

The Effects of Mindfulness Breathing Training on Beijing International High School Teachers' Mental Exhaustion

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Abstract

More and more teachers at foreign schools are becoming weary due to the high demands of study and work, which hurts their physical and mental health. This study aims to investigate the impact of mindfulness breathing training on the mental exhaustion of teachers in international high schools. Nine teachers from Beijing Futurecity Academy were recruited. This group employed mindfulness breathing exercises to alleviate their mental fatigue. It turns out that mindfulness breathing training can assist teachers at international high schools in recovering from mental exhaustion.

Keywords: International high school teachers, mental exhaustion, mindfulness

Introduction

The profound social, economic, and cultural changes that occurred in the final quarter of the twentieth century represent the swift and deep move from an industrial society to a service economy (Schaufeli et al., 2009, p204). This societal shift is accompanied by psychological pressures that may result in job burnout. High school teachers at foreign schools work long hours and are under a lot of stress. Stress might have a harmful influence on their mental health. Some foreign high school teachers experience mental exhaustion and even neurasthenia and sleeplessness. However, little research has been conducted on the mental exhaustion of foreign high school teachers.

The mindfulness breathing training technique is one of the most powerful techniques to assist individuals in achieving a pleasant frame of mind and is one of the finest ways to help balance the mind and body. Mindfulness breathing exercise simplifies releasing tension, which may help minimize mental exhaustion.

As a result, the researchers hypothesized that "mindfulness breathing training" intervention could lessen the mental exhaustion of high school teachers at international schools.

2. Essential Research

2.1 Academic research on teachers' mental exhaustion

There have been numerous studies on job burnout, and one characteristic of occupational burnout is mental exhaustion (Maslach et al., 2001). However, there has

been little research on teachers' mental exhaustion in international high schools.

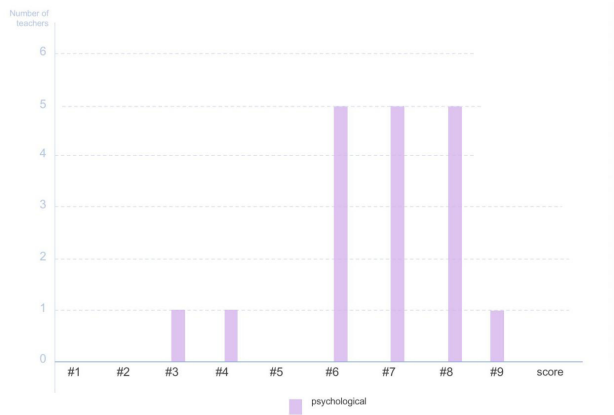
2.2 Mindfulness can help relieve mental exhaustion

Mindfulness is a spiritual training technique. It is a deliberate and conscious technique of paying attention to and being aware of everything in the present moment without judgment, analysis, or reaction, but simply being aware of and paying attention to it. Mindfulness meditation is a type of positive self-control mental adjustment practice. It has biological impacts via controlling cognition, emotion, and behavior. Teachers' negative emotions can be alleviated by mindfulness meditation, as well as their subjective well-being and cognitive abilities. As a result, this study suggested that a "mindfulness" intervention could help high school teachers at international schools deal with mental exhaustion.

3. Innovation Design

To begin, this research contacted high school teachers at Beijing Futurecity Academy. In this research, they were asked how they felt about mental exhaustion. The following questions are posed:

1. For the average semester, rate your level of mental exhaustion on a scale of 1-10, with a higher number indicating a greater degree of mental exhaustion.
2. For this semester, choose a color to represent your exhaustion. This study did not provide teachers with a color palette from which to choose, instead recording the first color that sprang to mind. The teachers then briefly explained why they chose this color.



This research investigation examined some relevant studies' mindfulness training methods (Li Junlan, 2005; Deng Ruling, 2002). The research created a mindfulness breathing exercise for international high school teachers to assist them in recovering from mental exhaustion: 1 minute of mindfulness breathing exercise between lessons once a day. Nine teachers took part. The program lasted three weeks, and the teachers were reminded to complete the mindfulness mentioned above breathing exercise every day.

The teachers who took part in the study were interviewed again. The following questions are posed:

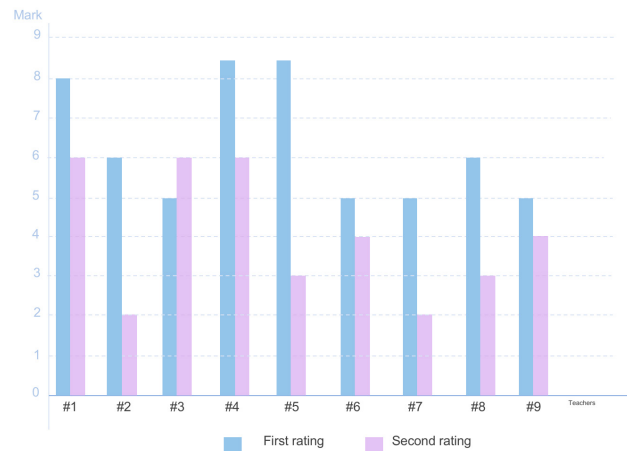
1. On a scale of 1-10, rate your level of mental exhaustion

for the average semester. The lowest level is 1, and the highest level is 10.

2. For this semester, choose a color to represent your exhaustion. We did not provide teachers with a color palette from which to choose, instead recording the first color that sprang to mind. The teachers then briefly explained why they chose this color.

Finally, based on the data acquired, we assessed whether the training we devised might effectively relieve teachers' mental exhaustion.

4. Verification Results



A total of nine teachers participated in mindfulness breathing training after class, with the members of the group reminding them. Teachers were invited to express their emotions following the training. They all believe that mindfulness breathing training is beneficial for reducing mental exhaustion. 88.9% reported less mental exhaustion after mindfulness breathing training than before. At the same time, 77.8% chose a lighter color to describe their mental exhaustion before mindfulness breathing training. For example, the first description is dark blue, whereas

the second is light blue. This description of the same color system can also show fatigue reduction following mindful breathing. We also questioned the teacher about the first and second descriptions of yellow and blue, and he responded that blue was a more relaxed mood for him. Therefore, the hue became lighter the second time.

5. Conclusion

In conclusion, the study's findings revealed that mindfulness breathing training cured most of the teachers'

mental exhaustion, indicating that mindfulness breathing training is beneficial in relieving the mental exhaustion of the teachers who participated in this study.

At the same time, it demonstrates that mental exhaustion is a widespread issue among high school teachers in our school, but there has not been much research focused on relieving it for them. More academics must focus on the psychological needs of foreign high school teachers, particularly their mental exhaustion, to find better solutions. Further research may aid in reducing teachers' mental exhaustion by developing more attentive exercises.

References

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