama bagi mereka yang mengalami tingkat stres yang lebih tinggi, yang menggarisbawahi potensi pengembangan profesional yang lebih terarah dan berdampak. Interaksi antara stres, mindfulness, dan kesiapan terhadap pelatihan mengindikasikan kebutuhan akan intervensi yang holistik dan terintegrasi. Penelitian ini berkontribusi pada pemahaman mengenai kesejahteraan pendidik dengan menjembatani wawasan lokal dengan bukti global serta mendorong reformasi sistemik guna mengurangi beban kerja dan meningkatkan akses terhadap sumber daya dukungan emosional.

**Kata Kunci:** Ketahanan Emosional; Mindfulness; Kesejahteraan Pendidik; Manajemen Stres; Kebutuhan Pelatihan

**Abstract**

*Teaching is widely recognized as a high-stress profession, significantly impacting educators' well-being and professional performance. This study explores the relationship between stress, mindfulness, and emotional resilience among educators, with a focus on readiness for emotional management training. Using a quantitative methodology, the research collected data from 30 educators in Cimahi, Indonesia, employing structured questionnaires to measure stress levels, mindfulness awareness, emotional challenges, and training readiness, establishing a clear baseline for intervention. The findings highlight pervasive stress levels, mainly attributed to*



*workload and classroom pressures, negatively affecting teaching quality and relationships. Foundational mindfulness skills were evident, yet significant gaps in emotional regulation, particularly in managing impulsive reactions, persisted. Importantly, educators displayed high readiness for emotional management training, especially those under greater stress, underscoring the potential for targeted, impactful professional development. The interplay between stress, mindfulness, and readiness for training points to the need for holistic, integrated interventions. This research advances the understanding of educator well-being by bridging local insights with global evidence. It advocates systemic reforms to alleviate workload and improve access to emotional support resources.*

**Keywords:** *Emotional Resilience, Mindfulness, Educator Well-Being, Stress Management, Training Needs*

## INTRODUCTION

The teaching profession is widely acknowledged as one of the most emotionally demanding careers. Educators are required to navigate complex classroom dynamics, address diverse student needs, and meet administrative expectations—often within tight timeframes and with limited resources. These demands are compounded by societal expectations that frame teachers as both intellectual and moral exemplars within their communities. Such cumulative pressures frequently lead to adverse outcomes, including burnout, reduced job satisfaction, and impaired teaching efficacy (Woloshyn et al., 2023). Furthermore, educators' well-being directly impacts the quality of education delivered, creating ripple effects that influence students and the broader educational environment (Carroll et al., 2021). In recent years, emotional resilience and mindfulness have emerged as critical strategies for mitigating these challenges. Emotional resilience—the capacity to recover from setbacks and maintain emotional stability—is essential for sustaining both professional effectiveness and personal well-being (Pahwa & Khan, 2022). Similarly, mindfulness, characterized by a present-focused awareness that fosters intentional emotional regulation, has been linked to reduced stress, enhanced focus, and improved interpersonal relationships (Khoury et al., 2023). Despite their demonstrated benefits, the application and effectiveness of these practices within specific cultural and educational contexts, such as Indonesia, remain insufficiently explored.

Indonesian educators face unique stressors shaped by the nation's socio-economic and educational landscape. Rapid expansion in the education sector, combined with evolving curricular demands and limited professional development opportunities, has placed significant strain on teachers (Aisah et al., 2024; Musa et al., 2022; Musa & Nurhayati, 2024). These contextual challenges necessitate targeted interventions to address the specific stressors encountered by Indonesian educators while fostering emotional resilience and mindfulness. However, the readiness of these educators to engage in such interventions, and the factors influencing their preparedness, remain underexamined.

This study identifies a critical research problem: the pervasive emotional challenges experienced by educators that undermine their well-being and professional performance. Emotional stress not only endangers teachers' mental health but also impairs their interactions with



students and colleagues, ultimately compromising the educational environment (Emeljanovas et al., 2023). While existing research highlights the potential of stress management and mindfulness interventions to alleviate these issues, the relationship between stress levels, mindfulness awareness, and training readiness among Indonesian educators has not been rigorously investigated. Addressing these interdependencies is vital for designing effective, culturally relevant solutions. Globally, numerous programs have been developed to enhance emotional resilience and mindfulness among educators. For instance, the Cultivating Awareness and Resilience in Education (CARE) program, developed by Jennings et al. (2017), has demonstrated significant improvements in educators' emotional regulation, classroom interactions, and overall well-being. Similarly, Mindfulness-Based Stress Reduction (MBSR) and emotional intelligence training programs have shown promise in reducing stress and improving focus (Ksiksou et al., 2022). While these initiatives provide valuable frameworks, their adaptability and effectiveness within Indonesia's unique cultural and educational context require further examination.

The literature emphasizes the importance of contextualized professional development (PD) programs tailored to educators' socio-cultural environments. Contextualized PD programs are essential for addressing the diverse needs of teachers, particularly those operating in varied socio-cultural settings. Barrientos-Moncada emphasizes that PD initiatives should engage in dialogue with the contexts in which teachers work, aligning with their needs and expectations to foster positive impacts on their professional lives and pedagogical practices (Barrientos-Moncada, 2023; Kurniawati et al., 2024; Moksini et al., 2024). This sentiment is echoed by Shaukat et al., (2018) who argue that PD opportunities tailored to teachers' characteristics and experiences significantly enhance their self-efficacy and job satisfaction, ultimately leading to improved teaching competencies. The alignment of PD with educators' socio-cultural contexts not only addresses their immediate professional needs but also contributes to their long-term career satisfaction and effectiveness in the classroom. These findings underscore the necessity of bridging global best practices with the lived experiences of educators in diverse settings to create sustainable solutions. Despite considerable progress in understanding the benefits of mindfulness and emotional resilience, a significant gap persists in the study of educators' readiness for professional development. Most existing research focuses on the outcomes of training programs, with limited attention to the antecedent factors that influence their success. Readiness and needs for training—defined as the willingness and capacity of individuals to engage in developmental interventions—is a critical determinant of program efficacy (Kristiyanti & Nurhayati, 2024; Nurhayati & Novianti, 2024). Investigating this training readiness and needs among Indonesian educators provides an opportunity to design culturally appropriate and impactful interventions.

The primary objective of this research is to explore the emotional resilience and mindfulness of educators in Cimahi, with a particular focus on their readiness to engage in training interventions. The study makes several contributions to the field. First, it provides empirical insights into the specific emotional and mindfulness-related challenges faced by Indonesian educators, enriching the global discourse on teacher well-being. Second, it identifies key determinants of educators' readiness for training, offering practical recommendations for designing culturally sensitive and effective interventions. Lastly, the research highlights the interdependent nature of stress, mindfulness, and professional development, advocating for holistic approaches to support educators in their multifaceted roles.



## METHOD

This study implemented a rigorous quantitative framework to investigate emotional resilience, mindfulness, and readiness for training among educators in Cimahi, Indonesia. A descriptive cross-sectional design was employed to provide a systematic overview of educators' emotional resilience and mindfulness at a specific point in time. This design is widely recognized in educational research for its efficacy in capturing the immediate psychological and professional conditions of participants. By examining pre-intervention conditions, the study complied with best practices for baseline assessment (Iswahyudi et al., 2023; Nurhayati et al., 2024).

The study included 30 educators from Cimahi, selected using purposive sampling to encompass a broad range of teaching levels and professional experiences. This approach ensured a nuanced representation of the varied challenges and resources within the educator population. The study utilized two structured questionnaires designed to evaluate emotional resilience, mindfulness, and training readiness. For the Emotional Management Questionnaire, 30-item Likert-scale questionnaire examined emotional challenges, the impact of emotions on teaching and relationships, and readiness for training. Sample items included "I often feel stressed when facing teaching challenges" and "My emotions affect the quality of interactions with students," scored on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The tripartite structure—stress, emotional impact, and training readiness—allowed for a detailed analysis of emotional management. A pilot test yielded a Cronbach's alpha of 0.85, demonstrating high internal consistency. As for the Mindfulness and Well-Being Questionnaire, A complementary 30-item Likert-scale questionnaire assessed mindfulness awareness and well-being. Items such as "I can remain calm and present in the classroom despite challenges" and "I feel satisfied with my quality of life as a teacher" provided insights into participants' mindfulness competencies and overall well-being. This instrument achieved a Cronbach's alpha of 0.88, indicating strong reliability. Data were collected via an online survey platform, chosen for its accessibility, convenience, and capacity to maintain participant confidentiality. Participants completed both questionnaires during a single session, reducing response fatigue and ensuring data consistency. To address potential social desirability bias, anonymity was strictly maintained, fostering an environment conducive to candid self-reporting.

The data were subjected to a systematic multi-step analytical process, integrating descriptive and inferential statistical techniques to derive meaningful insights. 1) Descriptive Statistics: measures of central tendency (mean) and variability (standard deviation) were calculated for each questionnaire item, offering a comprehensive view of educators' stress levels, mindfulness awareness, and training readiness. For instance, stress and emotional challenges yielded an average score of 4.45 (SD = 0.54), with the item "I feel pressured by the demands of my job" scoring a mean of 4.8. These results underscore the pronounced stress levels inherent in the teaching profession. 2) Thematic Grouping: Questionnaire items were categorized into overarching themes, such as stress and emotional challenges, the impact of emotions on teaching, mindfulness awareness, and readiness for training. This thematic analysis identified significant patterns, including the inverse relationship between stress and mindfulness. 3) Cross-Dataset Comparisons: To enhance interpretability, findings were visualized through bar charts, scatter plots, and heatmaps. For instance, a scatter plot depicting the relationship between stress levels and training readiness revealed that educators experiencing higher stress exhibited greater

motivation to participate in emotional management training. Heatmaps of mindfulness scores illuminated specific deficits in emotional regulation, guiding the design of targeted interventions.

## DISCUSSIONS

The study explored emotional resilience, mindfulness, and well-being among educators, offering insights into their challenges and readiness for training. This section outlines key findings under major thematic areas: stress and emotional challenges, the impact of emotions on teaching and relationships, mindfulness awareness, well-being, and readiness for emotional management training. Additionally, comparisons between themes highlight critical relationships.

### 1. Stress and Emotional Challenges

The results indicate that stress is a dominant and pervasive challenge among educators in the study. With an average score of 4.45 (SD = 0.54) on the emotional management questionnaire, stress levels were reported to be significantly high, reflecting the emotional strain associated with teaching responsibilities. This finding aligns with previous studies that classify teaching as a high-stress profession due to workload, classroom management, and the emotional labor inherent in educational roles (Bodenheimer & Shuster, 2020). The item “I feel pressured by the demands of my job” recorded the highest mean score (4.8), further highlighting the systemic nature of stress. Stress in teaching is not only an individual issue but also an institutional one, with implications for the broader educational system. This aligns with Herman et al.’s (2020) work on burnout in teaching professions, which emphasizes the organizational dimensions of stress. The relatively low variability in stress levels among participants suggests a shared experience of emotional challenges, corroborating claims that teaching contexts, particularly in regions like Indonesia, impose universal pressures on educators (Rizqi, 2017). The bar chart (Figure 1) illustrates that stress and emotional challenges scored consistently high, with moderate variability. This suggests that while stress is a pervasive issue among educators, individual experiences vary to a certain extent.

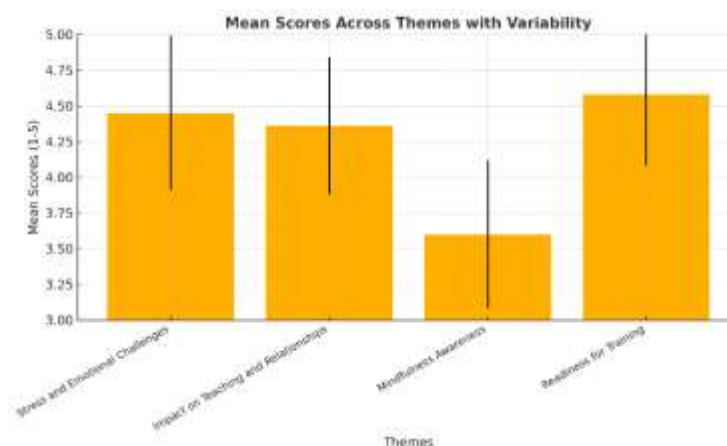


Figure 1. Mean Scores Across Themes with Variability

Source: empirical data analysis 2024

The findings of this study underscore the pervasive stress levels experienced by educators, aligning with existing literature that characterizes teaching as a high-stress profession (Iriarte



Redín & Erro-Garcés, 2020). Participants reported significant emotional strain, with a mean score of 4.45, highlighting the demanding nature of their roles. Stress was primarily linked to workload and classroom challenges, with a particularly high mean score of 4.8 for feeling pressured by job demands. Such stress is frequently linked to the emotional labor required in educational settings (Herman et al., 2020). The systemic nature of this stress, evidenced by minimal variability among participants, suggests a universal challenge among educators in the region. Chronic stress not only affects educators' mental health but also diminishes their ability to foster positive student-teacher relationships and deliver high-quality instruction (Kaihoi et al., 2022). Without addressing these stressors, educators may face burnout, leading to adverse outcomes for both themselves and their students (Carroll et al., 2021).

## 2. Impact of Emotions on Teaching and Relationships

The study's findings underscore the significant influence of emotions on educators' professional interactions and teaching effectiveness. The dimension assessing the impact of emotions on teaching and relationships yielded an average score of 4.36 (SD = 0.48). Items such as "My emotions affect the quality of interactions with students and peers" (Mean = 4.3) and "I feel anxious about the impact of my emotions on the classroom atmosphere" (Mean = 4.6) highlight the relational consequences of unregulated emotions. These findings resonate with Frenzel et al.'s (2021) assertion that emotions are integral to teaching, shaping the relational dynamics between educators and their students. However, the slightly lower score for "I feel confident in managing my emotions in the classroom" (Mean = 4.1) indicates gaps in emotional regulation skills. This result echoes Dolev and Leshem's (2017) call for emotional intelligence training in professional development programs to enhance classroom climate and teacher-student relationships. The interplay between stress and relational challenges underscores the need for targeted interventions that address both individual and systemic factors affecting educators' emotional resilience. As depicted in the bar chart (Figure 1), the mean score for the impact of emotions on teaching and relationships is slightly lower than stress and emotional challenges, but variability is larger. This indicates diverse experiences among educators regarding how emotions influence their professional relationships.

The influence of emotions on teaching quality and interpersonal relationships emerged as a significant theme. Participants expressed anxiety about how their emotional challenges affect the classroom atmosphere, with a mean score of 4.6, indicating the interconnectedness between educators' emotional states and their professional interactions. This finding aligns with research which underscores the role of emotions in shaping teaching practices and student outcomes (Frenzel et al., 2021). The relatively lower confidence in managing emotions, with a mean score of 4.1, suggests a gap in emotional regulation skills. These results emphasize the need for targeted professional development to enhance educators' emotional resilience and improve classroom dynamics. Training programs focusing on emotional regulation strategies, such as cognitive reappraisal and mindfulness, have shown promise in fostering positive relationships in educational settings (Ksiksou et al., 2022).

### 3. Mindfulness Awareness and Emotional Regulation

Mindfulness awareness and emotional regulation emerged as critical areas of both strength and opportunity. While educators demonstrated foundational mindfulness skills, as indicated by higher scores for items such as “I can remain calm and present in the classroom despite challenges” (Mean = 4.0), significant gaps were evident in deeper emotional regulation practices. The item “I can avoid impulsive reactions in stressful classroom situations” had a mean score of 2.2, indicating substantial challenges in maintaining composure during high-stress scenarios. The findings align with the theoretical underpinnings of mindfulness, which emphasize the cultivation of present-moment awareness and emotional self-regulation (Schussler et al., 2016; Zarate et al., 2019). However, the discrepancies between baseline mindfulness awareness and advanced regulatory skills suggest that while educators may possess some mindfulness capabilities, they require structured training to develop these skills further. The significant correlations observed between stress levels and mindfulness awareness reinforce claims that mindfulness practices can mitigate stress and improve emotional regulation (Braun et al., 2019). These insights advocate for the integration of mindfulness-based interventions into educator training programs. The bar chart (Figure 1) shows that mindfulness awareness received the lowest mean score, with small variability. This underscores consistent challenges in mindfulness skills across participants, particularly in managing stress-driven impulsive reactions. The heatmap (Figure 2) provides additional insights, revealing variations in mindfulness and emotional regulation scores across participant groups. Group 0 demonstrated the highest mindfulness scores (Mean = 4.0), reflecting relative strength in maintaining presence under stress. In contrast, Group 1 exhibited significant challenges, with the lowest score of 2.2 on emotional regulation. These discrepancies underscore the need for targeted, differentiated interventions to address these gaps.

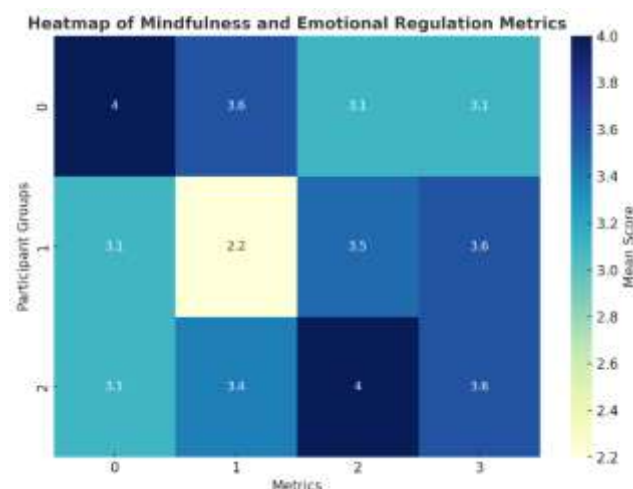


Figure 2. Heatmap of Mindfulness and Emotional Regulation Metric

Source: Empirical data Analysis 2024

The mindfulness and well-being questionnaire revealed foundational mindfulness skills among participants, yet significant gaps in emotional regulation persisted. While educators

demonstrated some ability to remain calm and present, as evidenced by a mean score of 4.0 for mindfulness awareness, challenges in avoiding impulsive reactions were stark, with a mean score of 2.2. This discrepancy aligns with Kabat-Zinn's (1990) framework, which posits that mindfulness practices can enhance self-awareness and emotional regulation. The variability in mindfulness scores suggests that while some educators possess basic mindfulness competencies, others struggle with deeper emotional regulation practices. These findings resonate with studies linking mindfulness to reduced stress and improved emotional resilience among educators (Roeser et al., 2013). Integrating mindfulness techniques into professional development programs could provide educators with practical tools to navigate their emotional challenges and enhance their overall well-being.

#### 4. Educators' Needs and Readiness for Emotional Management Training

One of the most encouraging findings of the study is the high level of readiness among educators to engage in emotional management training. This dimension recorded an average score of 4.58 (SD = 0.50), with items like “I am open to training that helps me manage emotions” (Mean = 4.7) and “I believe training can improve my ability to manage stress and emotions” (Mean = 4.6) receiving particularly high ratings. These results indicate a strong willingness among educators to participate in interventions aimed at enhancing their emotional resilience. The relationship between stress levels and readiness for training, as illustrated in scatter plots (Figure 3), reveals that educators experiencing higher stress are particularly motivated to seek support. This aligns with Bandura's (1997) concept of self-efficacy, which suggests that individuals are more likely to engage in behavior change when they perceive the potential for personal benefit (Schutte & Bhullar, 2017). The high levels of training needs and readiness observed in this study provide a promising foundation for implementing training programs that address emotional management and mindfulness skills. The bar chart (Figure 1) highlights that readiness for training received the highest mean score among all themes, with moderate variability. This indicates that while educators are generally eager for training, some participants may perceive different levels of urgency or applicability. The scatter plot (Figure 3) further emphasizes the positive correlation between stress levels and needs and readiness for training. Educators with higher stress levels reported greater openness to emotional management interventions, reinforcing the potential for impactful training programs targeting those under significant pressure.

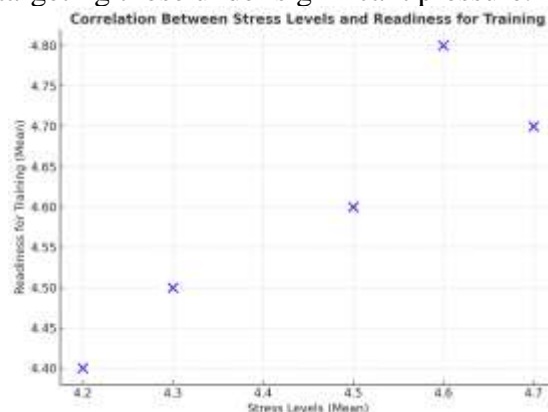


Figure 3. Correlation Between Stress Levels and Readiness for Training Scatter Plot

Source: empirical data analysis 2024





One of the most promising findings of this study is the high needs and readiness among educators to engage in emotional management training, with a mean score of 4.58. Participants experiencing higher stress levels demonstrated greater openness to training, suggesting that those most affected by emotional challenges are also the most motivated to seek solutions. This training needs and readiness reflects a growing recognition among educators of the importance of emotional resilience and a willingness to invest in their personal and professional growth. These results are consistent with previous researches which emphasize training needs and readiness as crucial factors in initiating and sustaining change (Kurniawati et al., 2024; Marsegi et al., 2023; Nurhayati & Novianti, 2024; Silvania et al., 2024; Somantri et al., 2024; Suwartono et al., 2024). The positive correlation between mindfulness awareness and training needs and readiness reinforces the potential for mindfulness-based interventions. Educators who already possess some mindfulness skills may be more receptive to advanced training, creating a foundation for deeper emotional regulation practices. These findings support the growing body of evidence that mindfulness training can be a scalable and effective approach to enhancing educators' well-being (Juliawati et al., 2024; Ksiksou et al., 2022; Kusmiran et al., 2024).

The interplay between stress, mindfulness, and training needs and readiness offers valuable insights for designing holistic interventions. The inverse relationship between stress levels and mindfulness awareness suggests that stress impedes educators' ability to remain present and emotionally regulated, aligning with research by Green and Kinchen (2021) on the detrimental effects of stress on mindfulness practices. Conversely, the positive relationship between mindfulness awareness and openness to training underscores the potential for mindfulness-based interventions to build on existing competencies. Effective interventions must address these dimensions holistically, incorporating strategies that reduce stress, enhance mindfulness awareness, and build emotional regulation skills. Such an approach aligns with the multidimensional framework which emphasizes the integration of emotional and social competencies in educator training (Molina-Moreno et al., 2024).

These findings have significant implications for practice. The high levels of stress reported by educators underscore the need for systemic changes to reduce workload and provide emotional support. Implementing organizational policies that prioritize educators' well-being, such as workload management and access to mental health resources, is critical for fostering a supportive work environment. Professional development programs should be designed to address the specific emotional and mindfulness-related challenges identified in this study. For instance, introductory training could focus on stress reduction techniques, while advanced programs might explore mindfulness-based emotional regulation strategies. Integrating mindfulness practices into daily teaching routines could provide educators with practical tools to manage stress and enhance their professional effectiveness.

## CONCLUSION

This study provides critical insights into the interplay between stress, mindfulness, and emotional resilience among educators. The findings underscore the significant stress levels faced by participants, highlighting its adverse effects on teaching quality and interpersonal relationships. Despite possessing foundational mindfulness skills, many educators showed gaps in deeper



emotional regulation, emphasizing the urgent need for tailored interventions. Notably, the high readiness for emotional management training among educators offers a promising pathway for implementing effective professional development programs that integrate mindfulness practices. The study's implications are far-reaching. Policymakers and educational institutions must prioritize reducing workload and enhancing access to emotional support, fostering a supportive culture for educators. The integration of mindfulness and emotional regulation strategies into professional training can empower educators to navigate their challenges more effectively. This approach not only enhances individual well-being but also creates a ripple effect, improving classroom dynamics and student outcomes. In contributing to the broader body of knowledge, this study bridges the gap between localized findings and global research on educator well-being. It reinforces the importance of holistic interventions that address stress, mindfulness, and emotional resilience in unison. Future research should expand on these findings through longitudinal studies, cross-cultural comparisons, and experimental designs to refine intervention strategies and ensure their applicability across diverse educational settings. These efforts will be pivotal in sustaining educators' professional growth and fostering environments conducive to high-quality education.

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