

Mediating Role of Resilient Coping and Stress on the Relationship between Mindfulness and Satisfaction with Life among College Teachers



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The teaching profession is considered highly demanding and stressful and the recent addition of different technological innovations to education has placed significant demands on the teaching community. Research shows that both mindfulness and resilient coping facilitate satisfaction with life. It will be interesting to see teachers who are mindful deal with stressors and find life satisfaction. Therefore, this study aimed to investigate the mediational role of resilient coping, in the link between mindfulness and satisfaction with life among college teachers. The data was collected from 462 college teachers across seven colleges in South India who were recruited through the chain referral method and they completed self-report measures of the Brief Resilient Coping Scale (BRCS), the Mindful Attention Awareness Scale (MAAS), and Satisfaction with Life Scale (SLS). Correlation analyses showed that higher levels of mindfulness and resilient coping were associated with higher levels of satisfaction with life. Mediation analyses indicate that the link between mindfulness and satisfaction with life is fully mediated by resilient coping. The study findings may be useful in understanding that interventions designed to improve satisfaction with life in the teaching community should consider the cultivation of positive traits like mindfulness and resilient coping.

Biography:

Paul Raj serves as an Assistant Professor of Psychology and Coordinator of Postgraduate Psychology Programmes at Jyoti Nivas College Autonomous, Bengaluru, India. In this role, he has established three postgraduate programs in psychology and instructs a diverse range of courses, encompassing Foundations of Psychology, Lifespan Development, Cognitive Psychology, Research Methods, Health Psychology, and Positive Psychology. Additionally, he offers certificate courses in Basic Counselling Skills and Learning Disabilities. Paul Raj's academic journey includes an MSc in Counselling Psychology and an M.Phil. in Learning Disabilities. His doctoral research focused on Cognitive Functioning and Mathematical Abilities among Primary School Children in Rural and Urban Areas in Karnataka, India. His research interests extend to child and adolescent development, neuropsychology, specific learning disorders, and positive psychology. Furthermore, Paul Raj has contributed significantly to the field of psychology through his publications. He has authored three books, contributed to two book chapters, and published five articles in esteemed journals, showcasing his dedication to advancing psychological knowledge.