

The Effect of Mindful Teaching on Job Satisfaction among L2 Instructors: Examining the Mediating Role of Teacher Self-Efficacy

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Abstract

Teacher well-being has become an important concern in higher education due to increasing levels of occupational stress, burnout, and attrition, which may negatively affect instructional quality and student learning outcomes. These challenges are particularly evident in English as a foreign language teaching, where instructors frequently manage intensive workloads, diverse learner needs, and substantial emotional demands. Although previous research has linked mindfulness and self-efficacy to positive teacher outcomes, limited attention has been given to the psychological mechanisms through which mindful teaching contributes to job satisfaction in EFL contexts. Addressing this gap, the present study examined the direct effect of mindful teaching on job satisfaction and investigated the mediating role of teacher self-efficacy in this relationship. The participants consisted of 321 EFL instructors working in English-language preparatory programs in higher education in Türkiye. Data were collected using the Mindfulness in Teaching Scale, the Teacher Self-Efficacy Scale, and the Job Satisfaction Index. The findings revealed a statistically significant positive relationship between mindful teaching and job satisfaction. Teacher self-efficacy was also found to partially mediate this relationship, indicating that mindful teaching contributes to job satisfaction both directly and indirectly through stronger efficacy beliefs. These findings identify self-efficacy as an important psychological mechanism underlying the relationship between mindful teaching

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and job satisfaction. The study extends current understanding of teacher well-being in EFL higher education by providing empirical support for a mediation model linking mindful teaching, self-efficacy, and job satisfaction..

Keywords: EFL instructors; higher education; job satisfaction; mediation analysis; mindful teaching; teacher self-efficacy

1. Introduction

Job satisfaction refers to the extent to which individuals have positive feelings about the conditions of their professional activities (Pepe et al., 2017; Wang & Derakhshan, 2024). Skaalvik and Skaalvik (2011) define it as teachers' emotional responses to their profession or teaching responsibilities. Several important psychological dimensions, such as well-being and the emotional climate of the school environment, have been closely linked to teachers' job satisfaction (Shoshani & Eldor, 2016), as well as to professional status and working conditions (Troeschi & Bauer, 2017). Job satisfaction plays a significant role in predicting both teacher and student effectiveness, as well as the overall functioning of the educational system (Lopes & Oliviera, 2020). Teacher well-being has emerged as a critical issue in higher education because increasing job demands, administrative responsibilities, emotional labor, and accountability pressures have been associated with elevated levels of stress and burnout among educators. These challenges may undermine teachers' psychological health, reduce instructional effectiveness, and increase intentions to leave the profession (Hascher & Waber, 2021; Madigan & Kim, 2021). In EFL settings, instructors often face additional pressures related to language proficiency expectations, learner diversity, assessment responsibilities, and the need to maintain high levels of interpersonal engagement. Consequently, identifying psychological resources that can support teacher well-being and sustain job satisfaction has become an important priority for both researchers and educational institutions.

In recent years, teacher job satisfaction has received great attention. A demanding workload often places considerable pressure on educators, which may lead to job dissatisfaction (Madigan & Kim, 2021). Such dissatisfaction can result in reduced self-confidence and diminished enthusiasm for teaching (Skaalvik & Skaalvik, 2015). These conditions may create cognitive barriers, leading to feelings of uncertainty, fear, and stress among instructors. Many EFL instructors, in particular, may lack adequate strategies to cope effectively with high levels of workplace stress and the emotional demands associated with teaching responsibilities, which can threaten their well-being and contribute to job dissatisfaction. This dissatisfaction may negatively affect both emotional and physical health and may also influence the broader teaching-learning process. For instance, when instructors experience stress and

dissatisfaction, maintaining a positive classroom atmosphere becomes more challenging, which can ultimately affect the quality of instruction and the nature of interactions between students and teachers (Jeon et al., 2019). Considering the significance of this issue, it is essential to investigate the factors that may enhance job satisfaction among EFL instructors.

Teacher job satisfaction can be broadly conceptualized as instructors' emotional experiences, attitudes, and evaluations of various aspects of the educational context (Lu et al., 2019). These aspects include job demands, the working environment, organizational capacities, leadership approaches, and other relevant factors. Teacher job satisfaction has a substantial impact on teacher commitment, academic performance, and mental health (Qi & Derakhshan, 2023; Toropova et al., 2021). Previous research on teacher job satisfaction has primarily focused on factors such as workplace conditions and the organizational climate (Lee & Quek, 2018), interpersonal support and collaborative relationships (Polishchuk et al., 2022), professional development (Stevens, 2022), opportunities for career advancement (Banerjee et al., 2017), and workplace motivation (Hyseni et al., 2022). However, relatively limited research has examined the relationship between teacher job satisfaction and mindful teaching among EFL instructors.

Individual psychological resources, such as mindfulness, represent important constructs in contemporary psychology and have been shown to contribute significantly to individuals' well-being and effectiveness (Hascher & Waber, 2021), particularly in demanding professional contexts such as language teaching. As a personal emotional resource, mindfulness is particularly valuable due to its numerous benefits for psychological functioning. Therefore, it is important to explore the role of mindfulness in promoting teacher job satisfaction. Although previous research has extensively examined a variety of factors influencing teacher job satisfaction, a notable gap remains in understanding the role of mindfulness in this relationship. Job satisfaction among EFL teachers has been examined in relation to several emotional and psychological variables across different contexts. In the Turkish context, Atmaca et al. (2020) stated that EFL teachers' job satisfaction was related to the emotions such as love. In the Iranian context, Rezaee et al. (2018) demonstrated that job satisfaction among EFL instructors was positively related to job performance.

Piasecka (2016) reported that EFL instructors' job satisfaction was linked to enjoyment in teaching and a sense of accomplishment. Similarly, in the Chinese context, Zhang et al. (2024) found that EFL instructors' job satisfaction was strongly associated with organizational and managerial factors. Overall, these studies indicate that EFL teachers' job satisfaction is closely intertwined with a variety of emotional and contextual factors.

Despite the growing body of research on teacher job satisfaction, psychological mechanisms that may explain how personal resources influence teachers' satisfaction with their profession, particularly in EFL contexts, have been ignored. Although previous studies have examined various emotional, organizational, as well as contextual predictors of teacher job satisfaction (Banerjee et al., 2017; Hyseni et al., 2022; Lee & Quek, 2018; Polishchuk et al., 2022; Stevens, 2022), the potential role of mindfulness in shaping teachers' professional experiences remains relatively underexplored. In particular, little empirical research has investigated how mindful teaching may contribute to job satisfaction among EFL instructors or how this relationship may operate through important psychological mechanisms such as self-efficacy. Given that EFL instructors frequently encounter demanding instructional environments and emotional challenges, understanding how mindfulness and self-efficacy interact to influence job satisfaction represents an important yet insufficiently addressed area in the literature.

In the Turkish higher education system, English-language preparatory programs are intensive language education programs designed to help students attain the English proficiency required for admission to English-medium academic departments. Instructors working in these programs often encounter demanding teaching schedules, diverse learner needs, and substantial assessment responsibilities.

The present study is grounded in Social Cognitive Theory (Bandura, 1997) and the Job Demands–Resources (JD-R) framework (Bakker & Demerouti, 2007). According to the Social Cognitive Theory, individuals' beliefs about their capabilities affect their behaviors, emotional responses, as well as professional outcomes. Within educational settings, teachers with stronger efficacy beliefs are more likely to approach instructional challenges confidently, persist when difficulties arise, and

experience positive professional outcomes. From this perspective, mindful teaching may enhance teachers' awareness and adaptive responses to classroom situations, thereby strengthening self-efficacy beliefs.

The JD-R framework further suggests that personal resources help individuals cope with occupational demands and maintain well-being. Mindful teaching is described as a personal resource enabling teachers to regulate attention, respond effectively to classroom challenges, and reduce the negative effects of work-related stress. Similarly, teacher self-efficacy represents an important psychological resource that supports resilience, competence, and professional engagement (Bakker & Demerouti, 2007). Consequently, both mindful teaching and self-efficacy are expected to contribute positively to job satisfaction. Integrating these theoretical perspectives provides a foundation for examining self-efficacy as a mediating mechanism linking mindful teaching and job satisfaction among EFL instructors.

The present study proposes that mindfulness influences EFL instructors' job satisfaction and that this relationship may be mediated by self-efficacy. Bandura (1997) introduced the concept of self-efficacy, referring to individuals' beliefs in their ability to successfully perform specific tasks. In educational contexts, self-efficacy has an important role in shaping instructional practices, classroom management, and student engagement (Tschannen-Moran & Hoy, 2001). Teachers with high levels of self-efficacy tend to demonstrate greater persistence when facing challenges, adopt more innovative pedagogical approaches, and foster more positive learning environments (Klassen & Tze, 2014). Previous research has consistently shown that self-efficacy is a significant predictor of job satisfaction among educators (Yin et al., 2024). Teachers who believe in their professional capabilities are more likely to experience higher levels of job satisfaction because they perceive themselves as more competent and effective in their roles (Skaalvik & Skaalvik, 2010). Furthermore, self-efficacy has been positively associated with mindful teaching, an instructional approach that emphasizes awareness, adaptability, and emotional regulation in classroom practices. Given its influence on both job satisfaction and mindful teaching, self-efficacy may function as a mediating factor in the relationship between these constructs. Considering the widely recognized importance of mindfulness for enhancing well-being and effective functioning—particularly in demanding

professions such as teaching—further investigation into its role is warranted. Such research may provide valuable insights for developing targeted interventions and support mechanisms aimed at improving teacher job satisfaction and enhancing the overall quality of instruction.

2. Review of Literature

Mindfulness has been identified as a possible mitigation strategy for increasing teacher satisfaction with the job and enhancing personal well-being among EFL instructors (Baltzell, 2016). Mindfulness calms adverse feelings, lowers anxiety, and boosts psychological well-being (Kubzansky et al., 2018). Individuals with substantial amounts of mindfulness have an improved capacity to intentionally foster awareness (Brown & Ryan, 2003). Some research studies conducted so far have shown that when instructors integrate mindfulness into their instructional methods, they have better emotional well-being (Jennings et al., 2017), lower job-related stress (Roeser et al., 2013), and higher teacher satisfaction with the job (Reiser & McCarthy, 2018). Teachers who adopt personal mindfulness, or being aware of what they are feeling and thinking in the educational setting, are more efficient at regulating their psychological well-being (Baitleuova et al., 2025; Huang, 2022; Irgatoğlu & Kırmızı, 2023). Concerning the previous studies, there is reason to assume that mindfulness in the educational setting can improve instructors' emotional well-being, lower anxiety, increase classroom management abilities, and, eventually, boost instructors' satisfaction with their job.

Teacher satisfaction refers to educators' overall contentment with their profession, encompassing factors such as workload, student engagement, administrative support, and autonomy. Research suggests that teacher satisfaction plays a crucial role in their professional commitment, instructional quality, and emotional well-being. Skaalvik and Skaalvik (2011) found that job satisfaction among teachers is significantly influenced by self-efficacy, perceived autonomy, and work-related stress. When teachers feel competent and supported, they are more likely to experience intrinsic motivation and job fulfillment (Klassen & Chiu, 2010). Moreover, Derakhshan et al. (2022) highlight that teacher satisfaction is also shaped by professional identity and

emotion regulation, which are closely linked to mindful teaching and self-efficacy.

As a concept rooted in Bandura's (1997) Social Cognitive Theory, self-efficacy refers to the belief of individuals in their ability to successfully perform specific tasks. In education, teacher self-efficacy is a key determinant of classroom management, instructional effectiveness, and resilience (Tschannen-Moran & Hoy, 2001). Teachers with high self-efficacy are more adaptable, motivated, and capable of fostering a positive learning environment (Zee & Koomen, 2016).

Although the relationship between teacher satisfaction with jobs and mindful teaching has been established, empirical research into the potential mechanisms by which mindfulness improves teacher satisfaction with jobs is limited. Aslan Gördeslia (2022) suggests that self-efficacy and work engagement may operate as mediators in the relationship between job satisfaction and mindfulness. Abu-Tineh et al. (2011) emphasized that educators' self-efficacy is their confidence in maintaining discipline in the classroom. It has a direct or indirect impact on their ability to promote learning and involvement of students. According to Cheng et al. (2021), instructors' self-efficacy has a significant influence on their behaviors, attitudes, and mentality when faced with instructional issues and interactions with students. For example, when instructors are confident in their expertise and ability to tackle regular instructional problems, they are more motivated and resilient to overcome barriers, resulting in higher teacher satisfaction with the job (Derakhshan & Fathi, 2024; Yüce et al., 2023). Studies repeatedly show that when instructors lead efficient courses, peer support improves, as do instructors' satisfaction with their job and sense of academic achievement (Johnson et al. 2012).

Recent research has highlighted the crucial role of self-efficacy in shaping job satisfaction and mindful teaching practices among English language instructors. According to Derakhshan et al. (2020), self-efficacy is a key component of teachers' professional identity, influencing their autonomy, resilience, and overall success in the classroom. Their study underscores that teachers with high self-efficacy are more likely to engage in reflective and mindful teaching, leading to better instructional outcomes and greater job satisfaction. More recent studies have further confirmed the importance of self-efficacy as a psychological resource in language teaching contexts.

For instance, Wang et al. (2025) reported significant positive associations between EFL teachers' self-efficacy, emotion regulation, and work engagement, while Solhi et al. (2026) highlighted the close relationship between self-efficacy and positive professional and emotional outcomes among EFL teachers. Collectively, these findings suggest that self-efficacy plays a central role in promoting teacher well-being and effective professional functioning.

Fathi et al. (2020) also elaborate on this connection, demonstrating that self-efficacy and collective efficacy contribute significantly to teachers' psychological well-being. Their findings state that when teachers perceive themselves as competent and supported by their colleagues, they experience higher levels of job satisfaction and are more likely to engage in mindful teaching practices. Similarly, research by Brouwers and Tomic (2000) has shown that teachers with greater self-efficacy are less likely to experience burnout, which fosters a more mindful and engaged approach to teaching. Moreover, the study by Brackett et al. (2010) emphasizes the role of emotional regulation and self-efficacy in preventing teacher burnout. They found that teachers who possess strong emotional regulation skills and a sense of self-efficacy tend to report greater job satisfaction and effectiveness in their teaching practices. This aligns with Bandura's (2011) social cognitive theory, which posits that individuals with higher self-efficacy are more resilient in the face of challenges and more likely to persist in their professional efforts. Overall, these studies collectively illustrate that self-efficacy serves as a mediating factor in the relationship between job satisfaction and mindful teaching. When English language instructors feel confident in their abilities and supported in their professional environments, they are more likely to engage in reflective and mindful teaching, ultimately enhancing both their well-being and their students' learning experiences.

Furthermore, instructors with higher levels of self-efficacy may obtain more incentives, approval, and promotion chances, resulting in greater satisfaction with self-fulfillment (Bogler, 2001; Zhi et al., 2024). Emin Türkoğlu et al. (2017) found a favorable association between teachers' self-efficacy and satisfaction with their jobs. Additionally, mindful teaching has been proven to significantly improve teachers' mindfulness levels, minimize anxiety, and promote self-efficacy (Walker, 2017). Based on these research results, a significant relationship between mindful teaching

and self-efficacy has been proposed. Consequently, it is proposed that self-efficacy plays a significant mediating role in the relationship between teacher satisfaction with the job and mindful teaching, as it directly influences teachers' confidence, emotional resilience, and professional commitment. Research suggests that teachers with higher self-efficacy are more likely to remain engaged, experience lower levels of stress, and adopt reflective teaching practices that enhance classroom interactions (Derakhshan et al., 2020; Fathi et al., 2020). Furthermore, self-efficacy has been linked to greater adaptability and motivation, enabling teachers to navigate challenges more effectively and sustain their enthusiasm for teaching (Bandura, 2011; Brackett et al., 2010). By fostering a sense of competence and purpose, self-efficacy not only contributes to teacher well-being but also enhances learning outcomes, making it a vital factor in success.

Recognizing how mindful teaching affects instructors' job satisfaction is critical for increasing their well-being. This study has two key goals. The first is an examination of the direct influence of mindful teaching on instructors' satisfaction with their jobs. Second, it aims to find out the probable mediating function of self-efficacy in the relationship between teacher satisfaction with their professions and mindful teaching. Drawing on the JD-R framework, mindful teaching may function as a personal resource that helps instructors cope with occupational demands and maintain psychological well-being. Teachers who engage in mindful teaching are more likely to remain attentive, emotionally balanced, and responsive during classroom interactions, which may foster more positive evaluations of their professional experiences. Therefore, the following hypothesis was proposed:

- 1) Mindful teaching positively predicts job satisfaction among EFL instructors.

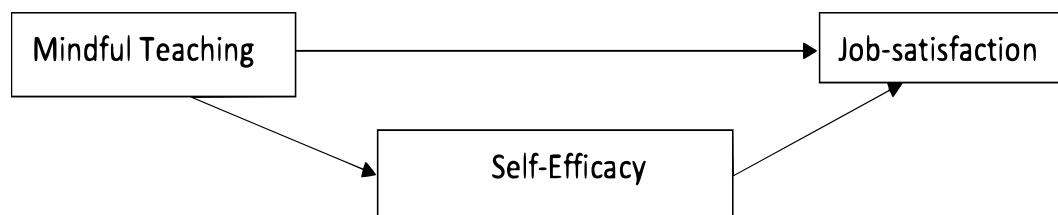
Social Cognitive Theory suggests that individuals develop efficacy beliefs through successful experiences and effective self-regulation. Mindful teaching may strengthen teachers' confidence in their instructional capabilities by increasing awareness, reflection, and adaptive classroom responses. In turn, teachers with stronger efficacy beliefs are more likely to experience professional competence and satisfaction. Therefore, teacher self-efficacy is expected to function as a psychological mechanism through which mindful teaching influences job

satisfaction.

2) Teacher self-efficacy mediates the relationship between mindful teaching and job satisfaction among EFL instructors.

Figure 1 depicts the proposed model for the study. In the current study, mindful teaching has been assigned as the predictor variable, while self-efficacy is classified as the mediator variable. Mediation analysis is utilized to investigate the direct and indirect impacts of self-efficacy on the role of mindful teaching in teacher satisfaction with the job.

Figure 1
The Proposed Model



3. Methods

3.1. Participants

This study used a convenience sampling design to identify 321 EFL instructors working in English-language preparatory schools at state universities in Türkiye. These programs provide intensive English instruction to students who are required to demonstrate a specified level of English proficiency before commencing their departmental studies. The participants' ages range from 22 to 63. In terms of gender, 65% are females, while 35% are males. Finally, 101 instructors have less than five years of experience, 112 have six to ten years of experience, and 108 have more than ten years of experience. The total sample of 321 participants exceeded the G*Power software's minimal prerequisite of 314 individuals to successfully assess moderate-sized effect correlations (Faul et al., 2007).

3.2. Instruments

Data were collected using three different scales.

3.2.1. Mindfulness in teaching scale

Mindful teaching was measured using the Mindfulness in Teaching Scale developed by Frank et al. (2016). The instrument consists of 14 items organized into two dimensions: personal mindfulness and interpersonal mindfulness. Personal mindfulness assesses teachers' awareness of their own thoughts, emotions, and actions during instruction, whereas interpersonal mindfulness evaluates teachers' attentiveness and responsiveness during interactions with students. A sample item is "I am aware of my emotions while I am teaching." Responses are recorded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). In the present study, Cronbach's alpha coefficients were .86 for personal mindfulness, .87 for interpersonal mindfulness, and .87 for the overall scale.

3.2.2. Self-Efficacy scale

The Self-Efficacy was assessed using the Self-Efficacy Scale developed by Tschannen-Moran and Hoy (2001). The scale contains 12 items measuring teachers' beliefs in their capability to perform instructional tasks effectively. It includes two dimensions: classroom management efficacy and instructional efficacy. A sample item is "How much can you do to motivate students who show low interest in schoolwork?" Participants respond using a Likert-type scale, with higher scores indicating stronger efficacy beliefs. In the current study, Cronbach's alpha coefficients were .87 for classroom management efficacy, .78 for instructional efficacy, and .83 for the overall scale.

3.2.3. Job satisfaction index questionnaire

Job satisfaction was measured using the Job Satisfaction Index developed by Tsui and Schriesheim (1980). The instrument assesses teachers' overall satisfaction with

different aspects of their professional work, including workload, organizational leadership, collegial relationships, welfare benefits, promotion opportunities, and professional development. A sample item is “I am satisfied with the opportunities for professional growth available in my institution.” Higher scores indicate greater job satisfaction. The reliability analysis yielded a Cronbach’s alpha coefficient of .89, indicating strong internal consistency.

After obtaining ethical approval from the relevant institutional review board, the questionnaires were distributed to EFL instructors working in English-language preparatory programs at state universities in Türkiye. The questionnaires were administered electronically, and all responses were anonymized prior to analysis. Data collection was conducted in accordance with institutional ethical guidelines and research standards.

3.3. Data Collection and Analysis

The results were acquired using three questionnaires issued to L2 instructors at state university preparatory schools. The goal of the data gathering was conveyed to them during the scale application. The main data was acquired in accordance with legal and ethical guidelines. Following confidentiality requirements, participants were informed of the study's purpose. The participants also filled out a consent form. The data was analysed using the SPSS 26.0 program.

4. Results

Table 1 presents descriptive data that were all normally distributed. Preliminary studies revealed substantial relationships between demographic characteristics (gender, age, and years of experience). When the association between demographic characteristics and study variables was examined, it was found out that age correlates favorably with teacher satisfaction with job and mindfulness. As a result, as instructors age, they experience increased mindfulness and contentment with their profession. Also, the current research used Pearson's correlation coefficient to investigate the relationships between continuous variables. Pearson's correlations

were performed after controlling for demographic characteristics to investigate the links between all the research variables, and the findings are shown in the table below. Correlation analysis indicated substantial relationships between multiple variables, implying high correlations. Mindful teaching had a substantial positive link with instructors' self-efficacy ($r = .131, p < .01$) and satisfaction with the job ($r = .384, p < .01$). These correlation statistics validate the study's hypotheses by demonstrating strong correlations between the variables being investigated. There was a substantial positive link between work satisfaction and teachers' self-efficacy ($r = .691, p < .01$).

Table 1
Mean, Standard Deviation, Cronbach's α , and Correlations

Variables	M	SD	α	1	2	3	4	5	6
1. Gender	1	.326		-					
2. Age	38.18	.726		-	-				
				.021					
3. Experience	9.09	.903		-	.845**	-			
				.008					
4. Mindfulness	14.22	.822	.87	.043	.981**	-.043	-		
5. Self-Efficacy	2.78	.392	.83	.005	-.083	-	.131**	-	
						.092*			
6. Teacher satisfaction with job	38.18	.071	.89	-	.983**	-.084	.384**	.691**	-
				.060					

* $p < .05$. ** $p < .01$. *** $p < .001$.

The current study further employed Hayes' PROCESS macro, Model 4, to investigate the mediating effect of instructors' self-efficacy in determining the connection between teacher satisfaction with the job and mindful teaching. The regression model scores are presented in Table 2. The study found a significant and positive correlation between mindful teaching and satisfaction ($\beta = .401, p < .001, 95\% \text{ CI} = [.282, .361]$). This shows that EFL instructors who use mindful teaching are more satisfied with their jobs. Table 2 also shows a positive correlation between mindful teaching and instructors' self-efficacy ($\beta = .091, p < .001, 95\% \text{ CI} = [.021, .227]$). This suggests that instructors who practice mindful teaching have more optimism regarding their ability to successfully carry out their roles as educators. Instructors' self-efficacy had a significant correlation with satisfaction with their jobs ($\beta = .712, p$

$<.001$, 95% CI = [.411,.561]). These data indicate that EFL instructors with a greater degree of self-efficacy had higher levels of teacher satisfaction with their jobs. Notably, mindful teaching continued to have a substantial direct influence on satisfaction with the job. This shows that mindful teaching has an immediate favorable influence on teacher satisfaction with the job, independent of the mediation effect of instructors' self-efficacy. According to the data collected, instructors' self-efficacy partially explains the association between teacher satisfaction with jobs and mindful teaching. Mindfulness has a direct and indirect impact on satisfaction with the job, with instructors' self-efficacy acting as a partial moderator.

Table 2

The Relationship Between Teacher Satisfaction with the Job and Mindful Teaching

	Self-efficacy				Teacher satisfaction with the job			
	β	St.E.	t	95%CI	β	St.E.	t	95%CI
Gender	-.017	.091	-.312	[-.182,.154]	-.074	.054	-2.643	[-.181,-.041]
Age	-.095	.085	-.987	[-.221,.098]	-.279	.045	-3.983	[-.212,-.054]
Experience	-.017	.117	-.145	[-.245,.228]	.168	.087	2.112	[.022,.254]
Mindful teaching	.091*	.061	15.035	[.021,.227]	.401*	.034	12.351	[.282,.361]
Self-efficacy					.712*	.032	20.763	[.411,.561]
R2	.102				.613			
F	7.123*				91.123*			

* $p < .05$. ** $p < .01$. *** $p < .001$.

The bootstrapping approach was used to examine the mediation effect. The mediation analysis results are provided in Table 3. The results show that teachers' self-efficacy strongly moderates the connection between satisfaction with their job and mindfulness. Mindful teaching has an indirect effect of 0.071 ($p < .001$, 95% CI = [.011,.139]) on satisfaction with the job via instructors' self-efficacy. While instructors' self-efficacy mediates the association between teacher satisfaction with the job and mindful teaching, it is critical to recognize that other characteristics, in addition to self-efficacy, have a direct impact on the effect of mindful teaching on teacher satisfaction with the job.

Table 3
Bootstrap Method

Model	Effect value	SE	95%CI	
			Low	High
Total	.316***	.012	.287	.391
Teacher satisfaction with job-Mindfulness-self-efficacy	.071***	.023	.011	.139
Direct effect	.245***	.012	.240	.316

* $p < .05$. ** $p < .01$. *** $p < .001$.

In summary, the mediation inquiry found that instructors' self-efficacy strongly mediated the relationship between satisfaction with the job and mindful teaching in the classroom.

5. Discussion

A rising number of scholars recognize the critical significance of satisfaction with a job in higher education, which influences instructors' psychological well-being, quality of instruction, and achievement of students (Hyseni Duraku et al., 2022; Xia et al., 2023). As a result, conducting detailed studies into teachers' satisfaction with their jobs, as well as examining influencing elements and improvement measures, is critical in both theory and practice. In keeping with this, the current work uses a mediation model. In this approach, teachers' self-efficacy is used as a mediating variable. The findings of the mediation analysis give a clear grasp of how mindful teaching improves satisfaction by mediating instructors' self-efficacy levels.

The findings can also be interpreted through the lens of Social Cognitive Theory and the JD-R framework. Consistent with Social Cognitive Theory, mindful teaching appears to strengthen teachers' beliefs in their instructional capabilities, which subsequently contributes to greater job satisfaction. The mediation findings suggest that self-efficacy serves as an important cognitive mechanism linking mindfulness-related practices to positive professional outcomes. From a JD-R perspective, mindful teaching and self-efficacy may be viewed as personal resources that help instructors manage workplace demands and maintain psychological well-being. The positive association between these variables supports the proposition that personal resources

play a central role in promoting satisfaction and resilience within demanding educational environments.

The initial objective of this study was to investigate the association between instructors' satisfaction with their jobs and mindful teaching. The study found that mindful teaching had a substantial beneficial influence on instructors' satisfaction with their jobs after undertaking correlation analysis and model effects testing. These findings are consistent with a previous research study conducted by Guidetti et al., (2019), and support the first Hypothesis, as the benefits were detected regardless of possible distracting variables such as age, years of experience, and gender. This research suggests that cultivating mindful teaching might greatly improve their satisfaction with their job, demonstrating the beneficial relationship between teacher satisfaction with their job and mindful teaching. Mindful teaching is seen as a positive psychological component for educators. As a result, instructors need to prioritize the development and application of mindfulness. By integrating mindfulness in instruction and reflective practice, instructors may successfully control their feelings, build positive connections with learners, increase the efficiency of their instruction, and continue to enhance their expertise as educators. Hence, mindful teaching in the classroom is expected to be incorporated into teacher training and development programs to assist long-term growth in education.

An additional investigation was undertaken to evaluate the function of instructors' self-efficacy as a mediator in the causal relationship between teachers' satisfaction with their jobs and mindful teaching. The findings showed a substantial significant relationship between self-efficacy and mindful teaching among EFL instructors. Increased portions of self-efficacy were observed to improve satisfaction with the job, confirming Hypothesis 2, which proposes that mindful teaching impacts teacher satisfaction with the job by increasing instructors' self-efficacy. The findings are in line with the previous study conducted by Yin et al. (2024). Despite the fact that the mediating impact of self-efficacy in this study is tiny, it has significant consequences. Additionally, mindful teaching increases the self-efficacy of EFL instructors. The ones with higher levels of mindful teaching pay more attention to the teaching methods they use and the dynamics of their classrooms.

As a result, mindful teaching improves self-efficacy in learner involvement as well as managing a classroom. This conclusion supports previous empirical studies (Jennings, 2015). In contrast, self-efficacy significantly indicates teacher satisfaction with the job, which is consistent with earlier studies (Zhang et al., 2024). Self-efficacy is a useful tool for instructors to deal with job pressure and disagreements, influencing stress levels. Instructors with high self-efficacy are more proactive and confident while tackling issues at work. Thus, it is recommended that self-efficacy be prioritized in teacher development and training programs. Structured mindful teaching practices and reflective thinking can help instructors gain confidence, which leads to higher satisfaction with their jobs.

6. Practical and Pedagogical Implications

The findings of this study have several practical and pedagogical implications for EFL teaching in higher education. First, the positive relationship between mindful teaching and job satisfaction suggests that mindfulness-based professional development initiatives may serve as an effective strategy for supporting teacher well-being. Universities and language programs may consider incorporating mindfulness-oriented workshops, reflective teaching activities, and stress-management practices into professional development programs to help instructors cope with occupational demands and maintain positive professional attitudes.

Second, the mediating role of teacher self-efficacy highlights the importance of strengthening instructors' confidence in their teaching capabilities. Teacher education programs and institutional training initiatives may provide opportunities for guided reflection, peer observation, mentoring, and collaborative professional learning, all of which can foster stronger efficacy beliefs. Such practices may help instructors feel more competent in managing classroom challenges and adapting to diverse learner needs.

Third, educational administrators should recognize that teacher well-being is closely connected to instructional quality and institutional effectiveness. Creating supportive working environments that encourage reflective practice, collegial

collaboration, and professional autonomy may contribute to both teacher satisfaction and long-term professional engagement. Given the demanding nature of English-language preparatory programs, institutional efforts to support mindfulness and self-efficacy development may play an important role in reducing stress, enhancing job satisfaction, and promoting sustainable teaching practices.

Finally, these findings suggest that teacher development should extend beyond pedagogical skills and content knowledge to include psychological resources that support professional well-being. Integrating mindfulness and self-efficacy development into teacher education and professional learning programs may contribute to healthier, more resilient, and more satisfied EFL instructors.

Given the beneficial relationship between mindfulness, self-efficacy, and teacher satisfaction with jobs, including mindfulness treatments in EFL teacher training programs offers a viable option for improving educational quality. Furthermore, incorporating brief mindfulness activities into instructors' regular routines might enhance these advantages. Activities such as beginning and ending the day with a short practice of mindfulness, incorporating mindfulness into periods of transition, and using mindfulness strategies to manage problems in the classroom or conflicts allow for ongoing reinforcement of mindfulness practices within the context of school. Furthermore, including mindfulness instruction and reflective thinking in training programs for instructors can provide several benefits. These programs improve overall satisfaction with jobs and quality of education by providing instructors with resources for effectively managing emotions, cultivating healthy relationships with the pupils, and increasing their instructional efficiency and competence as professionals. Moreover, emphasising the enhancement of teachers' self-efficacy through concentrated mindfulness instruction and reflective thinking may strengthen their confidence in them, leading to improved teacher work satisfaction. Finally, the research findings highlight the need to include mindfulness and self-efficacy development measures in teacher training programs to improve satisfaction with jobs and quality of education. Educational institutions may promote conditions conducive to teacher fulfillment and improved student learning outcomes by creating professional development programs that prioritize the growth of mindfulness and self-efficacy among educators.

7. Limitations

While this study used rigorous research methods to examine the influence of mindfulness on work satisfaction, it's vital to note its limitations. This research focuses on work happiness among EFL instructors and its affecting elements but does not include job satisfaction in other educational levels or subjects. Future studies should increase the size of the participants to include varied geographies, schools, and teachers for more complete and representative findings, as the current results are restricted in their generalisability. The current research's statistical data is cross-sectional rather than longitudinal. Hence, the relationships between mindful training and outcome factors are correlational rather than causal. Future studies might use longitudinal research design to investigate the causal link between mindful instruction and other factors. Furthermore, the study relied on self-reported replies from EFL instructors, which may not be objective. Individual traits can alter measurement findings. Future studies might adjust for these issues and use objective data to study the relationship between satisfaction with a job and mindful teaching.

8. Conclusion

This study aimed to find out the relationships among mindful teaching, teacher self-efficacy, and job satisfaction among EFL instructors working in English-language preparatory programs in higher education. The findings demonstrated that mindful teaching was positively associated with job satisfaction and that teacher self-efficacy partially mediated this relationship. These results suggest that mindful teaching contributes to instructors' professional satisfaction both directly and indirectly through enhanced efficacy beliefs.

The study contributes to the growing literature on teacher well-being by identifying self-efficacy as an important psychological mechanism linking mindful teaching and job satisfaction. By extending previous research in EFL higher education contexts, the findings provide further evidence that personal psychological resources play a significant role in shaping teachers' professional experiences.

Overall, the findings highlight the value of fostering mindful teaching and

strengthening teacher self-efficacy to support teacher well-being and sustainable professional engagement. Future research may build on these findings by examining additional psychological and contextual factors that influence job satisfaction across diverse educational settings.

Ethics Statement

This research was conducted considering ethical issues and in accordance with ethical rules. Ethics Committee Approval Certificate Dated 12.12.2024 and numbered 11054617-302.08.01 was obtained from Ankara Hacı Bayram Veli University Ethics Committee. The goal of the data gathering was conveyed to the participants before the scale application. The main data was acquired in accordance with legal and ethical guidelines. Following confidentiality requirements, participants were informed of the study's purpose. The participants also filled out a consent form.

Informed Consent from the Participants

Written informed consent to participate in this study was provided by the participants.

Conflict of Interest

The author declares no conflict of interest.

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