



Mindfulness in Mumbai Schools: Evaluating Urban Teachers' Wellbeing and Performance through Stress Reduction Programmes

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Abstract

Mindfulness-based stress reduction programmes (MBSR) have shown promise in improving mental health outcomes among urban populations globally. This Commentary explores the potential of MBSR for enhancing the wellbeing and performance of teachers working in Mumbai's schools, a context where urbanization and professional challenges intersect with cultural nuances. Participants were selected from schools across Mumbai, representing a diverse range of socioeconomic backgrounds. A pre- and post-intervention design was employed to measure changes in stress levels and teacher effectiveness. The findings suggest that integrating mindfulness practices into professional development for urban teachers could lead to enhanced mental health and more effective teaching environments. School administrators should consider incorporating MBSR programmes as part of teacher training curricula. Future research should focus on long-term effects and scalability in different educational settings.

Keywords: *African Geography, Urbanization Studies, Mindfulness-Based Interventions, Wellbeing Metrics, Stress Reduction Techniques, Qualitative Research Methods, Community Health Initiatives*

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