

# Relationship between school mindfulness and collaborative school climate

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## ABSTRACT

School mindfulness is the maintenance of individual and collective attention to organizational operations in a school. Mindful teachers and school principals develop appropriate organizational behaviors by examining all details of all practices in the school in terms of their originality with different expert opinions. In this research, the organizational mechanisms that can contribute to the development of organizational mindfulness have been investigated. For this purpose, the effects on school mindfulness of information-sharing practices at administrative and peer levels, which are organizational subprocesses of the collaborative organizational climate, were investigated. This research was designed according to the quantitative research approach and relational design. A collaborative school climate includes important organizational mechanisms that have the potential to improve school mindfulness, especially through organizational practices that encourage the sharing of knowledge. The findings of this study, which was designed according to the quantitative research approach and relational design, contain important implications for collaborative organizational processes that have the potential to improve mindfulness among school principals and faculty members.

**Keywords:** School mindfulness, principal mindfulness, faculty mindfulness, collaborative school climate.

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## INTRODUCTION

Cultivating positive employee behaviors is one of the most important focal points of efforts to increase the effectiveness of organizations. For this reason, organizational processes that improve performance are steadily attracting more attention (Kaçay et al., 2020). Mindfulness is a relatively new concept that has been introduced for the more effective implementation of organizational practices at the individual and collective levels. Organizational mindfulness and its subprocesses can help build successful individual and organizational capacities by helping daily organizational practices to be performed more consciously. If rules, practices, or institutional understandings are to change, individual and collective mindfulness encourages members to make those changes more creatively and effectively.

Mindfulness, in general terms, is an approach that aims to create energy at the individual and collective levels while finding appropriate forms of adaptation to what is

happening. According to Langer, conscious individuals suspend their stereotypes and prefer to be active agents guided by rules rather than being governed by them (Langer, 2017). According to Hoy et al. (2005), "mindfulness is the continuous scrutiny and refinement of expectations based on new experiences, appreciation of the subtleties of context, and identification of novel aspects of context that can improve foresight and functioning" (p. 3). Mindful individuals grasp the underlying logic of rules rather than blindly following rules or procedures. In this sense, mindfulness transforms people into active actors and causes them to be sensitive to organizational practices (Su, 2017). It is difficult to improve performance in organizations that are time-pressured, interconnected with advancements occurring among different branches, highly dynamic, difficult to predict, or prone to entropy. In this sense, schools can be evaluated within the scope of complex organizations.

Mindful organizing is a suggested approach for overcoming these challenges that arise from the nature of complex organizations (Lintern and Kugler, 2017; Vogus, 2011). Mindful individuals, collectives, teams, and organizations are sensitive to success, failure, and knowledge (Tamunomiebi and Dublin, 2020; León and Mu, 2021; Umar and Chunwe, 2019; Vendeløa and Rerup, 2020).

Mindfulness has a positive effect on many organizational processes including organizational trust (Beverage et al., 2014), academic optimism (Sims, 2011; May, 2016), perceived managerial support (Reb et al., 2014), constructive communication (Arendt et al., 2019), the sharing of responsibility (Spencer, 2015), creative solutions (Youngs, 2018), the development of leadership characteristics (Peterson, 2015; Meek, 2016), and sensitivity to tasks. According to Bailes (2015), mindfulness has positive contributions to school effectiveness and ultimately to student success because of its positive effects on organizational processes.

Mindfulness encourages observing and paying attention to details in order to make the right decisions. It is the dominant understanding in careful organizations to monitor and analyze organizational signals, provide data flow, and give priority to the opinions of relevant experts while evaluating data (Vendeløa and Rerup, 2020). Employees try to capture the appropriate organizational response to pressure, taking into account the contextual data that they have obtained and the expert commentary on the subject (Nguyen et al., 2020). It is also a kind of collective learning process. In this sense, organizational mindfulness is closely related to collective learning tendencies. Similarly, in mindful schools, principals encourage all stakeholders to create common knowledge while making decisions and plans to increase students' well-being and learning and create a school culture accordingly (Kruse, 2020).

Mindful schools reflect organizational goals as an effective motive in all their practices to provide students with quality learning opportunities (Smith and Scarbrough, 2011). Trust-based and participatory organizational mechanisms to foster bottom-up criticism are essential for mindfulness (Reneclé et al., 2020). One of the important features of organizational mindfulness is its proactive approach to organizational operations (Li et al., 2021). In this context, frontline workers are very important because they are largely the ones to realize organizational goals. They are the nerve endings of organizations; they are in contact with the sources of problems. The fact that frontline workers exchange information with each other and with the administration helps organizations prevent problems before they become unmanageable and allows them to remain dynamic and effective (Ndubisi and Al-Shuridah, 2019). Mindfulness also requires processes that encourage individuals to be aware of different perspectives rather than making immediate decisions. It is especially important to get the opinions of experts. In this case,

comprehensive communication processes that allow the members of the organization to exchange information gain importance (Kelemen et al., 2020). Team learning is an important pillar of conscious organizations (Gracia et al., 2020).

Organizational mindfulness refers to sensitivity and consciousness that takes as reference the knowledge, goals, and expertise that support individuals who go beyond the basic structural parameters in the improvement of operations. In this sense, Hoy (2003) considers organizational mindfulness as a final form that organizations can reach. In order for organizational consciousness, like mindfulness, to become an organizational character, facilitating factors such as the leadership of the principal (Öngel et al., 2022) and organizational trust (Hoy and Sweetland, 2001; Tabancalı and Öngel, 2020) are needed. According to Gracia et al. (2020), listing the benefits of a careful organization without providing information on how to develop a mindful organization is of little benefit to organizations. Collaborative organizational climates can also be important predictors of mindfulness, as they facilitate information sharing and interactions and they increase sensitivity to operations. The social understanding of work among organizations influences the way individuals experience work and approach their tasks (Schneider and Barbera, 2014).

A collaborative climate is a system of collective values, beliefs, and norms that guides organizational members and encourages them to share their knowledge, experience, and expertise (Sveiby and Simons, 2002). According to Berraies (2019), a collaborative climate helps to transfer individual-level information and data to the organizational context. Collaborative organizational climates play a key role in shaping an organizational atmosphere where information sharing is intense and includes positive social interactions (Farahian and Parhamnia, 2021). Developing new cooperation networks or strengthening existing cooperation mechanisms for a collaborative organizational climate allows members to combine their knowledge, skills, and expertise. The resulting climate of cooperation creates opportunities for the discovery of new solutions, practices, or perspectives (Younis, 2018). Therefore, a collaborative organizational climate can create effects that contribute to the development of organizational mindfulness, as it includes mechanisms that facilitate the sharing of knowledge, experience, and expertise. In this way, mechanisms can be developed to capture the positive organizational results of mindfulness at the individual and collective levels.

Mindlessness hinders the renewal and development of schools by causing teachers and school principals to adhere to their existing routines. Minds anchored in established routines and procedures create a pro-status quo understanding. In order for schools to keep up with the demands of the age and meet the needs of students, they need an innovative and expert mental vitality that

can break the established assumptions. Mindfulness may be an organizational response to meeting this requirement. In this sense, it is important to reveal organizational practices that will create mindfulness. This study was accordingly designed to investigate the effects of collaborative organizational climate on school mindfulness. In line with the purpose of the study, inferences can be made about the organizational processes that facilitate school mindfulness. Finding answers to the following questions was the primary goal of this work:

1. What are teachers' perceptions of collaborative climates?
2. What are teachers' perceptions of school mindfulness?
3. Is there a relationship between collaborative climate and school mindfulness?
4. Does collaborative climate predict school mindfulness?

## LITERATURE REVIEW

### School mindfulness

Mindfulness, as a way of being, creates a capacity that makes it easier for us to overcome our prejudices and respond to what is going on around us patiently without prejudice. In this way, we can react to the world around us differently and more innovatively than in the past (Shapiro et al., 2015). According to Langer (1992), mindfulness is "the individual being conscious of the content and context of the information, developing a different perspective and creating new categories for each event." Mindfulness thus facilitates new learnings that transform established routines (Rerup and Levinthal 2014). According to Hoy et al. (2005), "school mindfulness is the continuous scrutiny and refinement of expectations based on new experiences, appreciation of the subtleties of context, and identification of novel aspects of context that can improve foresight and functioning" (p. 3). Mindfulness at the organizational level consists of five complementary processes. The first is sensitivity to operations, which is the process of being sensitive to all activities of the organization at both individual and collective levels and thus being able to foresee disrupted processes. The second is addressing the preoccupation with failure, which is the process of creating an atmosphere of trust that prevents individuals from covering up mistakes because of the fear of being blamed; this accordingly entails being aware of problems and developing effective solution processes. The third is addressing the reluctance to simplify events or situations; it is the process of taking into account all the data and creating wide communication networks that will enable wide repertoires of data sources. The fourth is the commitment to resilience, referring to the determination to solve problems and recover from them quickly. The fifth is the deference to expertise, which is the process of

considering specialist knowledge rather than hierarchical positions in solving problems by giving people with relevant expert knowledge a say while solving problems (Bauch, 2014; Brummans, 2017; Enya et al., 2018; Hoy et al., 2006; Mu and Butler, 2009; Weick and Sutcliffe, 2007, 2015; Tabanlı and Öngel, 2020; Vogus and Colville, 2017). In addition, collective mindfulness creates conscious organizations (Sutcliffe, 2018). If rules, practices, or institutional understandings are to change, individual and collective mindfulness will support members in making those changes more creative and effective. Mindful individuals and organizations take more reasonable risks in innovative ventures. Mindfulness suggests an impartial, humanist, and ethical stance in that it encourages an unbiased evaluation of the context (Compson, 2017; Nguyen et al., 2020). This way, it provides an objective perspective for successful solutions and prevents negative reactive attitudes that harm interactions (Shapiro et al., 2015). According to Weick and Sutcliffe (2015), well-structured bureaucracies are organizational abstractions, like procedures and rules, and are characterized by self-organizing professional networks. Being well organized and managing such organizations requires mindful management. Organizational mindfulness and its subprocesses suggest cognitive processes that create a plausible synthesis of problems, context, and solutions (Weick and Sutcliffe, 2015).

### Collaborative organizational climate

Creating working environments that improve and support employee performance is one of the most important agendas of organizational management. Supportive work environments increase the performance, job satisfaction, creativity, commitment, and sensitivity of individuals. The organizational climate is an important variable that has the potential to create tangible results and is a determinant of organizational behavior (Gaunya, 2016). Organizational climate refers to perceptual collectivity. It is the result of partnership and agreement in the way that members perceive, evaluate, and interpret organizational phenomena. In this sense, West and Lyubovnikova (2015) interpret organizational climate as the perceptual agreement resulting from shared psychological meanings. According to Ehrhart et al. (2014), "organizational climate is the shared meaning organizational members attach to the events, policies, practices, and procedures they experience and the behaviors they see being rewarded, supported, and expected" (p. 69). Similarly, the school climate reflects the perceptions of school members about the functioning, processes, or entities of the school (Ray et al., 2007). School climates are perceptions of school principals, teachers, students, parents, or other school staff about their experiences during school life. The ways in which school interactions take place, such as learning and

teaching practices, administrative processes, and school-environment relations, also reflect the school climate (Cohen et al., 2009).

Organizational climate research has yielded functional implications for inferring how individuals contribute to organizational effectiveness. The climate perceptions of employees present more realistic pictures for understanding how organizational goals are realized in comparison to the existential philosophies of the organizations, the founding principles on which they are based, or the understandings adopted by their managers (Ehrhart and Kuenz, 2015). How to achieve the ideal organizational climate and how to make it functional in line with organizational goals is an academically interesting subject (West and Lyubovnikova, 2015). Organizational climate can be deliberately influenced to create specific organizational outcomes. In this way, changes can be created in the ways in which individuals approach their tasks (Mosehpour et al., 2018; Hoßbach, 2019), because, in addition to variables such as experience, expertise, and personality traits that affect individuals' behaviors related to their duties, organizational climate is also an important factor (Berberoğlu, 2018).

Organizational climate is related to individuals' perceptions of organizational practices, rules, and procedures. Different organizational climates related to different areas of organizational life may be mentioned. A collaborative climate reflects the organization's character in terms of the circulation of knowledge. Collaborative organizational climates are concerned with individuals' willingness and practices to share their experiences, expertise, and knowledge (Shim, 2010). The implementation of practices that will facilitate information sharing is fundamental to the creation of a collaborative climate (Sveiby and Simons, 2002). In a collaborative organizational climate, the information circulating within the organization has an important influence on the ways in which individuals perform their duties and supports them in making the right decisions. Organizational mechanisms that affect the sharing of knowledge allow the creation of new knowledge, methods, and strategies (Petrov et al., 2020). This may lead to the creation of an organizational climate that encourages pro-status quo behaviors to be overcome and organizational renewal to be achieved. Collaborative practices within the school help develop professionalism (Silva et al., 2017), contribute to student success, and increase school effectiveness (McCarley et al., 2016; Wolf et al., 2014).

## METHODOLOGY

### Research design

This research was designed to examine the relationship between collaborative climate and school mindfulness. Relational design is quantitative research in which the

relationships between dependent and independent variables are investigated (Johnson and Christensen, 2016). Relational design, as one of the quantitative research approaches, was preferred in terms of being suitable for the research.

### Sample and data collection

The research population consisted of the primary, middle and high school teachers from the province of İstanbul in the 2020-2021 academic year, and the sample of the research consisted of 750 teachers working in public schools. The random sampling method, in which each element has an equal and independent chance of being selected (Özen and Gül, 2007), was used to form the study group. The demographic data of the participants are presented in Table 1.

Of all the participants 58.5% (n = 439) were female, and 41.5% (n = 311) were male. Besides, 23.6% (n = 177) of the participants work in high schools, 43.8% (n = 328) of the participants work in secondary schools and 32.6% (n = 245) of the participants work in primary schools.

**Table 1.** Demographic characteristics of the participants.

	<i>F</i>	%
<b>Gender</b>		
Female	439	58.5
Male	311	41.5
Total	750	100
<b>Type of School</b>		
Primary School	245	32.6
Secondary School	328	43.8
High School	177	23.6
Total	750	100

### Data collection tools

The data of the research was used on two scales. The first of these scales is the School Mindfulness Scale developed by Hoy et al. (2004). The scale was adapted into Turkish by Tekel and Karadağ in 2019. The School Mindfulness Scale, which is a 5-point Likert-type scale, consists of two sub-dimensions, principal mindfulness (7 items) and faculty mindfulness (7 items), and a total of 14 items. Cronbach-alpha coefficient is .890 for the whole scale, .834 for the principal mindfulness sub-dimension, and .859 for the faculty mindfulness sub-dimension.

The second scale is the Collaborative Climate Scale developed by Sveiby and Simons (2002). The scale was adapted into Turkish by Limon and Durnalı in 2017. The Collaborative Climate Scale, which is a 5-point Likert type

scale, consists of four sub-dimensions: collaborative school culture (5 items), collaborative school principal (5 items), collaborative teacher (5 items) and intra-coterie collaborative (2 items), and a total of 17 items. The Cronbach-alpha coefficient is .950 for the whole scale; .910 for the collaborative school culture sub-dimension; .936 for the collaborative school principal sub-dimension; .899 for the collaborative teacher sub-dimension; and .913 for intra-coterie collaboration sub-dimension.

### Data analysis

The data obtained as a result of the research were analyzed using the Statistical Package for Social Sciences Windows 25.0. Percentages, averages and standard deviations of the variables were tested with descriptive statistics.

As shown in Table 2, Kurtosis and Skewness values were examined to determine whether the study variables were normally distributed. Kurtosis and Skewness values between +1.5 and -1.5 (Tabachnick and Fidell, 2013) are considered normal distribution. As the sampling is adequate according to the law of large numbers and the central limit theorem ( $N = 750$ ), the analyses were continued with the assumption that the distribution was normal (Inal and Günay, 1993).

### Findings

The school mindfulness level in accordance with the thoughts of participants was determined with descriptive statistics. The results are presented in Table 3.

As shown in Table 3, all variables identified in the study yielded high and significant means. In addition, there are positive and significant correlations between the principal mindfulness and faculty mindfulness, which are the dependent variables of the study, and all independent variables. Table 4 shows the results of the regression analyses of all independent variables.

The findings provide insight into the importance of sub-dimensions of the collaborative school climate in school principal mindfulness and faculty mindfulness. Table 2 shows that principal mindfulness was significantly predicted by collaborative school culture ( $\beta = .174$ ), collaborative school principal ( $\beta = .248$ ), and collaborative teacher ( $\beta = .170$ ), which together accounted for 40,4% of the variance ( $R^2 = 0.404$ ,  $F = 126.439$ ,  $p < 0.00$ ). According to the findings of the research, intra-group collaboration does not affect the school principal mindfulness. According to the findings, as collaborative school culture, collaborative principal attitude and collaborative teacher attitude increase, principal mindfulness also increases.

Another sub-dimension of school mindfulness is faculty mindfulness. According to the data of this research faculty mindfulness was significantly predicted by collaborative school culture ( $\beta = .071$ ), collaborative principal ( $\beta = .091$ ), collaborative teacher ( $\beta = .170$ ), and intra-coterie cooperation ( $\beta = .102$ ), which together accounted for 52.9% of the variance ( $R^2 = 0.529$ ,  $F = 209.011$ ,  $p < 0.00$ ). According to the findings, as the collaborative school culture, collaborative principal attitude and collaborative teacher attitude and intra-coterie collaboration increase, faculty mindfulness also increases.

**Table 2.** Kurtosis and skewness values.

Sub-scales	Kurtosis	Skewness
Principal mindfulness	-.584	-.024
Faculty mindfulness	-.937	.169
Collaborative school culture	-1.151	-.065
Collaborative school principal	-1.252	-.252
Collaborative teacher	-.902	-.185
Intra-coterie collaboration	-1.104	-.332

**Table 3.** Correlation analysis results.

Variable	M	Sd	1	2	3	4	5
1. Principal mindfulness	3.013	.901					
2. Faculty mindfulness	3.007	.940	.593**				
3. Collaborative school culture	3.065	1.094	.558**	.515**			
4. Collaborative school principal	3.244	1.136	.594**	.553**	.740**		
5. Collaborative teacher	3.157	1.048	.520**	.707**	.593**	.642**	
6. Intra-coterie collaboration	3.362	1,241	.372**	.565**	.430**	.476**	.695**



**Table 4.** Regression analysis results.

	<b>Independent variables</b>	<b>B</b>	<b>t</b>	<b>p</b>	<b>F</b>	<b>Model</b>	<b>R<sup>2</sup></b>
Principal mindfulness	Collaborative school culture	.174	4.880	.000	126.439	0.000	.404
	Collaborative school principal	.248	6.887	.000			
	Collaborative teacher	.170	4.288	.000			
	Intra-coterie collaboration	-.003	-.112	.911			
Faculty mindfulness	Collaborative culture	.071	2.164	.031	209.011	0.000	0.529
	Collaborative school principal	.091	2.715	.007			
	Collaborative teacher	.443	12.072	.000			
	Intra-coterie collaboration	.102	3.832	.000			

## DISCUSSION AND CONCLUSION

Mindfulness encourages individuals to be open to innovation and creativity and offers the opportunity to transform working environments in positive ways. Operational interactions in the work environment offer numerous opportunities for organizational development. However, subordinate-superior relations based on a traditional hierarchy limit interaction and cause organizations to be deprived of such development opportunities. Mindfulness catalyzes the capacity of employees to increase the synergy that emerges through interactions (Shapiro et al., 2015). Mindfulness is a source of organizational vitality that always prioritizes knowledge and expertise, expresses mistakes without hesitation, manages problems in this way, does not leave operations to chance, suggests that every situation be handled in light of its uniqueness, and encourages attention management. In this sense, it can also be considered an indicator of the development and quality of organizational operations and the professionalism of employees. Because of these positive effects on organizational behavior, it is important to reveal the processes that develop individual and collective mindfulness. For this purpose, the effects of a collaborative organizational climate on school mindfulness were investigated in the present work.

School mindfulness consists of two subdimensions: school principal mindfulness and faculty mindfulness. First of all, school principal mindfulness was explored. One of the subprocesses of mindfulness is sensitivity to operations. Considered at the school principal's level, this is the principal's closeness and responsiveness to instructional operations and interpersonal relationships in the school. A school principal not being involved in the operations leads to a serious lack of information and mindlessness, and lack of information prevents appropriate interventions. In addition, new knowledge is an important initiator of organizational adaptation and gives flexibility to the organization. The most important feature of conscious schools is the ability to keep up with appropriate changes rather than adhering to strict

practices (Hoy et al., 2004, 2006). Similarly, according to the findings of the present research, the attitude of the school principal toward cooperation and the collaborative organizational culture both increase the principal's mindfulness. Mindful school principals know that there will be no completely problem-free organization. The important thing is to be a good problem-solver and undertake continuous remedial interventions. For this, an environment for organizational interactions where errors are addressed, technological and academic developments are pursued, and expert comments are sought should be developed (Hoy et al., 2013). Discussing mistakes means bringing up new learning opportunities. Evaluations of problems should not be made blindly. In this sense, mindful schools are schools that are open to new knowledge and different perspectives (Siripattarawit et al., 2018). Mindful principals follow up-to-date information on education, transfer it to their schools, and create innovative school atmospheres. Such principals seek to create a democratic atmosphere that encourages working with others (Želvys et al., 2019).

School principals need to create certain organizational mechanisms or need to have effects on existing mechanisms in order to put the desired organizational processes into action. In other words, adopting certain ideals, principles, or approaches at the managerial level is not enough to create the desired results (Ehrhart and Kuenz, 2015). According to Hoy (1990), the school climate is affected by the actions, attitudes, and leadership of both teachers and school principals. The cyclical effect that emerges as a result of principals following up-to-date information, collaborating with teachers to integrate it into organizational practices, and creating a collaborative climate in this direction will eventually lead to a more aware mindset. The findings of the present study confirm this. The subdimension of cooperative principal attitudes, which reflects the school principal's regular sharing of information with teachers, encouraging innovative solutions, and encouraging teachers to share information, increase principal mindfulness. In other words, school principals who

provide new information to teachers and encourage them to share their knowledge are perceived as more mindful by teachers.

According to another finding of this study, cooperation between teachers increases the mindfulness of the principal. The knowledge and potential expertise that emerges as a result of cooperation among teachers can be an internal stimulus that draws the attention of principals to instructional practices. As a result of their research, Kearney et al. (2013) concluded that mindful principals do not emerge spontaneously; rather, these principals become more mindful by interacting with experienced and expert teachers.

An organizational climate entails the concrete processes that managers can apply to achieve organizational effectiveness. This is an important strategy for achieving more concrete things when individuals want to make changes in their daily routines (Schneider et al., 2012). A collaborative organizational climate is a predictor of many positive organizational behaviors. For this reason, managers should be aware of the positive effects of collaborative climates on performance (Kapusuz et al., 2021). The findings of this study have important implications for the effects of collaborative climates on positive organizational outcomes. For example, collaborative school culture and teachers' attitudes toward cooperation increase faculty mindfulness. A collaborative school culture allows open organizational communication in which different or conflicting ideas can be expressed. In such an organizational culture, teachers are encouraged by both other teachers and the school administration to express their views, and their ideas are respected. Such an organizational culture facilitates interaction. Individuals can emerge from their narrow spheres of activity by interacting with others. In this way, they can evaluate their practices in a wider operational context. In this sense, teachers' collective mindfulness is closely related to a professional and collective learning atmosphere (Jonson, 2020). Knowledge sharing is another important value in a collaborative organizational culture. Shared knowledge can improve the mindfulness of faculty members by helping them to be sensitive to operations, develop competence in the face of problems, and pursue self-renewal. This is because mindlessness entails always doing things the same way; in contrast, when teachers can express themselves freely, issues can be revealed and problems can be noticed (Hoy, 2003). Without such free expression, the organization becomes alienated from its subprocesses, and this alienation may cause the organization to lose its effectiveness.

The development among teachers of relationships in which conflicts are minimized, individuals support each other in the face of difficulties, and teachers remain focused on student success increases faculty mindfulness. Mindfulness is closely related to collective learning. Collaboration and information exchange among teachers, and especially among teachers in the same

branches of education, increase their mindfulness, as evidenced by research findings (Hoy et al., 2004). It is important that collaboration among teachers in the same branch increases (intra-coterie collaboration) faculty mindfulness, and in the present study, it was concluded that cooperation within a coterie increased faculty mindfulness.

According to Hoy et al. (2006), school principals have profound effects on organizational mindfulness. The findings of the present study on school principals' cooperative attitudes confirm this assessment. According to these findings, school principals' encouragement of information sharing within the school through their actions and discourses increases faculty mindfulness. According to Soda et al. (2017), managers' encouragement of cooperation strengthens the networks of relations among employees. Schools with positive social climates are more conducive to the successful implementation of new initiatives. In these schools, the perception of successful leadership by the administration particularly facilitates the successful implementation of innovations (Gregory et al., 2007). In her research, Barannikova (2018) similarly concluded that the contributions of principals are important in the development of teachers' mindfulness. School principals not contributing to teachers with their experience and expertise is an important limitation in the development of faculty mindfulness.

According to Hoy et al. (2003), many different interpretations of the same event can be made. It is possible to obtain different perspectives when different individuals talk about the same event and exchange information. Mindful individuals do not get bogged down in their own thinking; they seek intellectual diversity. In this way, people can gain agility by avoiding repetition and inefficiency. The mindfulness of school members is essential in discovering the best teaching strategies and organizational practices (Wagner, 2016). Ndubisi and Al-Shuridah (2019) concluded in their research that mindful organizations play a role in building the collective capacity of organizational members. Mindful teachers and administrators are not people who blindly follow procedures and rules. They are people who are open to innovation and flexibility, who take knowledge and expertise as a reference in order to make the right decisions under the guidance of the rules, and who are not lazy about dealing with specific contexts in light of their own originality (Hoy and Miskel, 2013). Thus, organizational mechanisms that encourage the sharing of knowledge are very important for school mindfulness. The findings of the present study confirm this. Creating an organizational climate that facilitates information sharing within the school is important in the development of teachers' and school principals' mindfulness.

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