



Mindfulness-Based Interventions, Servant Leadership Traits, and Peaceful Classroom Environments: A Systematic Review

Thi Hong Bui | MA in Leadership Program, Trinity Western University

1. INTRODUCTION & LEADERSHIP PARADIGM

Diverse student needs and social-emotional challenges call for relational classroom management. This review examines how mindfulness-based interventions and servant leadership traits can foster peaceful classroom environments.

- ❖ **Mindfulness-based interventions:** practices that strengthen emotional awareness, reflection, and self-regulation.
- ❖ **Servant leadership traits:** listening and empathy

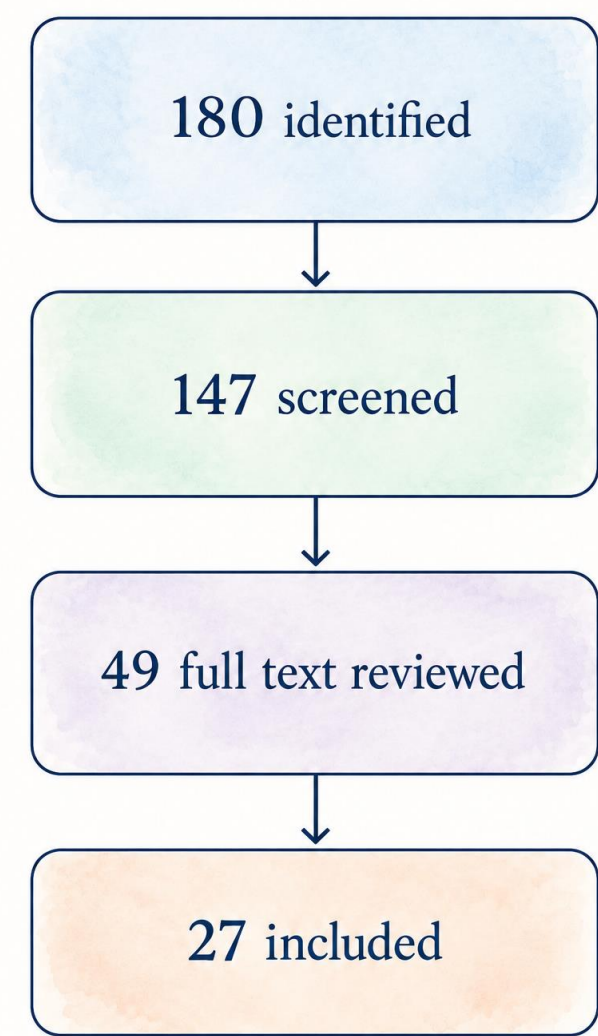
My leadership paradigm is servant leadership shaped by mindfulness. I view classroom leadership as relational, reflective, and care-centered. This topic matters to me because peaceful classrooms begin with teachers who can listen deeply, regulate emotions, and respond with empathy.

2. PURPOSE

- To examine how mindfulness-based interventions support listening and empathy as servant leadership traits.
 - To explore how these traits influence teacher emotional regulation and positive student behaviors and relationships.
- Research Question:** *How can mindfulness-based interventions, applied through the servant leadership traits of listening and empathy, foster peaceful classroom environments?*

3. PROTOCOL

PRISMA Flow Summary



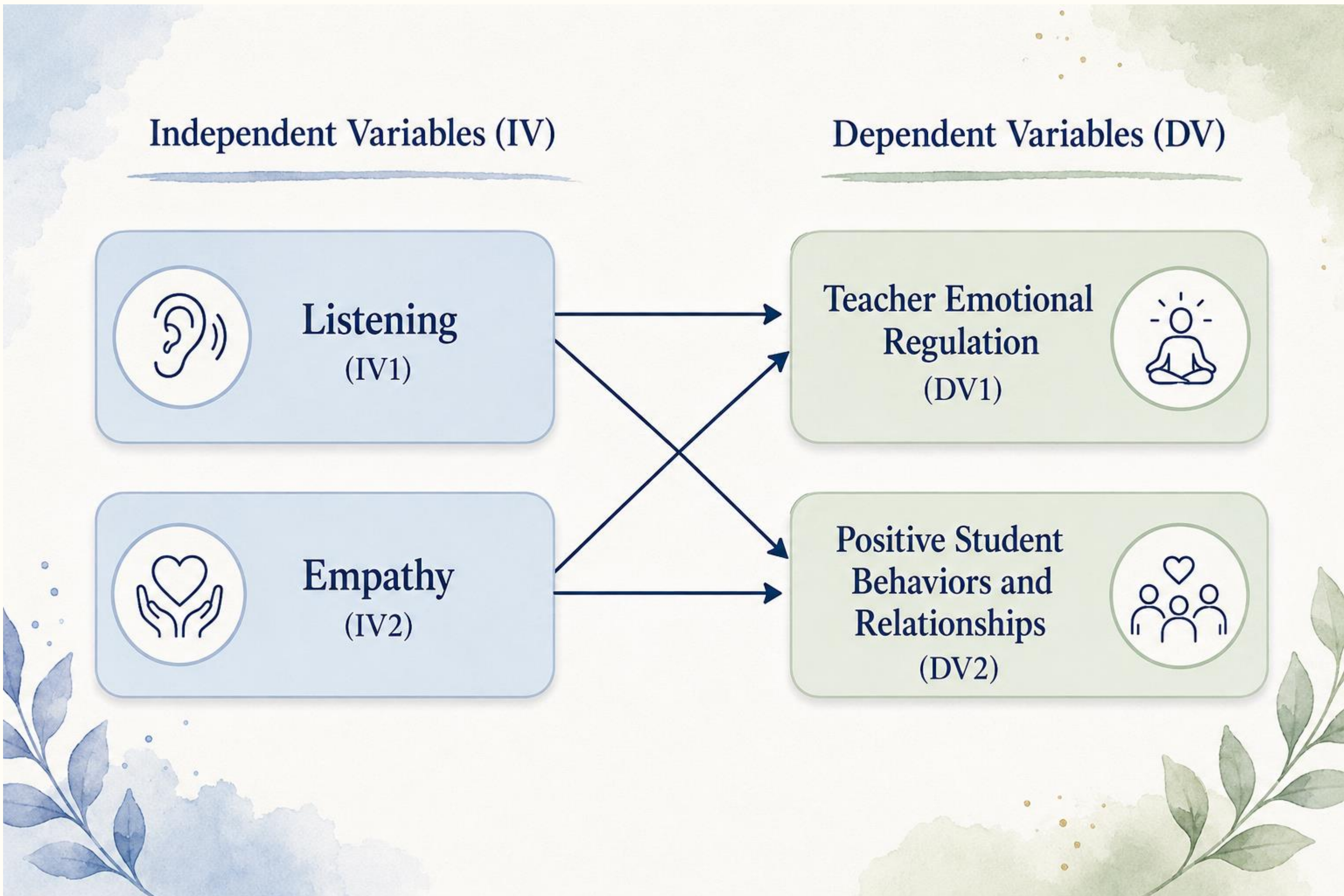
- **Systematic literature review** guided by PRISMA 2020.
- **Databases and sources:** ERIC, Web of Science, Trinity Western University Library, and citation tracking.
- **Inclusion criteria:** peer-reviewed studies, English language, educational settings, published 2017–2026.
- **Study types:** qualitative, quantitative, mixed methods, and key conceptual literature.
- **Study selection:** 180 records identified; 33 duplicates removed; 147 screened; 49 full-text articles assessed; 27 studies included.

4. REVIEW OF LITERATURE

- **Mindful Listening and Teacher Emotional Regulation:** mindfulness helps teachers recognize triggers, manage stress, and respond more intentionally.
- **Empathic Servant Leadership and Teacher Emotional Regulation:** empathy supports reflective decision-making, resilience, and less reactive responses.
- **Mindful Listening and Student Behavior and Relationships:** attentive listening strengthens trust, engagement, cooperation, and teacher-student relationships.
- **Empathic Servant Leadership and Student Behavior and Relationships:** empathy fosters belonging, psychological safety, inclusion, and reduced conflict.

- ✓ 27 studies included
- ✓ Publication window: 2017–2026
- ✓ Educational contexts: K–12, teacher education, and school-based settings

5. CONCEPTUAL FRAMEWORK



6. REFLECTION & CONCLUSION



- Interpretation:** Mindfulness may provide the internal foundation for servant leadership by strengthening self-awareness, emotional regulation, and reflective practice.
- Implications:** Listening and empathy translate mindfulness into relational classroom leadership.
- Recommended Actions:** Peaceful classroom environments are shaped by trust, belonging, mutual respect, and emotional safety.
- Personal Application:** Personally, I will integrate mindful pauses, active listening, and empathic responses into my classroom leadership practice.

Mindfulness and servant leadership together offer a promising relational approach to classroom management.

7. FUTURE DIRECTIONS

- Future research should explore the combined effects of mindfulness and servant leadership in educational settings, as these concepts are often studied separately.
- Longitudinal and mixed-methods studies are needed to examine their long-term impact on teacher well-being, classroom climate, and student outcomes.
- Additional research should focus on elementary classrooms, where social-emotional development is particularly important, and include diverse cultural and educational contexts to improve the generalizability of findings and identify culturally responsive practices.

CONTACT INFORMATION

- Thi Hong Bui
- Trinity Western University
- MA in Leadership Program
- Email: Bui.thihong@mytwu.ca

REFERENCES & APPENDICES



- Hayati, N., et al. (2025). *Jurnal Inovasi Pembelajaran*, 12(3).
- Imaduddin, I., et al. (2022). *Al-Tanzim*, 6(4), 1092–1102.
- Janssen, M., et al. (2024). *Mindfulness*, 15, 3153–3170.
- Jennings, P. A., & Greenberg, M. T. (2009). *Rev. Educ. Res.*, 79(1), 491–525.
- Kenwright, D., et al. (2023). *Int. J. Incl. Educ.*, 27(6), 739–754.

ACKNOWLEDGMENT

“With gratitude to Dr. Tina Wu, Dr. Gang Li, Trinity Western University faculty, classmates, and the scholars whose work informed this review.”

