

Research Article

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Mapping the mindfulness: An literature Review of mindfulness in educational field

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Abstract: This study presents an overview of the literature of mindfulness in education, which is based on the definition of mindfulness, and accompanying key terms, and the philosophy and practices it involves. The review includes a survey of Buddhism, Eastern and Western mindfulness traditions. This literature review gathers the thinking of scholars on the importance of mindfulness and its beneficial practices—particularly in Western contexts—including mindfulness-based stress reduction (MBSR) and related therapies. The literature review is also a motivator in the use of mindfulness because it reveals its proven role in both helping career professionals and reducing stress for students by reducing the psychological and physical distress inherent in work and personal lives or students’ academic lives.

Keywords: Mindfulness; Eastern mindfulness; Western Mindfulness; School leadership; Well-being.

“So, where is the home of our mind? Where is the most comfortable and safe home of happiness? That is the ‘Present Moment’” (Hea Ann Sunim, 2017, p. 14)

1 Introduction

In January 2020, A big wave of coronavirus disease 2 (SARS-CoV-2) (World Health Organization, 2020), which is generally called COVID-19, began to spread and negatively influence the world. COVID-19 is still spreading around the world, and no one knows when the pandemic is going to be over. Because of COVID-19, our social life has been changed and economic, education, health care system, business and industries are all damaged (Pelletier et al., 2021; Quezada et al., 2020).

COVID-19 gives greatest challenges and difficulties to educational system. General education has been change

in 2020 (Basilaia & Kvavadze, 2020). Because of COVID-19, most schools were closed in all around the world (Baron et al., 2020; Kuhfeld et al., 2020; Rundle et al., 2020). Last year was a particularly virulent strain of the COVID-19. In 2020, at least half of students in the world were still not attending school for lockdown (United Nations Educational Scientific and Cultural Organization, 2020) and more than 100 million children may decreased among reading ability and concern their health (UNESCO, 2021). This situation in the world has caused everyone to worry about education, social life, and their mental health (Fantini et al., 2020). School teachers face new challenges such as remote instruction and online teaching (Serhan, 2020; Weis et al., 2020). A lot of faculties change to learning process such as web conferencing tools Zoom and online learning (J. Kim, 2020; Lederman, 2020; Yoon, 2020). Because of COVID-19, a lot of countries are attempting to provide various solutions for education (Basilaia & Kvavadze, 2020; Pressley, 2021). Most schools shifted to online learning platforms and social distance education instead of face-to-face education (Daniel, 2020; J. Kim, 2020). Most importantly, we should think about well-being, students, and health instead of any results (Netolicky, 2020). More than 80% of college students have a lot of stress and mental health problems (Cachon-Zagalz et al., 2020; Pelletier et al., 2021). After the becoming COVID-19 pandemic, school teachers have a lot of psychological symptoms (Ozamiz-Etwebbarria et al., 2021). Work-life balance is very important to teachers, because of COVID-19, a lot of teachers have lack of physical and psychological activities (MacIntyre et al., 2020). Mindfulness practices are emerging as an effective means of helping teachers and students get through the pandemic caused by COVID-19.

The more popular mindfulness becomes, the more the meaning of mindfulness varies. Although mindfulness is becoming popular in K-12 education (Ergas, 2019), a lot of scholars have different ideas and thoughts. Based on searches of databases of peer-reviewed journal articles on mindfulness, the number of mindfulness journal publications in 2021 so far is 1153 articles and the number of mindfulness publications has increased

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steadily (American Mindfulness Research Association, 2021). Because mindfulness is becoming popular, we need to recognize the meaning of mindfulness and how mindfulness practices actually work. Of course, sometimes, operational definitions and understanding of mindfulness is very hard. Through the definition of mindfulness and key terms from the many scholars, we can simply understand the meaning of mindfulness and easily approach the use of mindfulness for our well-being. Mindfulness is critically tied to well-being as Brown and Ryan (2003) point out when they argue “one attribute of consciousness that has been much-discussed in relation to well-being is mindfulness” (Brown & Ryan, 2003, p. 822). In our pandemic situation, well-being becomes important and there is a need to help people in school environments, such as students, staff, and teachers, and their communities to improve both psychological and physical health.

2 Concept of mindfulness

2.1 Definition

Many Asian scholars and monks have investigated mindfulness. Thich (1975) defined mindfulness as “the miracle by which we master and restore ourselves” (p. 14) and explains that it “enables us to live” (Thich, 1975, p. 15). Another Asian Zen monk notes that Suzuki (1970) defined mindfulness in relation to stability of mind when they say “When our thinking is soft, it is called imperturbable thinking. This kind of thinking is always stable” (p. 111). In addition, one of the Korean Zen master Seung Sahn said, “Zen means attaining this nothing-mind” (Seung Sahn, 1982, p. 3). Also, Seung Sahn (1982) described mindfulness as “My teaching is only to put it all down. Only go straight-don’t know” (p. 21). Another Korean monk Hea Ann Sunim (2017) discusses mindfulness’ “present moment” nature. Hea Ann Sunim (2017) said that “So, where is the home of our mind? Where is the most comfortable and safe home of happiness? That is the “present moment” (p. 14). The sum of this tradition of mindfulness and Zen can be found in the following: “So wisdom could be various philosophies and teachings, and various kinds of research and studies. But we should not become attached to some particular wisdom, such as that which was taught by Buddha” (Suzuki, 1970, p. 111). Lastly, Thera (1972), who was a German monk, described “the clear and single-mind awareness of what actually happens to us and in us at the successive moments of perception” (p. 5). The concept of an imperturbable thinking and attaining nothingness in

one’s mind is at the root of mindfulness practices that are employed in western educational contexts.

Western scholars started to study Buddhism after the nineteenth century (Nairn, 1999). Based on Buddhism teaching, a lot of western scholars have presented their perspectives and thoughts on the usefulness of mindfulness. In Western contexts, the most popular definition of mindfulness is by Jon Kabat-Zinn, who says mindfulness involves “Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (Kabat-Zinn, 1994, p. 4). Many researchers recognized this concentration on the moment, describing it as understanding and being aware of our mind and deeply feeling our current awareness. The main point is the present moment, focusing on now, awareness, and consciousness (Brown & Ryan, 2003; Epstein, 1999; Ergas, 2015; Weick & Putnam, 2006). Table 1 shows the range of definitions of mindfulness from the various perspectives of research scholars and Zen masters.

2.2 Mindfulness Meditation

Mindfulness meditation has been increasingly becoming popular (Dimidjian & Segal, 2015) and currently studies in clinical psychology and related fields are expanding (Kang & Whittingham, 2010). This kind of meditation engages neuroscientists’ and psychotherapists’ interests because its focus on the consciousness and personal development is useful for supporting mental health (Ludwig & Kabat-Zinn, 2008); it is a mind-body intervention. Meditation practices have become popular across North America, and may help people to improve better life and reduce their psychological and physical problems (Ludwig & Kabat-Zinn, 2008). Meditation combines the spiritual discipline of the East with the science of the West (Bodhi, 2011). Because mindfulness meditation is nonjudgmental, it can help overcome difficult situations in life and work through the acceptance of daily occurrences to achieve emotional and physiological balance (Stewart, 2004). “The purpose of mindfulness meditation is to learn to let go of our attachment to sensations and feelings, both pleasant or unpleasant” (Kostanski & Hassed, 2008, p. 15). It is an interpersonal and relaxational practice that focuses on the present moment and awareness without judgment (Behan, 2020; Klocko & Wells, 2015). The main point is that it focuses on the present moment (Shapiro et al., 1998) and results in several positive cognitive impacts (Lee et al., 2018). For the few decades, research has shown that this helps to reduce stress, depression, and related psychological symptoms in a variety of contexts.

Table 1: Definitions of Mindfulness.

Author(s)	Definitions of Mindfulness
Brown and Ryan (2003, p. 824)	“Mindfulness is inherently a state of consciousness”
Boyatzis and McKee (2005, p. 112)	“Mindfulness is the capacity to be fully aware of all that one experiences inside the self-body, mind, heart, spirit-and to pay full attention to what is happening around us- people, the natural world, our surroundings, and events”
Epstein (1999, p. 835)	“Mindfulness is attending to the ordinary, the obvious, and the present”
Ergas (2015, p. 217)	“Mindfulness is about realizing that we can’t be anywhere else <i>but</i> here and now”
Hea Ann Sunim (2017, p. 14)	“So, where is the home of our mind? Where is the most comfortable and safe home of happiness? That is the ‘Present Moment’”
Kabat-Zinn (1994, p. 4)	“Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”
Marchand (2012, p. 234)	“[Mindfulness] has been described as a practice of learning to focus attention and awareness on moment-by-moment experiences with an attitude of curiosity, openness, and acceptance”
Seung Sahn (1982, p. 21)	“My teaching is only to put it all down. Only go straight-don’t know”
Suzuki (1970, p. 111)	“So wisdom could be various philosophies and teachings, and various kinds of research and studies. But we should not become attached to some particular wisdom, such as that which was taught by Buddha”
Thich (2008, p. 42)	“Mindfulness is the energy we generate in mindful walking, mindful breathing, sitting, and even washing dishes”
Thera (1972, p. 5)	“The clear and single-mind awareness of what actually happens to us and in us at the successive moments of perception”
Weick and Putnam (2006, p. 276)	“Eastern mindfulness means having the ability to hang on to current objects; remember them; and not lose sight of them through distraction, wandering attention, associative thinking, explaining away, or rejection”

2.3 Educator stress

Stress is a common issue in our workplace whose influence negatively influences both personal and professional life (Roeser et al., 2013). Specifically, many teachers have challenges as a result of the COVID-19 pandemic (Klapproth et al., 2020; Weis et al., 2020), such as unexpected online teaching (König et al., 2020). However, the teaching profession has a lot of challenges, difficulties, and stressful career (Newberry & Allsop, 2017; Roeser et al., 2013; Wolgast & Fischer, 2017), and it has been argued that “teachers’ levels of stress can be conceptualized as a construct that may affect teacher interactions with students in a variety of settings” (Yoon, 2002, p. 486). These occupational stressors included lack of support and workload demand (Greenberg et al., 2016), emotional exhaustion (Skaalvik & Skaalvik, 2016) and feeling of belonging (Skaalvik & Skaalvik, 2011). In addition, there are a lot of stress for teachers including time pressure, management in classroom, workplace stress, school environment, and relationships with colleagues (Kyriacou, 2001). These stressors influence their well-being and work-life balance (D. J. Kim, 2020;

von der Embse & Mankin, 2021), emotional well-being (Wong & Cheuk, 2005), and managing students (DiCarlo et al., 2019). As a result, these factors can converge and create issues such as negative social-emotional learning for students (Jennings & Greenberg, 2009), longer working hours (Sonmez & Kolasinli, 2021) and negative classroom climate (Greenberg et al., 2016; Sonmez & Kolasinli, 2021).

2.4 Student stress

College students have extreme stress and faced both psychological and physical issues during the COVID-19 pandemic (Zurlo et al., 2020). During the pandemic, a lot of college students had academic stress, anxiety, and depression (Elsalem et al., 2020; Husky et al., 2020; Moawad, 2020). Comparing data from 2019 and 2021 pandemic states, college students had 37.6% stress and 21.5% of depression in the 2019 (American College Health Association, 2020a). During the COVID-19 pandemic, college student have more increased 43.4% of stress and 25.4 of depression (American College Health Association, 2021). This is a large jump that indicates action should be taken.

2.5 Coping strategies to help educators manage

No one expected that infectious diseases such as COVID-19 would spread around the world. Coping strategies are very important parts to manage stress and improving well-being (Parsons et al., 1996). Effective coping strategies are very helpful to manage teachers stress (Richards, 2012). Mindfulness practices frequently improved mental health as a powerful coping strategy (Zhu et al., 2021)

2.6 Influences of Mindfulness in Western Contexts

Stress at all levels and in all groups in education is accelerating as demands and stakes rise. Stress and anxiety are known to exacerbate many physical health conditions, including cardiovascular disease, cancer, and conditions related to reproduction (Stahl & Goldstein, 2010, p. 3). Specifically, work stress can have negative effects on personal health, both psychologically and physically (Kabat-Zinn, 1990). Because of the many responsibilities and challenges of a demanding, heavy workload, school leaders continue to experience a negative impact in their personal lives as well as their administrative careers (Sogunro, 2012).

School administrators are in a critical situation, facing rising pressures and demands in their workplace (Hawk & Martin, 2011). To ease this burden, they seek stress management techniques to help them cope and be effective. Even with these initiatives, though, principals are tired from a broken work-life balance, lapses in personal self-care, loss of enthusiasm, and hopelessness (Mahfouz, 2020b). For them, using mindfulness awareness and practices, self-management, and professional development programs helps them to manage their stress and lead their schools positively (Mahfouz, 2020b).

Teachers and administrators have been concerned about occupational stress and low job satisfaction in various educational settings throughout the world (Kyriacou, 1987; Mahfouz, 2020a). Stress may cause unproductive work and poor management strategies (Chiesa & Serretti, 2009). Thus, an effective coping mechanism is crucial to help lower and then maintain stress levels (Dick & Wagner, 2001).

As defined by Breakwell (1986) Breakwell, a coping strategy is “any activity, in thought or deed, which has as its goal the removal or modification of a threat to identity can be regarded as a coping strategies” (p. 78). Coping strategies help teachers and educational administrators

reduce their stress in difficult and challenging environments (Hawk & Martin, 2011; Mahfouz, 2020a). Coping responses affect the impact of stress for both psychological and physiological responses (Steptoe, 1991). An effective coping strategy provides a powerful tool that can reduce a good deal of work-related stress in the school environment by helping teachers and administrators function purposefully and without stressful distractions that diminish the effectiveness of their response (Allison, 1997).

2.7 Mindfulness-Based Stress Reduction (MBSR)

As a concept, mindfulness arises from a psychological theory of attention and awareness (Baer et al., 2006; Brown & Ryan, 2003). As a discipline for heightening awareness and reducing stress, it concentrates on activities performed daily and routinely to alleviate emotional and physical discomfort (Zenner et al., 2014). The positive results from mindfulness-based approaches in alleviating stress and improving everyday function have driven their growth as popular therapies.

The significance of the sociological and cultural context in meditative mindfulness practices was acknowledged after mindfulness training became sought-after in the West (Garland et al., 2015) from its beginnings in Eastern Buddhist tradition and teachings (Chiesa & Serretti, 2009). Western interpretations of Eastern traditions in mindfulness have proved successful in treatment, confirmed by studies concluding that mindfulness practices contribute to positive results in nurturing health, improving psychological well-being, and developing higher performance levels (Ergas, 2015, p. 206).

In recent years, the use of mindfulness-based practices has grown rapidly (Frank et al., 2013; Stein & Witkiewitz, 2020). Especially, MBSR is a structured program developed and established by Jon Kabat-Zinn (Kabat-Zinn, 1990) as an intervention therapy to relieve psychological distress, moderate psychological issues, and to treat emotional and behavioral issues. It is considered to be one of the two main mindfulness-based therapies in current use; both focus on cultivating nonjudgmental mindfulness and developing meditation skills.

Mindfulness practices have been incorporated into strategies to treat a variety of conditions, such as those related to stress, pain, depression, and anxiety, as well as used alone to provide an alternative treatment (Marchand, 2012; Widha et al., 2021). In addition, mindfulness can

be used daily in a broad range of activities designed to function as a treatment for alleviating emotional stress and physical disorders such as pain (Zenner et al., 2014).

Brown et al. (2007) asserted that in identifying mindfulness skills it is important to identify and classify significant elements in its practice—the “antecedents, meditators, and consequences of mindfulness” in treatment and other similar training methods (p. 277). The use of mindfulness techniques has led to reductions in experiencing anxiety (Kabat-Zinn et al., 1992; Song & Lindquist, 2015) and in developing accord with non-meditators (Krygier et al., 2013), achieving self-regulation (Shapiro et al., 2006), and managing emotional disorders (Weick & Putnam, 2006).

Mindfulness incorporates such healing practices as yoga, creative dance, and martial arts (Stewart, 2004). These kinds of mind-body therapy can help increase insight into oneself and connect mind-body effectively for achieving emotional balance and well-being (Thich, 1975). Wells (2016) stated that mindful moments present a constant supply of opportunities to be completely in the moment—anytime, anywhere—and that such moments help anyone stop everything to focus on the moment, without judgment. According to Wells, the benefit of mindfulness practices for leaders is that it has an immediate effect, leading to fast recovery of balance and resolution, and a clear path forward of healing (Wells, 2016).

Generally, research focused on concepts of mindfulness as a meditation practice and as a therapeutic intervention did not begin until the last half of the twentieth century (Kostanski & Hassed, 2008). Since that time, mindfulness-based training has expanded from clinical practice in psychology and medicine into many more professional fields, such as management, business, and education (Meiklejohn et al., 2012), and a number of resulting studies on mindfulness-based practices show improvements in practitioners’ health and well-being, such as reduced stress, depression, and anxiety, as well as less need for continued clinical or general therapeutic treatment (Meiklejohn et al., 2012).

2.8 Benefits of MBSR Therapies

MBSR practice “consists of the development of a particular kind of attention, characterized by a nonjudgmental awareness, openness, curiosity, and acceptance of internal and external present experiences, which allows practitioners to act more reflectively rather than impulsively” (Chiesa & Serretti, 2009, p. 593). It is easily adaptable as a daily practice, and no professional skill

is needed to execute it, and nor does it require a medical procedure or prescription. MBSR, in fact, can be used anywhere in a great range of activities and settings—from home to classrooms and events—including breathing, sitting, yoga, meditation, walking, body scanning, and eating (Burgstahler & Stenson, 2019; Chiesa & Serretti, 2009; Finnan, 2015; Matiz et al., 2020; Stapp & Lambert, 2020). In addition, MBSR can be highly effective in reducing stress for people in the general population not in active, clinical treatment (Chiesa & Serretti, 2009). MBSR affords the deep benefit of reducing stress, depression, and anxiety, encouraging the engagement in mindfulness meditation to relieve suffering by helping people improve the awareness of their inner and outer experiences to bring about positive change (Chiesa & Serretti, 2009). For their ability to encourage and support positive outcomes in difficult psychological environments, mindfulness-based programs provided a beneficial impact through the mind-body connection (Song & Lindquist, 2015).

Evidence gathered over the past 20 years clearly shows that mindfulness-based therapies help to treat psychological disorders (Crane & Hecht, 2018; Matiz et al., 2020), having positive effects on many psychological symptoms of distress, such as sleep quality, anxiety, or depression (Carlson et al., 2001; Ghodspour et al., 2018; Shapiro et al., 2003). In addition, stress management interventions, including meditation, mindfulness training, and multicomponent treatments generate improvement in establishing restorative sleep patterns for women with breast cancer (Shapiro et al., 2003). A study by O’Loughlin and Zuckerman (2008) found that individuals practicing mindfulness experienced less physical symptoms of stress (p. 1200). Many people under treatment for psychological difficulties, in fact, observed that MBSR and acceptance-based behavioral therapies had significantly reduced their psychological distress, including depression and anxiety (Danitz & Orsillo, 2014). Harris et al. (2016) found that mindfulness interventions improved educators’ well-being and emotional regulation enough to help improve classroom management.

The following section gives the results of this research showing what mindful meditation can offer in stress reduction to teachers and administrators, e.g., providing relief from stress and pain and offering alternative ways of achieving emotional equilibrium and professional skill. What has been achieved here can be applied to lives in virtually every setting and culture. A summary of these studies is presented in Table 2. Table 2 depicts the positive outcomes of mindfulness-based stress reduction practices.

Table 2: Summary of the studies that showed the effectiveness of MBSR program.

Study	Type of participant	Research design	Main findings
Jain et al. (2007)	Full-time medical students, graduate nursing students, undergraduate premedical or pre- health students	Randomized controlled study	MBSR and relaxation conditions had similar decreases in distress and increases in positive affect MBSR group had significant decreases in distractive and ruminative thoughts and behaviors
Shapiro et al. (2007)	students	Cohort-controlled design (pre-and post-course measures)	MBSR intervention effects on Well-being and distress mindfulness-based stress reduction (MBSR) program was associated with improvements in graduate counseling psychology students' mental health MBSR program reported significant pre-post course declines in perceived stress, negative affect, state and trait anxiety, and rumination, and significant increases in positive affect and self-compassion
Rosenzweig et al. (2003)	2 nd – year medical students	Prospective, nonrandomized, and controlled trial	“Supporting the efficacy of MBSR in reducing anxiety, depression, and somatization while enhancing participants’ overall sense of well-being” (p. 92). “MBSR teaches a broad skill set of formal and informal techniques that can be readily applied within the course of a typical workday” (p. 92).
Birnie et al. (2010)	Adults The MBSR program is offered to the public through the university (N = 104)	Pre-post intervention	Increased self-compassion, perspective taking, spirituality and mindfulness
De Vibe et al. (2013)	Students (n=288)	A randomized controlled study	Positive states of mind as a result of MBSR intervention Improved well-being in medical students

Note. MBSR = Mindfulness Based Stress Reduction

2.9 Use of MBSR in mindfulness research

This section provides an overview of the various positive outcomes through the mindfulness training program and its use in research. College-level students may have a lot of emotional and physical issues (Jones et al., 2018; Wallace et al., 2017; Zurlo et al., 2020). Most concerns in the demographic are stress-related; typically college students face problems in their health through stress (Oman et al., 2008; Ramler et al., 2016). For example, college students exhibit that overall 40.3 percent of students are stressed and 31.4 percent report having anxiety disorder (American College Health Association, 2020b). Psychological issues such as anger and other conflicts cause our stressful-related health deterioration (Thomas, 2003).

Effectiveness of mindfulness has been most prominent for clinical and non-clinical populations who practice MBSR for two hours every week for a duration of 8-10 weeks (Stahl & Goldstein, 2010). Many research areas are based on mindfulness interventions, including its effect on college student stress (Leland, 2015; Voss et al., 2020), awareness and the decoupling of attention (Smallwood et

al., 2007; Teasdale et al., 2002), the effect of intervention on psychological factors (Danitz & Orsillo, 2014), and ways to reduce stress for schoolteachers (Fabbro et al., 2020), are coming to be recognized and studied. These studies provide empirical evidence and dynamic approaches to understanding mindfulness interventions.

Currently, stress-reduction techniques have become popular not only for an individual’s psychological and physical issues but also for those interested in emotional and spiritual solutions (Jain et al., 2007). Stress-related problems can be prevented through mindfulness practices (De Vibe et al., 2013). There are some studies for the impact of MBSR, including self-compassion (De Vibe et al., 2013; Shapiro et al., 2007; Terry & Leary, 2011), stress relaxation (Jain et al., 2007) and emotional distress (Rosenzweig et al., 2003). At the college level, MBSR program showed produce positive effects both psychological and physical symptoms such as stress, depression or anxiety (Burgstahler & Stenson, 2019; De Vibe et al., 2013; Rosenzweig et al., 2003; Song & Lindquist, 2015).

3 Conclusion

This research study presents an overview of the mindfulness which is based on definitions from several scholars, philosophical traditions, the importance of mindfulness and the influence of mindfulness in education. This study discusses the several definitions of mindfulness and their related philosophical perspectives. The use of mindfulness and positive effects show beneficial impacts, but cultivating an understanding and constructive practice of mindfulness is not easy (Sauer et al., 2011). Based on mindfulness, a lot of researchers show evidence that mindfulness helps in many fields and especially in education. Mindfulness practices and related therapies provide positive effects to teachers and students.

We face a lot of difficulties in a lot of areas and there are no exceptions in education. School teachers and principals as well as school districts and administrators have a lot of stress and difficulties related to managing their schools and the needs of their students. Through the understanding of mindfulness, mindfulness practices, and definitions, mindfulness interventions can be easily approached. In addition, mindfulness practice helps to reduce psychological and physical problems (Kabat-Zinn, 1990; Wells & Klocko, 2018). Mindfulness-based therapy or practices reduce stress, illness, or depression (Kabat-Zinn, 1990), and as such, are worth further investigation as to its usefulness when deployed in schools both for teachers and staff as well as students. We are living in COVID-19 era, and nobody expects this situation to come, and mindfulness practices might be a way for educational professionals to overcome the additional stress of trying to manage their classrooms remotely without a great deal of time to ensure the best, evidence-based practices were employed. We need to give health guidance to school leaders to help them manage highly stressful emerging contexts. We need to provide evidence-based practices that can be easy to use in their office or home, and mindfulness offers promise.

Well-being is very significant to students, teachers, and principals. Especially, we are living in COVID-19 pandemic and it has become more important to keep our physical and psychological health. COVID-19 gives us a new paradigm and changed educational systems such as homeschooling, remote learning and online learning (Daniel, 2020; Fontenelle-Tereshchuk, 2021). In the COVID-19 pandemic, mental health is still a concern for both parents' and students' (American Academy of Pediatrics, 2020) and teachers' health (Baker et al., 2020; Jakubowski & Sitko-Dominik, 2021). Social isolation, lack

of relationships, and loneliness for students increase their mental illness (Lee, 2020). Unfortunately, during lockdown in all societies, including schools, , mental health service also stopped (Thakur, 2020).

We still face a lot of challenges and are still in the COVID-19 pandemic. We need to prepare for post COVID-19 stress disorder in the educational field, including students, teachers, principals and communities. A survey by the journal *Nature* through immunologists, infectious disease researchers, and virologists showed that more than 90% of them expected that COVID-19 will possibly transition to endemic (Torjesen, 2021). Thus, we need to provide good health guidance for schoolteachers, staff, students and communities. Also, we need to provide mindfulness-based interventions and related practices (Maxwell & Duff, 2016). These practices can be easily approach to anytime, anywhere, any person.

For further research, we need to investigate how mindfulness practice is influenced by becoming *McMindfulness*. In other words, some scholars worry about it becoming secular mindfulness which they called *McMindfulness*. Hyland (2017) stated that mindfulness should have a relationship with ethical practices and Buddhist foundation, if not, it is just becoming a fashionable self-gimmick. In addition, Purser and Loy (2013) also worry about transforming mindfulness to adapt and become a new capitalist spirituality. We need to more deeply discuss these issues based on Asian Buddhist monks' and scholars' teachings, such as Korean monk Seung Sahn, Japanese monk Shunryu Suzuki, Vietnamese Monk Thick Nat Han, and Western scholar Jon Kabat-Zinn.

Currently, there have a lot of practices and recommendations for school leaders and students. However, we need to provide the practices how they easily approach and doing them anywhere. We need to overcome the COVID-19 and we should deal with general issues such as stress, depression and anxiety in our work.

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