

Mindfulness-Based Stress Reduction Intervention for Elementary School Teachers: Too Soft or a Solution?

No registrations found.

Ethical review	Positive opinion
Status	Recruiting
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON21817

Source

Nationaal Trial Register

Brief title

TBA

Health condition

n/a

Sponsors and support

Primary sponsor: RVKO

Source(s) of monetary or material Support: RVKO

Intervention

Outcome measures

Primary outcome

Perceived Stress

-Perceived Stress Scale (PSS, alpha .84-.86; 10 items) (Cohen et al.1983). This questionnaire measures the global stress levels in the past month using questions about the degree in

which life is perceived as unpredictable, uncontrollable and overburdened.

Secondary outcome

Absenteeism

-Teachers are questioned about their absenteeism of the past year (how many days did they call in sick and with which frequency). In addition, teachers are requested to record their absence and its frequency of the current year. To support this data it will also be verified in the absence system of the school.

Mental Health

-Mental Health Continuum-Short Form (Lamers et al. 2011).

This questionnaire measures emotional well-being, social well-being and mental well-being of the teacher.

Self-Compassion

-Self-Compassion Scale-short Form (Neff & Vonk 2009).

This questionnaire measures the degree of self-compassion.

Mindfulness Skills

- The Five Facet Mindfulness Questionnaire Short Form (Baer, et al. 2008). This questionnaire measures five mindfulness skills that are related to mental health; observing, describing, acting with awareness, non-judgement and non-reactivity.

Teaching skills

- Teacher Self Efficacy Scale Short Form (Schwarzer & Hallum, 2008):

This questionnaire measures four areas that are directly related to successful teaching, namely job accomplishment, development possibilities within the work place, social interaction with pupils, parents and colleagues and coping with work pressure/stress.

-BRIEF-A, (Toplak, et al.2009):

This questionnaire maps executive functions at behavioural level in the following domains: inhibition, flexibility, regulation of emotions, self-evaluation, working memory, planning and organising, orderliness, initiative taking and task evaluation.

Teacher-pupil relationship

-De Klimaatschaal, (Donkers, Vermulst, 2011):

Subscale quality classclimate. This questionnaire is filled out by teachers of teaching groups 5 – 8.

Study description

Background summary

Teachers' workload in primary education has reached unacceptable levels (Grinsven, 2016). Approximately 56% of the teachers experiences high levels of work stress. Compared to other professions teachers are more likely to drop out from work and to develop mental illnesses (CBS, 2017). Due to work stress 18% of the starting teachers chooses another profession within 5 years (TNO and CBS, 2015). There is a need for interventions that reduce

experienced levels of stress. In this project, we examine the effectiveness, moderation and mediation of a mindfulness-based stress reduction intervention on stress, self-compassion, mental health, teacher skills and the student-teacher relationship.

Study objective

We hypothesize that the MBSR-training contributes to reduced stress and absenteeism of teachers in primary education and increased teacher skills, self-compassion, and mental health of teachers.

Study design

T1 (pretest), T2 (posttest), T3 (3 month follow-up)

Intervention

Mindfulness-based stress reduction (MBSR) intervention

Contacts

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Eligibility criteria

Inclusion criteria

Teacher in primary education (grade K - 6)

Exclusion criteria

Previously received the intervention

Study design

Design

Study type:	Interventional
Intervention model:	Other
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	Active

Recruitment

NL	
Recruitment status:	Recruiting
Start date (anticipated):	02-09-2019
Enrollment:	155
Type:	Anticipated

IPD sharing statement

Plan to share IPD: Undecided

Ethics review

Positive opinion	
Date:	18-11-2019
Application type:	First submission

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register	ID
NTR-new	NL8171
Other	ECSW Radboud University : ECSW-2019-029

Study results