

Abstract

Teacher has always been rated as one of the top high stress profession. In 1997, Education and Manpower Bureau (EMB) of Hong Kong introduced a whole school approach to encourage mainstream school admitting mild special educational needs students. Upon the educational reform, teacher stress continuous to grow. Where mindfulness is the ability of regulating one's attention in a nonjudging way. It could also be a trait that one possessed which believed to help teacher buffer against stress. In this current study, a 20-item Five Facet Mindfulness Questionnaire (FFMQ; Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006) and Teacher Stress Inventory (TSI; Fimian and Fastenau, 1990) were adopted to examine the relationship between the variables stress and mindfulness. This correlational study demonstrated there is a negative relationship between teacher's mindfulness and stress level.

Keywords: Teacher Stress, Mindfulness, Special Needs Students