

ABSTRACT

In K-12 school districts, principals impact student learning, influence campus culture, and play a role in retaining highly qualified classroom teachers. Almost half of school principals resign or change positions by the third year in the role (School Leaders Network, 2014). The true experimental study included a total of 78 principals, representing 17 of the 20 educational regions in Texas. Participants randomly assigned to the treatment group were asked to use Mindfulness Coach smartphone application for a period of four weeks. To determine if mindfulness intervention impacted stress levels, participants from both the control group and treatment group completed a pre-survey and post-survey measuring stress levels and perceived levels of mindfulness. Findings revealed that principals with higher levels of perceived mindfulness had lower levels of stress. The relationship between mindfulness and principal stress should be researched further to determine if a statistical significance between mindfulness intervention and stress is achieved. This study is intended to provide support for principals, superintendents, and principal preparation programs to provide strategies for principals in the area of managing high levels of stress and reducing attrition rates among the profession.