

RESEARCH ARTICLE

Homeroom Teachers and Their Role in Addressing Students' Needs

Ronna Raphaelli-Hirsch¹ | Avi Assor² | Inbal Linchevski¹ | Nava Levit-Binnun¹ | Julia Mahfouz³

¹Sagol Center for Brain and Mind, Baruch Ivcher School of Psychology, Reichman University, Herzliya, Israel, Herzliya, Israel | ²Department of Education, Ben-Gurion University of the Negev, Beer Sheva, HaDarom, Israel | ³University of Colorado Denver, Denver, Colorado, USA

Correspondence: Julia Mahfouz (Julia.mahfouz@ucdenver.edu)

Received: 19 March 2025 | **Revised:** 27 July 2025 | **Accepted:** 30 July 2025

ABSTRACT

Drawing on self-determination theory (SDT), this qualitative study examines elementary homeroom teachers' beliefs and values, and how they perceive their role in addressing students' needs. Based on 18 semi-structured interviews with 15 homeroom teachers from five schools participating in the Purple School program in Israel, this study uncovers teachers' deep commitment to fostering supportive learning environments. Key findings indicate that while teachers are dedicated to their students' holistic development, they face significant challenges such as stress, time constraints, and large class sizes, which limit their ability to provide individualized support. In addition, they focus mainly on their relationships with students and devote less attention to addressing competence and autonomy needs. While homeroom teachers want to support their students' development and thriving, they express uncertainty about how specific strategies, practices, skills, and tools can address those needs. Despite these challenges, incorporating mindfulness practices enhances their wellbeing and classroom management. The study underscores the importance of systemic support to alleviate pressure on teachers and foster their autonomy, competence, and mindfulness to promote a nurturing educational experience for both teachers and students. The findings emphasize the importance of nurturing students' three psychological needs—relatedness, competence, and autonomy—and providing teachers with specific strategies to address these needs effectively.

1 | Introduction

In the field of educational psychology, understanding how to foster environments that support students' psychological wellbeing is crucial for promoting optimal learning and development. Extensive research indicates that students thrive when teachers address their basic psychological needs (Jennings and Greenberg 2009; Roeser et al. 2012; Ryan and Deci 2020; Stroet et al. 2013). Central to this understanding is the self-determination theory (SDT), which posits that satisfying three basic psychological needs—autonomy, relatedness, and competence—is essential for optimal human development.

The first of these needs, autonomy, involves a sense of choice, self-direction, and freedom from coercion, that enables individuals to act in accordance with their authentic values,

beliefs, aspirations, and personal inclinations (e.g., Assor et al. 2023; Ryan 2017). Autonomy is supported by contexts that provide or support experiences of interest and value and is undermined by contexts that create experiences of being externally or internally pressured. The second need, relatedness, refers to the importance of forming close and satisfying relationships with significant others (Ryan 2017). It is facilitated by conveying respect and caring. The third need, competence, is defined as the ability to effectively achieve goals, realize plans and avoid negative consequences, thereby fostering a sense of mastery (Ryan 2017). The need for competence is best satisfied within well-structured environments that afford optimal challenges, positive feedback, and opportunities for growth (Assor 2004; Grolnick et al. 2015; Ryan and Deci 2020). When these needs are satisfied, students experience positive emotions, self-perceptions, and motivations, leading to actions that create

Summary

- Homeroom teachers recognize their pivotal role in their students' lives and understand the potential impact they have on student well-being and thriving. They are committed to supporting students and helping them thrive.
- Despite this awareness, homeroom teachers face challenges in providing tailored responses to individual student needs due to time constraints and other work demands.
- There is insufficient knowledge or conceptual understanding of students' basic psychological needs among homeroom teachers, resulting in uncertainty about the necessary supports and the specific strategies, practices, skills, and tools required to address these.
- While homeroom teachers appreciate mindfulness practices and recognize their potential benefits for students, they do not always explicitly connect these practices to student needs.
- Although research grounded in the SDT framework addresses all three basic psychological needs—relatedness, competence, and autonomy—our findings reveal that homeroom teachers primarily focus on Student–teacher relationships, often overlooking aspects related to student competence and autonomy.

a sense of satisfaction and meaning (Vansteenkiste and Ryan 2013). Conversely, frustration of these needs impairs psychological and emotional development (Vansteenkiste et al. 2020).

A significant body of research highlights positive outcomes when teachers address students' needs. These students often feel worthy of love, protected, and able to cope with challenges, and exhibit more positive emotions, an autonomous motivation to learn, and prosocial behavior (Aelterman et al. 2014; Assor et al. 2002, 2018; Baker et al. 2003; Cheon et al. 2019, 2020; Eccles and Roeser 2011; Patall et al. 2010; Reeve et al. 2019; Reeve and Cheon 2014; Ruzek et al. 2016; Shim et al. 2013). Conversely, learning environments that fail to satisfy students' basic needs can impair their development and functioning, sometimes severely affecting their mental well-being and adaptation (Ryan and Deci 2020).

Teachers can best facilitate students' socio-emotional functioning, development, coping and well-being by implementing practices supporting their needs (Assor et al. 2023). Homeroom teachers are uniquely positioned to create environments that support students' needs through their direct interactions, teaching methods, and the social climates they cultivate. For example, studies conducted in Israel with large student samples have shown a direct correlation between students' perceptions of homeroom teachers' support and their self-worth, well-being, and academic participation (Lavy and Naama-Ghanayim 2020; Kashy-Rosenbaum et al. 2018).

Despite the recognized importance of teacher support, evidence suggests that many educators do not establish environments

that are conducive to meeting students' basic psychological needs (Eccles and Roeser 2011). Some educators adopt controlling practices, influenced by systemic pressures, classroom dynamics, and personal beliefs (Herman et al. 2020; Park and Ramirez 2022; Reeve 2009). Thus, the primary objective of this study is to answer the following research questions:

What are the beliefs and values guiding elementary homeroom teachers' practices?

How do they perceive their role in addressing students' needs?

What challenges do they face in this role? And, how can mindfulness practices help them in this endeavor?

2 | Theoretical Framework

Our study is informed by the self-determination theory (SDT). The SDT framework offers a comprehensive foundation for understanding the role of addressing basic psychological needs in promoting student well-being and learning outcomes. SDT emphasizes that satisfying the needs for autonomy, relatedness, and competence plays a crucial role in intrinsic motivation, engagement, and personal growth (Ryan and Deci 2020). When teachers create environments that satisfy these needs, students are more likely to experience better well-being, positive emotions, develop prosocial behaviors, and engage deeply in their learning (Aelterman et al. 2014; Assor et al. 2018; King et al. 2024; Reeve et al. 2019).

Need- supportive teaching and especially autonomy-supportive practices, which include taking students' perspectives, providing meaningful rationale for tasks, and acknowledging students' feelings, have been shown to enhance students' motivation and academic performance (Ahmadi et al. 2023; Reeve 2009, 2016; Reeve and Cheon 2024; Ryan and Deci 2020). In contrast, controlling teaching practices that pressure students to conform to external demands can undermine their motivation and well-being (Aelterman et al. 2019; Collie et al. 2019).

Educators' own psychological needs must be satisfied to support students effectively. Teachers who feel their own needs are met report higher levels of job satisfaction, lower burnout, and greater commitment to their profession (Collie et al. 2016; Klassen et al. 2012; Roth et al. 2007). Teachers who experience frustration because their needs are not being met are more likely to adopt controlling practices, which can negatively impact their students' learning and development (Pelletier et al. 2002; Richardson and Watt 2016; Taylor et al. 2008).

Homeroom teachers occupy a uniquely influential position within the school system, particularly in the Israeli context. Unlike subject teachers, who primarily interact with students in specific academic domains, or school counselors, who often engage only with identified cases or crisis situations, homeroom teachers are responsible for the overall well-being, development, and classroom climate of their students. This includes daily interactions that span both instructional and emotional domains—ranging from academic mentoring and discipline to

social-emotional support and family communication (Becher 2025; Moshel and Berkovich 2025). As such, they are not only well-positioned to observe students' needs as they emerge in real time, but also to implement day-to-day strategies that directly influence students' autonomy, competence, and relatedness. Despite their central role, homeroom teachers often receive limited formal training in need-supportive teaching, which refers to specific behaviors that promote psychological need satisfaction (Ahmadi et al. 2023). Ahmadi and colleagues' SDT-based classification system identifies a diverse range of motivational behaviors that can be used by teachers, yet little is known about how these are understood or enacted by homeroom teachers in practice. This study therefore focuses on their perceptions and challenges to shed light on how they approach need-supportive teaching in real-world classrooms.

Mindfulness, defined as non-judgmental awareness of the present moment, has emerged as a key resource for enhancing teachers' well-being and resilience (Brown and Ryan 2003; Schultz and Ryan 2015). Mindful educators are better able to regulate their emotions, cope with stress, and approach challenging situations with greater acceptance and objectivity, fostering deeper connections and maintaining positive relationships with students (Becker et al. 2017; Braun et al. 2019; Molloy Elreda et al. 2019; Roeser 2016; Roeser et al. 2012; Wang 2023). Mindfulness training has been shown to reduce teachers' stress and burnout, improve their emotional regulation, and enhance their ability to support students' needs (e.g., Emerson et al. 2017; Jennings and Greenberg 2009).

3 | Materials and Methods

Participants & research setting. We collected data from a convenience sample of 15 homeroom teachers from five public elementary schools in Israel, for this study. Three teachers were interviewed twice. All participants were involved in the Purple School program—an initiative to create a supportive and transformative environment for students and staff in schools by cultivating contemplative skills such as mindfulness, compassion, and self-inquiry. We selected the Purple School program as the professional development program for this study because it is one of very few programs designed to address issues related to educators' well-being, and its protocol complies with standards of quality professional development (Garet et al. 2001; Guskey 2003). This 3-year program aims to support teachers in incorporating mindfulness and SEL practices in their

classrooms and in the school on a daily basis. The intention is that these mindful classrooms support students' basic psychological needs and motivate them to develop and grow socially, emotionally, and academically. Overall, the end result will be a better school climate and better well-being for staff and students alike (Sheinman and Russo-Netzer 2021). The first year—based on MBSR course—is dedicated to the personal and professional development of the teachers themselves through deepening their familiarity with mindfulness and social-emotional learning. The second year—Mindfulness in Education course—focuses on equipping teachers with the skills to begin implementing mindfulness practices and social-emotional learning in the classroom, as well as in school routines and structures. The third year—Mindfulness based SEL in the classroom course—is dedicated to deepening the pedagogical application and equipping the school with the skills necessary to continue developing mindfulness and social-emotional learning content and practices independently. Each course was divided into 10 3-h sessions taking place twice a month, usually from late October to early April. Each session revolves around a specific topic and includes theoretical and scientific background, practice time and group discussion. Additionally, throughout the process, the school administration and a team of 3–4 leading teachers in each school (“The Purple Leaders Team”) receive close support from organizational consultants experienced in mindfulness, social-emotional learning and working with educational systems. This is provided through individual and group coaching sessions, as well as a leadership development course, “Mindful Leadership,” which runs throughout the entire duration of the program.

Our research setting comprises mid-sized public schools in Israel. Most of the schools are located in the central region of Israel. Schools serve between 200 and 530 students and employ between 18 and 48 faculty and staff (with the exception of 90 students in a special education school). Two of the schools (seven interviews) have a religious affiliation, two (five interviews) are secular, and one (six interviews) is a special education school for children with emotional and behavioral challenges.

The sample reflects a fairly balanced representation of gender, years of experience in teaching, age, and perceptions of the utility of Purple School program. Participants included 13 women and 2 men who taught different grade levels within the elementary schools. Their experience in teaching ranged between 4 and 39 years (14 years, on average) and seniority in

TABLE 1 | School and participant information.

School name	Number of participants	Number of second interviews	School Type	District
Admonit	2		Secular	Tel Aviv
Givol	3		Secular	North
Nofar	5	1	Religious	Center
Sade	6	2	Special school (emotional and behavioral challenges)	Tel Aviv
Shibolet	2		Religious	Center

the current school ranges between 1 year and 25 years, (7.6 years, on average). The age of participants ranges from 25 to 62 years (39 on average). At the time of the interviews, seven participants were in their first year of the program, nine were in their second year, and two were in their third year. Most participants ($n = 11$) were interviewed at the end of the school year (in July) but some ($n = 7$) were interviewed during the school year (between December and April).

To protect the identities and confidentiality of the participants we do not associate their positions with their pseudonyms (Table 1).

The goal of this study was to give voice to participants and dig deeply into their teaching experience and the way they manage the class to understand how their beliefs, values, and pedagogies attend to the psychological needs of their students

Data collection and analysis. We conducted 18 semi-structured interviews with 15 educators. Three educators were interviewed twice, once during their first year of the Purple School program and once during their second year to gain deeper insight into how change unfolded over time, as the intervention shifted from a focus on personal and professional development in the first year to implementing mindfulness practices and social-emotional learning in the classroom during the second year.

The interviews were guided by predefined topics and general questions (Kvale 1999) and were recorded and transcribed. All transcriptions were checked against the recordings to ensure accuracy and to identify speech patterns, pauses or even non-verbal cues that could provide insights into participants' emotions and behavior. Two of the 18 interviews were translated into English so that two researchers could code and evaluate credibility.

To protect the anonymity of participants, names were replaced with pseudonyms before transcriptions were uploaded to Dedoose for coding. Using thematic analysis (Braun and Clarke 2006), we sought to map the factors that can influence educators' ability and motivation to support students' psychological needs. In an iterative process, two coders developed a codebook of structural codes based on the research question, the literature, and SDT (e.g., beliefs and values, stress, student needs, autonomy, mindfulness, competence) (DeCuir-Gunby et al. 2012). We applied the codes to single lines, sentences or paragraphs, and entire documents or interviews (Corbin and Strauss 1990). To increase analytic transparency and illustrate the depth of our coding process, we include a few representative excerpts coded under key themes. For example, the theme "Beliefs and Values" was applied to statements such as: "You're not a teacher. You're a teacher of life"—a comment that captures the teacher's broader educational philosophy. The theme "Mindfulness" included excerpts like: "We learned to say 'internal weather.' It's something that runs in class. Then when a child is angry or something, I ask him, 'And what weather are you?'" These examples reflect how coding captured both explicit and metaphorical language linked to teachers' personal and professional identities. Codes were often layered—for example, a single passage might be coded simultaneously for "stress," "classroom management," and "competence"—

highlighting the complexity and intersectionality of teachers' experiences. Two researchers coded the same interview on Dedoose simultaneously. Afterwards, they discussed any disagreements that arose during the coding process and reached a consensus about the meaning of each code.

One researcher carefully read and coded all interviews, and another read and coded two interviews for reliability testing.

4 | Results

The interviews reveal several key themes central to homeroom teachers' professional experiences: the beliefs and values guiding their practices, the challenges they face, their perceptions of students' needs and how they attend to those needs, and the ways in which they incorporate mindfulness into classroom management. These themes encapsulate teachers' dedication to their students, the hurdles they encounter, and their strategies for creating a supportive learning environment, including the assimilation of mindfulness practices learned in the Purple School program. The findings reveal a gap between their desire to address students' needs and to support their holistic development, and their knowledge and ability to implement specific strategies to accomplish these goals.

4.1 | Beliefs and Values

The educators' beliefs and values reflect a profound commitment to their students' personal and academic development. The homeroom teachers perceive their role as vital; they understand that they play a crucial role in shaping the character of their students as young adults.

They seek to support students' personal development—emotional, moral, social and behavioral—and to create an optimal environment for learning and growth. One teacher summarized this ethos: "At the very beginning, a student said to me, 'You're not a teacher. You're a teacher of life,' and that gave me such approval. That's exactly my slogan." This sentiment underscores the educators' role in shaping students' futures, not merely through academic instruction, but through holistic development. Another teacher articulated the joy derived from fostering student development: "As a home teacher and also as a teacher, you can just shape the kids, take them to the right place and help them develop, each from their own place, and that's what I really enjoy doing in the job." This commitment is further echoed in statements about providing equal opportunities and nurturing each child's potential: "When I came to teaching, I came with a lot of ambition to improve, to change the face of education, to make equal opportunities for education accessible, to give every child his place." While most teachers articulated a strong commitment to emotional and social development, one participant took a more pragmatic stance, emphasizing academic priorities: "At the end of the day, if the students don't meet the academic benchmarks, I'm the one who has to explain it. So yes, values matter, but the curriculum comes first." This perspective reflects a tension between institutional expectations and holistic aspirations.

The homeroom teachers emphasized the importance of trust and guidance in their roles:

I am excited by the process that children go through, the process you do with them. This accompaniment, the connection created is so meaningful to them. I really feel that I am not afraid... yes, it is to decide their fate in my opinion. It's building the person they'll be at a very, very young age, at an age that they are being shaped.

Another teacher recognized the delicate developmental stage her students are experiencing and emphasized her role as a facilitator in this process:

This is exactly the transition from being childish and sweet to becoming more mature and [I have to help them] look at life differently, being more meaningful and to find a place for everyone in the classroom... and empower them to become in a very mature and responsible place. Because someone who is diligent in studies doesn't need me. They will be diligent, and those who find it difficult in studies will find their place in other things. But the education for life, the independence, the place I play in society, I think that's what they really need for their lives.... And of course also the studies, [but] I always hold in my mind, first of all the behavioral, social aspect of learning.

Overall, the teachers perceive their role as integral to students' growth and acknowledge the trust placed in them as significant figures in the students' lives.

The educators expressed beliefs grounded in understanding the students and their needs and emphasized the importance of classroom management and cultivating a positive learning environment. One teacher described how she manages challenging behaviors in her class:

My class is challenging, a class that needs a cop, and I don't [play that role]. ... Not because I don't know how to discipline, not because I don't have peace in class, simply because I don't believe in this way of working. I believe in in-depth work even if it's much more challenging. I just think it's more real and has more long-term results, and not just for this moment, this year, this lesson.

In their view, supporting the scholastic aspect should involve meaningful learning through experiences and play, integrating not only academic content, but also behavioral and developmental components. One educator explained her approach to teaching:

I call it "values alongside knowledge"... "Derech Eretz [good manners] and Torah." On the one hand, I do give the knowledge to my students,... [but] it's also about giving tools, not just me standing and talking... [so] that learning will be meaningful learning.... On the other hand, the values... the whole behavioral, emotional part, to impart values to them, which here too is possible... not only in conversations and talks... But to learn about behavior in different ways ... actively, activity, meaningfulness—that it will also come from them.

Another teacher highlighted her commitment to supporting students' psychological needs in addition to fostering literacy and academic achievement:

Eventually [learning in school] has to produce a literate child who knows how to read and write, basic arithmetic. The rest of the things are really to strengthen their capability, confidence, ambitions, dreams.... My approach to teaching is playful. It's outside the classroom. It's everything about not feeling like I'm sitting down and texting right now.

Our findings show that homeroom teachers are deeply committed to their students' holistic development, emphasizing emotional, moral, social, and behavioral growth alongside academic achievement. They believe in fostering a positive learning environment through trust, guidance, and teaching with joy and enthusiasm.

4.2 | Challenges

Despite their dedication, homeroom teachers face numerous challenges that hinder their ability to effectively translate their beliefs and values into supportive behavior in the classroom. One major challenge is the stress resulting from multiple demands and responsibilities: "[I face] a lot of challenges. The teacher has many roles not necessarily related to teaching, a lot of commitments that don't end, that carry on even in the afternoon." These stressors and extracurricular demands exacerbate during peak times, such as at the end of the school year when administrative tasks increase.

Balancing professional duties with personal life is another significant challenge. While homeroom teachers place significant importance on attending to the needs of their students and supporting their development, they prioritize academic requirements. Consequently, lesson preparation demands a substantial amount of their time:

I usually work in the evening on tomorrow's class. I feel as if I am working all the time... So what happens is that I sit very late until sometimes 24:00–24:30. Sometimes it also happens to be 1 a.m., and it stresses me out because I'm already thinking that I need to go to sleep and get up very early and I don't have enough time to do what I want.

However, not all teachers described such intense boundary erosion. One educator described a more structured approach to managing workload: "I've learned to set boundaries. I don't answer emails after 5 p.m., and I make peace with not doing everything." This contrast suggests varying levels of emotional investment and coping strategies among homeroom teachers.

The inability to provide tailored responses to all students due to time constraints and large class sizes is a recurring issue. One homeroom teacher noted:

I find it challenging that I do not have enough resources to provide a solution for certain children who need—who need a moment to be considered without some kind of diagnosis,

without some kind of headline sitting on them. They are just poor children and I have no way to help them.

This challenge extends to maintaining control and ensuring effective classroom management: “Something that stresses me out is when my class loses control. It’s very hard for me to have this feeling that I can’t hold them. It’s very hard for me to have this feeling.”

The homeroom teachers described a multitude of demands and pressures from various factors, a blurring of the boundaries of home and work, and inadequate time and resources to emotionally respond to all students in optimal ways. In other words, homeroom teachers are aware of the importance of their professional work and their potential contribution to nurturing thriving students. However, they are also aware of and express challenges they face that do not allow them time to provide tailored responses to the needs of each and every student. These challenges relate to limited time, large classes, and ongoing daily demands that divert them from core work they believe is important, that is, focusing on students’ needs.

4.3 | Students’ Needs

Homeroom teachers recognize the critical role they play in addressing students’ needs, particularly in providing emotional and social support. One homeroom teacher reflected on their impact:

The school emotional response is one thing, but at the end of the day it’s the teacher who is in the classroom and how she experiences the girls and how she supports the girls and how attentive she is to them and how sensitive she is to them.

The importance of forming meaningful relationships with students is emphasized, often likened to familial bonds. A homeroom teacher shared:

First of all, giving without limits, I have a lot of love. I have maternal qualities. I’m a mother and grandmother, so there’s that. And I brought it from before—it’s ingrained in my character. I’m very sensitive... My approach is inclusion, listening,... sometimes even too much love and openness and transparency.

Although the homeroom teachers emphasized the importance of their relationships with students and appeared to understand the significance of their role and attentiveness to students’ needs, they often lack a more holistic perception of the three needs and the practices used to support them. In terms of fostering relatedness and creating an optimal environment for learning and growth, the focus is predominantly on the quality of teacher-student relationships, with less emphasis on fostering a sense of belonging among peers. In addition, instances of fostering autonomy are less frequent and often informal, such as through experiential learning: “I really like letting children experience for themselves. I believe that what they do, they learn better than what they are told. It means to experience, to feel.”

4.4 | Incorporating Mindfulness Into Classroom Management

Mindfulness practices have been integrated into some homeroom teachers’ classroom management strategies, enhancing their ability to support students’ emotional well-being. One educator described an open, accepting, and non-judgmental attitude fostered by mindfulness:

To look with kind eyes at each and every boy and girl really with a clear heart and be there for them to help support and again this issue of non-judgment. [To] be there with good eyes and without judgment to help [them] grow.

These practices also help educators manage their own stress and maintain a calm classroom environment.

The program is very much in line with the [school’s] conduct in general because the conduct is calm, and vice versa. If in the past it was only an emphasis on rules, as if the rules simply had to be followed, here there is more inward attention, which I think raises it to the next level.

Mindfulness training has provided homeroom teachers with concrete tools and language to deepen their understanding and practice of supportive classroom management. For instance, the concept of “internal weather” is used to help students articulate their emotions: “We learned to say ‘internal weather.’ It’s something that runs in class. Then when a child is angry or something, I ask him, ‘And what weather are you?’ and then ‘How can we change that?’”

The findings paint a picture of dedicated educators who are deeply committed to their students’ development. They face significant challenges, particularly regarding time constraints, stress, and the ability to provide individualized attention. However, their incorporation of mindfulness practices offers a promising avenue for enhancing both their well-being and their effectiveness in the classroom. Despite their commitment, there is a need for greater conceptual clarity and training on addressing students’ psychological needs, particularly autonomy and competence, to further support their holistic development.

5 | Discussion

Drawing on a theoretical foundation of SDT, this study provides a nuanced exploration of the perceptions of elementary homeroom teachers regarding their beliefs and values, their role in addressing students’ needs, and the challenges they encounter. The findings reveal a profound commitment among homeroom teachers to establish environments conducive to the holistic development of students yet highlight significant barriers that impede their efforts.

The homeroom teachers in this study expressed a deep-seated belief in the importance of their role, viewing themselves not just as academic instructors, but as pivotal figures in the emotional, moral, and social development of their students. This aligns with SDT’s emphasis on the need for relatedness, where

forming meaningful relationships and creating a supportive classroom environment are seen as essential for student well-being and motivation (Aelterman et al. 2019; Ryan and Deci 2020). Homeroom teachers' reflections on their roles suggest a strong identification with the ethos of "teaching for life," where the focus extends beyond academic achievement to nurturing well-rounded individuals.

Despite their dedication, homeroom teachers face considerable challenges that hinder their ability to fully support students' psychological needs. Time constraints, large class sizes, and a multitude of nonteaching responsibilities contribute to high levels of stress and burnout. These findings resonate with existing literature that underscores the negative impact of such stressors on teachers' abilities to adopt autonomy-supportive practices (Collie et al. 2016; Herman et al. 2020). The struggle to balance professional duties with personal life further exacerbates this stress, leading to a diminished capacity to provide individualized attention to students.

The integration of mindfulness practices emerges as a promising strategy to mitigate some of these challenges. Homeroom teachers report that mindfulness helps them maintain a calm classroom environment and enhances their emotional regulation. These benefits are consistent with previous research demonstrating the positive effects of mindfulness on teachers' well-being and their ability to create supportive classroom climates (Colaianne et al. 2020; Emerson et al. 2017; Hwang et al. 2017; Jennings and Greenberg 2009; Rickert et al. 2020; Roeser et al. 2012;). Mindfulness practices also provide teachers with tools to foster non-judgmental, accepting attitudes toward students, which can enhance the sense of relatedness and support within the classroom. Moreover, mindfulness practices can help teachers avoid automatic responses and pay more attention to students' needs resulting in a more need-supporting orientation (Levin et al. 2025).

While homeroom teachers showed a strong understanding of the importance of relatedness, they had less clarity about students' needs for autonomy and competence and were aware of few explicit strategies for addressing them. Instances of fostering autonomy are often informal and lack a structured approach. This gap highlights a critical area for professional development, where teachers could benefit from training that specifically addresses how to support these aspects of students' psychological needs effectively. Although recently published qualitative study found that it is easier to train teacher-educators to understand and accept their student-teachers' views and feelings than to foster autonomous motivation for change in students (Assor, et press). Encouraging teaching practices that support autonomy and providing opportunities for students to experience competence through meaningful tasks could enhance intrinsic motivation and engagement (Bureau et al. 2022; Reeve 2009; Ryan and Deci 2020).

This study contributes to the expanding body of literature on SDT by providing an in-depth exploration of elementary homeroom teachers' perceptions and challenges in supporting students' basic psychological needs. Previous studies have underscored the importance of teacher support for student well-being and academic success (Jennings and Greenberg 2009; Ryan and Deci 2020).

This study extends these findings by highlighting the critical role of teachers' mindfulness practices in their ability to provide such support. The focus on the Purple School program offers new insights into how structured mindfulness initiatives can impact both teacher and student outcomes, thereby filling a gap in the existing literature on the practical applications of SDT in educational settings.

Our findings suggest that mindfulness practices can enhance teachers' abilities to address students' needs for autonomy, competence, and relatedness. Our findings highlight the importance of conceptual clarity, as educators need to understand how mindfulness can directly address students' psychological needs. We propose that professional development programs should focus more explicitly on this connection and distinct between the three needs. The study also highlights the gap between teachers' desire and commitment to support their students' needs and development, and the way they use relatively narrow definition of needs, the focus on the teacher-student relationship, and the lack of practices to implement this support. While previous research has explored the benefits of mindfulness for teacher well-being (Emerson et al. 2017), this study uniquely positions mindfulness as a facilitator of SDT-aligned teaching practices. These qualities of mindfulness (such as stopping, listening, and non-judgmental acceptance) can support more sensitive work with students and teachers are aware of this. However, the findings show that they do not conceptually link mindfulness with needs and its application. In that sense, mindfulness practices help teachers be more attentive to students, but they need to acquire additional strategies to help students and support their needs.

Another important finding of this study is that homeroom teachers consistently prioritized relatedness over autonomy and competence in their interactions with students. This emphasis may reflect the centrality of the relational role in Israeli schools, where homeroom teachers are expected to serve as emotional anchors and intermediaries between students, families, and the broader school system (Moshel and Berkovich 2025). Additionally, the urgent relational needs of students—especially those in distress—often prompted teachers to focus first on connection and emotional containment, sometimes at the expense of promoting student initiative or skill-building. However, SDT emphasizes that all three needs are essential and interdependent. Over-emphasizing relatedness without supporting students' sense of autonomy or competence may risk fostering dependency or reducing engagement over time (Ryan and Deci 2020). Future interventions should help teachers balance these needs by offering concrete strategies—such as involving students in decision-making processes, using formative feedback that builds confidence, and designing tiered tasks that match student ability. Including autonomy and competence-focused techniques in professional development programs could help teachers sustain deep relationships while also empowering student agency and mastery (Ahmadi et al. 2023; Reeve and Cheon 2024).

The findings of this study highlight the need for systemic support to alleviate pressure on educators. Schools and educational policymakers should consider interventions that reduce administrative burdens, allow for smaller class sizes, and

provide resources for professional development focused on SDT principles. In this way, we can help homeroom teachers to be more oriented towards fulfilling their beliefs and values, which could benefit them and their students. While many homeroom teachers share common values and challenges, their approaches to professional boundaries, stress, and balancing academic vs. emotional priorities differ. Acknowledging this variation is critical for designing professional development that is flexible enough to support different teaching identities and coping mechanisms. Still, fostering an environment where teachers' own psychological needs are met makes educators more likely to adopt practices that address students' needs, leading to better educational outcomes (Aelterman et al. 2019; Collie et al. 2016; Holzberger et al. 2014; Klassen et al. 2012; Marshik et al. 2017; Roth et al. 2007; Ryan and Deci 2020).

While individual teacher practices are central to meeting students' psychological needs, systemic and school-level factors critically shape what teachers can realistically enact in the classroom (Ryan and Deci 2020). Teachers in this study described working under significant pressures—large class sizes, administrative overload, emotional labor, and insufficient preparation time—all of which limit their ability to adopt need-supportive approaches consistently (Collie et al. 2016; Herman et al. 2020; Richardson and Watt 2016). To address these barriers, schools and policymakers should consider structural reforms such as reducing class sizes, redistributing nonteaching duties, increasing support staff, and embedding protected time for emotional check-ins, planning, and reflection into teachers' weekly schedules (Moshel and Berkovich 2025; Sapir and Mizrahi-Shtelman 2024).

Additionally, teachers would benefit from targeted professional development programs that integrate mindfulness-based approaches with self-determination theory (Emerson et al. 2017; Roeser et al. 2012). Such programs should offer both theoretical grounding and experiential learning—such as role-plays that simulate offering meaningful classroom choices (autonomy), case analyses of differentiated instruction and success feedback (competence), and mindful listening practices for emotionally attuned communication (relatedness). Mindfulness tools like body scans and breath awareness can also enhance teachers' emotion regulation and classroom presence. To sustain these practices, schools should provide ongoing structures such as reflective journaling, peer coaching, and collaborative inquiry groups that allow teachers to explore their professional identity and refine their relational strategies (Ahmadi et al. 2023; Assor and Yitshaki 2023).

Finally, educational leaders can incorporate SDT- and mindfulness-aligned competencies into teacher evaluation frameworks, school climate initiatives, and national training standards. Even when broader reforms like class size reduction face policy constraints, embedding these principles into everyday teaching structures offers a feasible, research-backed pathway to improve teacher well-being and enhance student outcomes.

These findings must also be considered within the cultural and systemic context of Israeli education. Homeroom teachers in Israel hold a hybrid role that combines administrative

responsibility, emotional support, and instructional leadership—often with fewer structural supports than in other systems (Becher 2025; Moshel and Berkovich 2025). This may amplify both the emotional labor and the opportunity for relational depth reported by participants. Additionally, broader cultural norms around informal communication, high teacher autonomy, and educational equity likely shape the way psychological needs are perceived and addressed. While many of the insights into need-supportive practices and teacher stress are applicable across settings, the intensity and nature of these dynamics may differ in systems with more specialized staff roles, different Student–teacher ratios, or alternate expectations of teacher authority. Future research should explore how similar training models and support systems function in other cultural contexts to assess cross-national transferability.

6 | Limitations

Despite its contributions, this study has several limitations that warrant consideration. First, the sample size of 15 teachers from five schools, while sufficient for qualitative analysis, limits the generalizability of the findings. Second, the reliance on self-reported data from semi-structured interviews introduces potential biases, including social desirability and recall bias. Third, although the decision to implement the Purple School Program was made at the management level and efforts were made to interview teachers with diverse perspectives, the use of convenience sampling—particularly involving participants who were directly engaged in the program—introduces potential self-selection and confirmation biases. To mitigate these risks, interviews were conducted by members of the research team who were not involved in the training or implementation of the program, and had no prior relationship with the interviewees. Anonymity and confidentiality were assured, and participants were encouraged to answer honestly to help improve the intervention and tailor it to their needs. Nevertheless, the participating teachers may have held inherently favourable views of mindfulness and student-centered practices and may have been predisposed to confirm the program's effectiveness. As such, the findings may not reflect the perspectives of less engaged or more critical teachers, potentially limiting the diversity of insights. Fourth, as with all qualitative research, the researchers' positionality may have influenced the interpretation of the data. While we employed systematic thematic analysis procedures and multiple rounds of coding to enhance reliability, our own backgrounds, theoretical orientations, and interest in SDT and mindfulness-informed pedagogy may have shaped the salience of certain themes or interpretive emphases. Future studies might benefit from including external coders or employing participant validation techniques to further reduce interpretive bias and strengthen credibility. Additionally, the study was conducted in a specific region in Israel, which may affect the transferability of the findings to other educational or cultural contexts. While this study was situated in Israel, it did not differentiate between religious and secular school settings or explore how national educational policies or cultural expectations might influence teachers' approaches to student psychological needs. These contextual dimensions could meaningfully shape how autonomy, competence, and relatedness are understood and enacted in classroom settings. Future

research should examine how cultural and institutional factors within the Israeli educational system—and beyond—interact with need-supportive teaching practices. Future research could address these limitations by recruiting larger, more diverse samples across different settings. It may also be beneficial to incorporate the perspectives of additional stakeholders—such as parents, children, and school administrators—to provide a more comprehensive understanding of how homeroom teachers address students' needs and to triangulate how the school environment is experienced across the system. Future studies could incorporate classroom observations or mixed-method designs—such as pairing interviews with in-class behavioral observations—to triangulate data and reduce the limitations of self-report bias. This would offer a richer view of how need-supportive practices are implemented and experienced in everyday teaching.

7 | Conclusion

This study offers an investigation of homeroom teachers' perceptions of their roles in addressing students' needs through the lens of self-determination theory. The findings reveal the profound commitment of educators to fostering students' holistic development. While teachers excel at building meaningful relationships and promoting relatedness, there is less clarity and focus on addressing students' needs for autonomy and competence.

References

- Aelterman, N., M. Vansteenkiste, L. Van den Berghe, J. De Meyer, and L. Haerens. 2014. "Fostering a Need-Supportive Teaching Style: Intervention Effects on Physical Education Teachers' Beliefs and Teaching Behaviors." *Journal of Sport and Exercise Psychology* 36, no. 6: 595–609.
- Aelterman, N., M. Vansteenkiste, L. Haerens, B. Soenens, J. R. J. Fontaine, and J. Reeve. 2019. "Toward an Integrative and Fine-Grained Insight in Motivating and Demotivating Teaching Styles: The Merits of a Circumplex Approach." *Journal of Educational Psychology* 111, no. 3: 497–521. <https://doi.org/10.1037/edu0000293>.
- Ahmadi, A., M. Noetel, P. Parker, et al. 2023. "A Classification System for Teachers' Motivational Behaviors Recommended in Self-Determination Theory Interventions." *Journal of Educational Psychology* 115: 1158–1176.
- Assor, A., M. Benita, and Y. Geifman. 2023. "The Authentic Inner Compass as an Important Motivational Experience and Structure: Antecedents and Benefits." In *The Oxford Handbook of Self-Determination Theory*, edited by R. M. Ryan, 362–386. Oxford University Press.
- Assor, A., O. Feinberg, Y. Kanat-Maymon, and H. Kaplan. 2018. "Reducing Violence in Non-Controlling Ways: A Change Program Based on Self-Determination Theory." *Journal of Experimental Education* 86, no. 2: 195–213.
- Assor, A. 2004. "Growth-Promoting School: A School That Satisfies Psychological Needs and Promotes Listening to the Self and to Others." In *Futuristic Schools*, edited by R. Aviram. Masada Publishing.
- Assor, A., H. Kaplan, and G. Roth. 2002. "Choice Is Good, but Relevance Is Excellent: Autonomy-Enhancing and Suppressing Teacher Behaviours Predicting Students' Engagement in Schoolwork." *British Journal of Educational Psychology* 72, no. 2: 261–278.
- Assor, A., and N. Yitshaki. 2023. "A Self-determination Approach to Socioemotional Learning: Supporting Students' Needs as an Essential Foundation for the Cultivation of Socioemotional Skills." In *Self-Determination Theory and Socioemotional Learning*, 269–294. Springer Nature Singapore.
- Baker, J. A., L. J. Dilly, J. L. Aupperlee, and S. A. Patil. 2003. "The Developmental Context of School Satisfaction: Schools as Psychologically Healthy Environments." *School Psychology Quarterly* 18, no. 2: 206–221.
- Becher, A. 2025. "Homeroom Teachers' Professional Judgments: Analysis of Considerations, Justifications, and Structure." *Teaching and Teacher Education* 159: 105004.
- Becker, B. D., K. C. Gallagher, and R. C. Whitaker. 2017. "Teachers' Dispositional Mindfulness and the Quality of Their Relationships With Children in Head Start Classrooms." *Journal of School Psychology* 65: 40–53.
- Braun, S. S., R. W. Roeser, A. J. Mashburn, and E. Skinner. 2019. "Middle School Teachers' Mindfulness, Occupational Health and Well-Being, and the Quality of Teacher-Student Interactions." *Mindfulness* 10, no. 2: 245–255. <https://doi.org/10.1007/s12671-018-0968-2>.
- Braun, V., and V. Clarke. 2006. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3, no. 2: 77–101.
- Brown, K. W., and R. M. Ryan. 2003. "The Benefits of Being Present: Mindfulness and Its Role in Psychological Well-Being." *Journal of Personality and Social Psychology* 84, no. 4: 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>.
- Bureau, J. S., J. L. Howard, J. X. Y. Chong, and F. Guay. 2022. "Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations." *Review of Educational Research* 92, no. 1: 46–72. <https://doi.org/10.3102/00346543211042426>.
- Cheon, S. H., J. Reeve, Y. Lee, et al. 2019. "Expanding Autonomy Psychological Need States From Two (Satisfaction, Frustration) to Three (Dissatisfaction): A Classroom-Based Intervention Study." *Journal of Educational Psychology* 111, no. 4: 685–702.
- Cheon, S. H., J. Reeve, and M. Vansteenkiste. 2020. "When Teachers Learn How to Provide Classroom Structure in an Autonomy-Supportive Way: Benefits to Teachers and Their Students." *Teaching and Teacher Education* 90: 103004. <https://doi.org/10.1016/j.tate.2019.103004>.
- Colaianne, B. A., B. M. Galla, and R. W. Roeser. 2020. "Perceptions of Mindful Teaching Are Associated With Longitudinal Change in Adolescents' Mindfulness and Compassion." *International Journal of Behavioral Development* 44, no. 1: 41–50. <https://doi.org/10.1177/0165025419870864>.
- Collie, R. J., H. Granziera, and A. J. Martin. 2019. "Teachers' Motivational Approach: Links With Students' Basic Psychological Need Frustration, Maladaptive Engagement, and Academic Outcomes." *Teaching and Teacher Education* 86: 102872. <https://doi.org/10.1016/j.tate.2019.07.002>.
- Collie, R. J., J. D. Shapka, N. E. Perry, and A. J. Martin. 2016. "Teachers' Psychological Functioning in the Workplace: Exploring the Roles of Contextual Beliefs, Need Satisfaction, and Personal Characteristics." *Journal of Educational Psychology* 108, no. 6: 788–799. <https://doi.org/10.1037/edu0000088>.
- Corbin, J. M., and A. Strauss. 1990. "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria." *Qualitative Sociology* 13, no. 1: 3–21.
- DeCuir-Gunby, J. T., P. P. Martin, and S. M. Cooper. 2012. "African American Students in Private, Independent Schools: Parents and School Influences on Racial Identity Development." *Urban Review* 44: 113–132.
- Eccles, J. S., and R. W. Roeser. 2011. "Schools as Developmental Contexts During Adolescence." *Journal of Research on Adolescence* 21, no. 1: 225–241.
- Emerson, L.-M., A. Leyland, K. Hudson, G. Rowse, P. Hanley, and S. Hugh-Jones. 2017. "Teaching Mindfulness to Teachers: A Systematic

- Review and Narrative Synthesis." *Mindfulness* 8, no. 5: 1136–1149. <https://doi.org/10.1007/s12671-017-0691-4>.
- Garet, M. S., A. C. Porter, L. Desimone, B. F. Birman, and K. S. Yoon. 2001. "What Makes Professional Development Effective? Results From a National Sample of Teachers." *American Educational Research Journal* 38, no. 4: 915–945.
- Grolnick, W. S., J. N. Raftery-Helmer, E. S. Flamm, K. N. Marbell, and E. V. Cardemil. 2015. "Parental Provision of Academic Structure and the Transition to Middle School." *Journal of Research on Adolescence* 25, no. 4: 668–684.
- Guskey, T. R. 2003. "What Makes Professional Development Effective?" *Phi Delta Kappan* 84, no. 10: 748–750.
- Herman, K. C., W. M. Reinke, and C. L. Eddy. 2020. "Advances In Understanding and Intervening in Teacher Stress and Coping: The Coping-Competence-Context Theory." *Journal of School Psychology* 78: 69–74. <https://doi.org/10.1016/j.jsp.2020.01.001>.
- Holzberger, D., A. Philipp, and M. Kunter. 2014. "Predicting Teachers' Instructional Behaviors: The Interplay Between Self-Efficacy and Intrinsic Needs." *Contemporary Educational Psychology* 39, no. 2: 100–111. <https://doi.org/10.1016/j.cedpsych.2014.02.001>.
- Hwang, Y.-S., B. Bartlett, M. Greben, and K. Hand. 2017. "A Systematic Review of Mindfulness Interventions for In-Service Teachers: A Tool to Enhance Teacher Wellbeing and Performance." *Teaching and Teacher Education* 64: 26–42.
- Jennings, P. A., and M. T. Greenberg. 2009. "The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes." *Review of Educational Research* 79, no. 1: 491–525. <https://doi.org/10.3102/0034654308325693>.
- Kashy-Rosenbaum, G., O. Kaplan, and Y. Israel-Cohen. 2018. "Predicting Academic Achievement by Class-Level Emotions and Perceived Homeroom Teachers' Emotional Support." *Psychology in the Schools* 55, no. 7: 770–782. <https://doi.org/10.1002/pits.22140>.
- King, R. B., J. Y. Haw, and Y. Wang. 2024. "Need-Support Facilitates Well-Being Across Cultural, Economic, and Political Contexts: A Self-Determination Theory Perspective." *Learning and Instruction* 93: 101978.
- Klassen, R. M., N. E. Perry, and A. C. Frenzel. 2012. "Teachers' Relatedness With Students: An Underemphasized Component of Teachers' Basic Psychological Needs." *Journal of Educational Psychology* 104, no. 1: 150–165. <https://doi.org/10.1037/a0026253>.
- Kvale, S. 1999. "The Psychoanalytic Interview as Qualitative Research." *Qualitative Inquiry* 5, no. 1: 87–113.
- Lavy, S., and E. Naama-Ghanayim. 2020. "Why Care about Caring? Linking Teachers' Caring and Sense of Meaning at Work With Students' Self-Esteem, Well-Being, and School Engagement." *Teaching and Teacher Education* 91: 103046.
- Levin, O., A. Assor, O. L. Yitshaki, and T. Hagshoury. 2025. "I Tried to Understand What The Student Really Needs: Using Simulations to Promote a Need-supporting Dialogical Orientation in Teacher Educators." *Journal of Experimental Education*: 1–24. <https://doi.org/10.1080/00220973.2024.2446188>.
- Marshik, T., P. T. Ashton, and J. Algina. 2017. "Teachers' and Students' Needs for Autonomy, Competence, and Relatedness as Predictors of Students' Achievement." *Social Psychology of Education* 20: 39–67.
- Molloy Elreda, L., P. A. Jennings, A. A. DeMauro, P. P. Mischenko, and J. L. Brown. 2019. "Protective Effects of Interpersonal Mindfulness for Teachers' Emotional Supportiveness in the Classroom." *Mindfulness* 10: 537–546. <https://doi.org/10.1007/s12671-018-0996-y>.
- Moshel, S., and I. Berkovich. 2025. "The Centrality of Care Ethics in Narratives of Primary School Homeroom Teachers." *Journal of Moral Education*: 1–24.
- Park, D., and G. Ramirez. 2022. "Frustration in the Classroom: Causes and Strategies to Help Teachers Cope Productively." *Educational Psychology Review* 34, no. 4: 1955–1983. <https://doi.org/10.1007/s10648-022-09707-z>.
- Patall, E. A., H. Cooper, and S. R. Wynn. 2010. "The Effectiveness and Relative Importance of Choice in the Classroom." *Journal of Educational Psychology* 102, no. 4: 896–915.
- Pelletier, L. G., C. Séguin-Lévesque, and L. Legault. 2002. "Pressure From above and Pressure From below as Determinants of Teachers' Motivation and Teaching Behaviors." *Journal of Educational Psychology* 94, no. 1: 186–196. <https://doi.org/10.1037/0022-0663.94.1.186>.
- Reeve, J. 2009. "Why Teachers Adopt a Controlling Motivating Style Toward Students and How They Can Become More Autonomy Supportive." *Educational Psychologist* 44, no. 3: 159–175. <https://doi.org/10.1080/00461520903028990>.
- Reeve, J. 2016. "Autonomy-Supportive Teaching: What It Is, How to Do It." In *Building Autonomous Learners*, edited by J. C. K. Wang, R. M. Ryan and W. C. Liu, 129–152. Springer Singapore. https://doi.org/10.1007/978-981-287-630-0_7.
- Reeve, J., and S. H. Cheon. 2014. "An Intervention-Based Program of Research on Teachers' Motivating Styles." *Advances in Motivation and Achievement* 18: 293–339.
- Reeve, J., and S. H. Cheon. 2024. "Learning How to Become an Autonomy-Supportive Teacher Begins With Perspective Taking: A Randomized Control Trial and Model Test." *Teaching and Teacher Education* 148: 104702.
- Reeve, J., S. H. Cheon, and H.-R. Jang. 2019. "A Teacher-Focused Intervention to Enhance Students' Classroom Engagement." In *Handbook of Student Engagement Interventions*, 87–102. Elsevier.
- Richardson, P. W., and H. M. G. Watt. 2016. "Factors Influencing Teaching Choice: Why Do Future Teachers Choose the Career?" In *International Handbook of Teacher Education*, Vol. 2, edited by J. Loughran and M. L. Hamilton, 275–304. Springer. https://doi.org/10.1007/978-981-10-0369-1_8.
- Rickert, N. P., E. A. Skinner, and R. W. Roeser. 2020. "Development of a Multidimensional, Multi-Informant Measure of Teacher Mindfulness as Experienced and Expressed in the Middle School Classroom." *International Journal of Behavioral Development* 44, no. 1: 5–19. <https://doi.org/10.1177/0165025419881724>.
- Roeser, R. W. 2016. "Processes of Teaching, Learning, and Transfer in Mindfulness-Based Interventions (MBIs) for Teachers: A Contemplative Educational Perspective." In *Handbook of Mindfulness in Education*, edited by K. A. Schonert-Reichl and R. W. Roeser, 149–170. Springer New York. https://doi.org/10.1007/978-1-4939-3506-2_10.
- Roeser, R. W., E. Skinner, J. Beers, and P. A. Jennings. 2012. "Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice." *Child Development Perspectives* 6, no. 2: 167–173. <https://doi.org/10.1111/j.1750-8606.2012.00238.x>.
- Roth, G., A. Assor, Y. Kanat-Maymon, and H. Kaplan. 2007. "Autonomous Motivation for Teaching: How Self-Determined Teaching May Lead to Self-Determined Learning." *Journal of Educational Psychology* 99, no. 4: 761–774. <https://doi.org/10.1037/0022-0663.99.4.761>.
- Ruzek, E. A., C. A. Hafen, J. P. Allen, A. Gregory, A. Y. Mikami, and R. C. Pianta. 2016. "How Teacher Emotional Support Motivates Students: The Mediating Roles of Perceived Peer Relatedness, Autonomy Support, and Competence." *Learning and Instruction* 42: 95–103.
- Sapir, A., and R. Mizrahi-Shtelman. 2024. "Experts in Care: Homeroom Teachers, Care Work and the Development of Practice-Based Care Expertise." *Educational Review* 76, no. 6: 1581–1600.
- Ryan, R. M. 2017. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.

- Ryan, R. M., and E. L. Deci. 2020. "Intrinsic and Extrinsic Motivation From a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions." *Contemporary Educational Psychology* 61: 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>.
- Schultz, P. P., and R. M. Ryan. 2015. "The 'Why,' 'What,' and 'How' of Healthy Self-Regulation: Mindfulness and Well-Being From a Self-Determination Theory Perspective." In *Handbook of Mindfulness and Self-Regulation*, edited by B. D. Ostafin, M. D. Robinson, and B. P. Meier, 81–94. Springer New York. https://doi.org/10.1007/978-1-4939-2263-5_7.
- Sheinman, N., and P. Russo-Netzer. 2021. "Mindfulness in Education: Insights Towards an Integrative Paradigm." In *The Palgrave Handbook of Positive Education*, edited by M. L. Kern and M. L. Wehmeyer. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-64537-3_24.
- Shim, S. S., Y. Cho, and C. Wang. 2013. "Classroom Goal Structures, Social Achievement Goals, and Adjustment in Middle School." *Learning and Instruction* 23: 69–77.
- Stroet, K., M.-C. Opdenakker, and A. Minnaert. 2013. "Effects of Need Supportive Teaching on Early Adolescents' Motivation and Engagement: A Review of the Literature." *Educational Research Review* 9: 65–87. <https://doi.org/10.1016/j.edurev.2012.11.003>.
- Taylor, I. M., N. Ntoumanis, and M. Standage. 2008. "A Self-Determination Theory Approach to Understanding the Antecedents of Teachers' Motivational Strategies in Physical Education." *Journal of Sport and Exercise Psychology* 30, no. 1: 75–94. <https://doi.org/10.1123/jsep.30.1.75>.
- Vansteenkiste, M., and R. M. Ryan. 2013. "On Psychological Growth and Vulnerability: Basic Psychological Need Satisfaction and Need Frustration as a Unifying Principle." *Journal of Psychotherapy Integration* 23, no. 3: 263–280. <https://doi.org/10.1037/a0032359>.
- Vansteenkiste, M., R. M. Ryan, and B. Soenens. 2020. "Basic Psychological Need Theory: Advancements, Critical Themes, and Future Directions." *Motivation and Emotion* 44, no. 1: 1–31. <https://doi.org/10.1007/s11031-019-09818-1>.
- Wang, X. 2023. "Exploring Positive Teacher-Student Relationships: The Synergy of Teacher Mindfulness and Emotional Intelligence." *Frontiers in Psychology* 14: 1301786.