Report and Analyses of Use of Mindfulness App for Teacher Credentialing Program

JabuMind, a mindfulness and well-being app created specifically for teachers, was given to teacher credentialing candidates at a major university as part of their coursework. They were instructed to download the app and browse through it, using it as much or as little as they wished over the 3-week duration of the class. The app was administered to two, three-week courses that took place over a total time of 6 weeks. There were a total of 49 teacher candidates that participated in this study, with 26 teacher candidates from the first three-week course and 23 teacher candidates from the following course. The demographic breakdown is presented in table 1.

Table 1
Frequency Table for Demographics

Variable	*n*	*%*
Age		
21-29	47	95.92
30-39	2	4.08
Gender		
Male	7	14.29
Female	42	85.71
Type of teaching credential program		
Single Subject Teaching Credential	22	44.90
Education Specialist Instruction Credential	7	14.29
Multiple Subject Teaching Credential	20	40.82

Note. Due to rounding errors, percentages may not equal 100%.

The following scales were utilized: Mindfulness Attention Awareness Scale (Short-Form), Beliefs About Focus Scale, Well-being Scale, Stress Regulation Scale, Growth Mindset Scale, and Teacher Self-efficacy Scale to assess effectiveness of the JabuMind App. The hypothesis was that there would be improvements in one or more of the mindfulness and well-being scales. Thus, these scales were administered before using the app (beginning of the course) and after using the app (end of the course).

Two-tailed paired samples *t*-tests were conducted to examine whether the mean difference of pre-measure scores and post-measure scores were significantly different from zero. Although the majority of the measures were not significant, the Beliefs About Focus Scale (BAFS) showed significance. The result of the two-tailed paired samples *t*-test was significant based on an alpha value of 0.05, $t(48) = -3.08$, $p = .003$, indicating the null hypothesis could be rejected. This finding suggests that the JabuMind app may have assisted individuals in improving their ability to focus, with the mean of pre-BAF being significantly lower than the mean of post-BAF. The results are presented in Table 2. A bar plot of the means is presented in Figure 1.
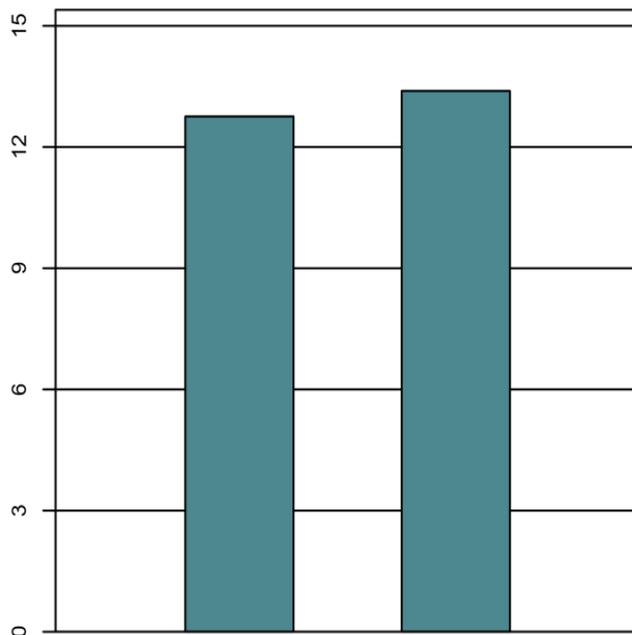
Table 2

Two-Tailed Paired Samples t-Test for the Difference Between Pre-Beliefs About Focus Scale (BAFS) and Post-BAFS

Pre-BAFS		Post-BAFS				
M	*SD*	*M*	*SD*	*T*	*P*	*D*
12.76	1.49	13.39	1.47	-3.08	.003	0.44

Note. N = 49. Degrees of Freedom for the *t*-statistic = 48. *D* represents Cohen's *d*.

Figure 1

The means of Pre-Beliefs About Focus Scale (BAFS) and Post-BAFS

Although the other scales were not significant below .05, they demonstrated small trends in increasing well-being and self-efficacy. For instance, means for the well-being scale went from 40.43 to 40.73, and teacher self-efficacy went from 31.22 to 31.27. These small increases in well-being and self-efficacy suggest that the JabuMind app has potential in increasing mindfulness. Future studies need to measure and control for duration of app use (a few weeks versus a few months), as well as consistency of use (every week versus every few weeks).