

Study of Relationship Between Mindfulness Practice and Academic Achievement of Secondary Students

Aabida Farooq¹, Dr Jasvir Kaur Grewal²

¹Research Scholar, Psychology, Desh Bhagat University, Punjab

²Asst. prof, Psychology, Desh Bhagat University, Punjab

Abstract

This study compares secondary students' mindfulness, psychopathological symptoms, and academic success. The research included 300 pupils. The Five Facet Mindfulness Questionnaire (FFMQ) examined mindfulness by observing, describing, acting with awareness, non-judging inner experience, and non-reactivity. Psychopathological symptoms and academic achievement were examined. Mindfulness is positively correlated with academic achievement, suggesting that higher mindfulness levels improve academic success. Mindfulness was also negatively connected with psychopathological symptoms, suggesting it may protect against mental illness. These data suggest that mindfulness therapies may improve university students' academic performance and mental health.

Keywords: Secondary students, mindfulness, psychopathological symptoms, academic performance

1. INTRODUCTION

Understudies normally report elevated degrees of stress, which has been to some extent attributed to strain from relational collaborations, life pressure, neediness, brutality, and, especially, pressure connected with academics in school settings (Biber. 2020). Remembering training for day to day living may likewise be an unpleasant element that brings down personal satisfaction and academic achievement (Kabat-Zinn, 2007). Besides, on the grounds that understudies are powerless to stress, nervousness, and dejection, their prosperity has drawn consideration from all through the world (Wilson & Dixor 2010). Subsequently, the strain that understudies feel to be above negatively affects their emotional wellness and may try and bring about mental issues and disappointing academic execution (Malboeuf-Hurtubise et al., 2016). Understudies' academic exhibition and general prosperity have been upgraded by the utilization of mindfulness reflection. A logically approved strategy called mindfulness reflection involves nonjudgmentally concentrating on the current second (Minko et al., 2017). It can work on one's basic mindfulness, memory, and concentration, which assists understudies with succeeding academically and socially (Malow & Austin, 2016). It signifies "focusing with a specific goal in mind: deliberately, right now, and nonjudgmentally". Through the act of mindfulness reflection, which associates the psyche to the current second and elevates attention to one's environmental factors and inward considerations, individuals might keep in mind and reproduce their encounters. Mindfulness-based pressure decrease is the principal mindfulness-based mediation for psychotherapy. It consolidated yoga and mindfulness rehearses (e.g., strolling, eating) into a serious eight-week program comprising of

gathering meetings and schoolwork tasks (Steiner et al., 2012). Mindfulness-based mental treatment (MBCT), which coordinates mindfulness exercises including breathing activities and contemplation into eight-week meetings, was made to treat sadness in light of the MBSR. Upgrading leader capability and consideration memory is an advantage of MM.

1.1. Mindfulness and achievement

Various exploration have analyzed the conceivable association among achievement and mindfulness, offering data on the possible benefits of mindfulness strategies for working on academic execution and general outcome in advanced education. Various investigations show that by working on mental and close to home capabilities, mindfulness might helpfully affect academic fulfillment (MacKenzie et al., 2019). Research has demonstrated the way that rehearsing mindfulness can prompt additions in working memory (Mrazek et al., 2013), concentration and focus (MacKenzie et al., 2019), and less psyche meandering (Mrazek et al., 2012). Better academic outcomes are the result of these mental benefits, which are fundamental for proficient learning and data handling. Furthermore, concentrates on mindfulness methods have shown guarantee in bringing down pressure and working on mental prosperity in undergrads (Shapiro et al., 2007). Mindfulness might assist students with actually taking care of academic issues, control test nervousness, and upgrade general psychological well-being by encouraging mindfulness and stress decrease. This could by implication support academic advancement.

1.2. Objectives of the study

- To investigate the relationship between mindfulness practice and academic achievement among secondary school students.
- To assess the level of mindfulness among secondary school students using the Five Facet Mindfulness Questionnaire (FFMQ).

1.3. Hypothesis of the study

H1: There is a significant positive relationship between mindfulness practice and academic achievement among secondary school students.

2. LITERATURE REVIEW

Mindfulness combines eastern and western meditation approaches. These methods are meant to help people be more present, not react automatically, and observe situations objectively. Breathing and body awareness are key to mindfulness. Meditation has grown in popularity over the past 30 years. Mindfulness can help anxiety and depression sufferers change their behaviour (Wilson & Dixon, 2010). Mindfulness interventions help people recognise stress, disengage from negative emotions, and regulate their emotions (MalboeufHurtubise et al., 2016). Mindfulness promotes self-management. This can help people apply mindfulness skills to problems (Minkos, Chafouleas, Bray & LaSalle, 2017). Mindfulness interventions have been shown to benefit adults, prompting more research on how they affect schoolchildren.

Nowadays, schools must improve students' social and emotional well-being as well as their academic knowledge. Students today face more personal and academic challenges than ever. Outside variables that might raise students' stress include single parent families, divorce, parental concern, violence in the neighborhood, death in the family, shifting houses, homelessness, starvation, and poor socioeconomic position (Malow & Austin, 2016). When kids originate from low income homes, they have a higher probability of having mental health problems since they have less access to assistance (Steiner, Sidhu, Pop, Frenette, & Perrin, 2012). This increases student stress and emotional and behavioral disorders.

When kids are not able to manage their emotions, this will impair how they respond to circumstances, decision making, and their attention. This then follows the youngsters to school where they have a hard time focusing in class, obtain poor marks, have improper actions, and have terrible relationships. This lowers pupils' academic achievement.

3. RESEARCH METHODOLOGY

Research participants were secondary school students. In the course of the secondary school year 2022/2023, with a population that includes all of the children, it is predicted that there will be 55,000 individuals. A total of three hundred students were chosen to participate in this study, and the cluster technique was applied to choose them. A confidence level of 95% was utilized to establish the sample size, which was based on the parameters that were presented by Krejcie and Morgan (1970). Out of the persons that were picked, there were two hundred boys and one hundred females, and they came from a range of secondary schools.

The FFMQ, which stands for the Five Factors of Mindfulness Questionnaire, was applied in order to measure mindfulness. The Five Factor Mindfulness Questionnaire (FFMQ) is a self-rating scale that analyzes mindfulness based on five factors: watching, describing, acting aware, not judging, and not responding with one's own inner feelings. The questionnaire consists of 39 items that are answered on a Likert scale with five points, with higher scores indicating a stronger degree of mindfulness. It has been found that the FFMQ has a high level of validity and reliability, and it has been standardized for use in a range of cultures.

For the aim of this inquiry, a translation of the FFMQ into English was developed and then extensively checked by language specialists as well as educational psychology experts. In order to guarantee that the items on the questionnaire, the instructions, and the linguistic terminology were all clear, a pilot study was carried out. A second sample of respondents was given the final questionnaire to verify its validity and reliability. The questionnaire items obtained accurate item-total correlation coefficients, indicating construct validity. All questionnaire dimensions had positive and statistically significant correlation coefficients, indicating strong internal consistency. Internal consistency and test-retest reliability studies confirmed questionnaire dependability. Cronbach's alpha scores above 0.7, indicating the questionnaire's reliability

4. DATA ANALYSIS

Table 1: FFMQ domains and overall score

	Mean	S.D	Mindfulness level
Observing	3.01	1.06	Neutral
Describing	3.56	0.94	Neutral
Non judging	3.14	0.91	Neutral
Non reactivity	2.63	0.97	Neutral
Total	3.25	0.98	Neutral

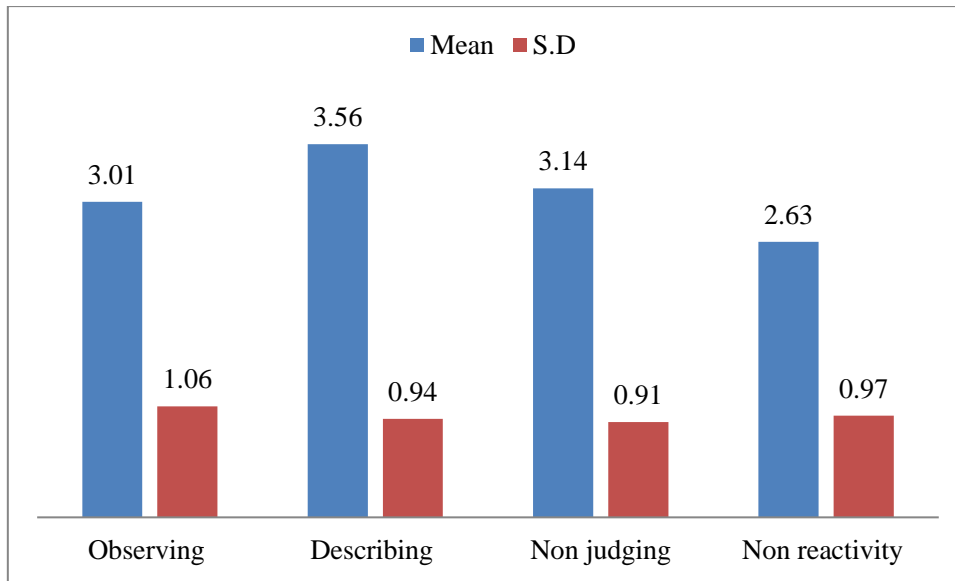


Figure 1: FFMQ domains and overall score

Table 2: Multivariate Analysis of Variance (MANOVA) for FFMQ Domain Scores and Total Score

		Sum of Square	df	Mean of squares	F	p
Gender Hotteling's Trace	Acting with awareness	1.236	1	1.563	1.147	0.185
	Nonjudging	4.522	1	4.236	5.236	0.041
	Describing	0.523	1	0.452	0.545	0.521
	Nonreactivity	0.845	1	0.952	1.052	0.302
	Observe	1.333	1	1.236	1.392	0.252
	Total	0.396	1	0.332	1.052	0.323
Acheivement level wilks' Lambda	Acting with awareness	221.33	4	7.112	1.042	0.002
	Nonjudging	15.231	4	1.253	0.636	0.03
	Describing	11.523	4	1.363	1.253	0.01
	Nonreactivity	4.125	4	2.263	0.563	0.05
	Observe	10.233	4	2.633	1.112	0.01
	Total	8.125	4	3.125	1.582	0.01

The MANOVA shows that gender affects mindfulness components significantly. In Non-Judging, females score higher than males ($p = 0.041$), according to Hotelling's Trace test. Gendered variations in Observing, Describing, Non-Reactivity, and Total mindfulness variables are not significant.

The Wilks' Lambda test shows that mindfulness improves academic performance ($p = 0.002$). Further research demonstrates that Acting with Awareness ($p = 0.002$), Describing ($p = 0.01$), and Observing ($p = 0.01$) mindfulness variables significantly affect accomplishment. This shows that attentiveness in these issues improves academic performance.

The study found modest mindfulness among secondary school pupils, with gender variances. Mindfulness practices like Non-Judging, Acting with Awareness, Describing, and Observing also

improve academic performance. These data imply that mindfulness in school may affect academic achievement.

Findings: The results of the hypothesis indicate that there is indeed a significant positive relationship between mindfulness practice and academic achievement among secondary school students. This finding suggests that higher levels of mindfulness are associated with better academic performance among students in this population.

5. CONCLUSION

This study studied secondary school students' academic performance and mindfulness. The data indicate moderate mindfulness among students, with gender differences. Women score higher in Non-Judging than men. Acting with Awareness, Describing, and Observing are also linked to academic success. These findings stress the value of mindfulness in education and its potential academic advantages. Mindfulness activities in schools may help pupils focus, control emotions, and manage stress. Further review is expected to decide the drawn out effect of mindfulness on academic achievement and make powerful mindfulness-based treatments for youngsters.

REFERENCES

1. DD. Biber. (2020). Integration of a mindfulness meditation lab for university students. *Building Healthy Academic Communities Journal*, 4(2), 88-95. DOI: <https://doi.org/10.18061/bhac.v4i2.7666>
2. J. Kabat-Zinn. (2007). *Full catastrophe living: how to cope with stress, pain and illness using mindfulness meditation* (New edition, reprinted. ed.). London: Piatkus.
3. M. Baranski, C.A. Was. (2019). Can mindfulness meditation improve short-term and long-term academic achievement in a higher-education course? *College Teaching*, (6), 1-8. DOI: <https://doi.org/10.1080/87567555.2019.1594150>
4. MacKenzie, M. J., Carlson, L. E., and Ekkekakis, P. (2019). Examining the link between mindfulness and academic performance outcomes in undergraduate students: a systematic review of the empirical literature. *Mindfulness* 10, 1165–1187.
5. Malboeuf-Hurtubise, C., Lacourse, E., Taylor, G., Joussemet, M., & Plante, I. (2016). Effects of a mindfulness-based intervention on psychological distress, well-being, and maternal sensitivity in mothers of preschool children. *Infant Mental Health Journal*, 37(6), 594-613.
6. Malow, B. A., & Austin, J. (2016). Sleep problems in children and adolescents with common medical and psychiatric problems. *Pediatric Annals*, 45(4), e129-e135.
7. Minkos, M. L., Chafouleas, S. M., Bray, M. A., & LaSalle, T. P. (2017). A systematic review of universal interventions targeting student stressors, and student outcomes. *Journal of School Psychology*, 61, 13-44.
8. Mrazek, M. D., Franklin, M. S., Phillips, D. T., Baird, B., and Schooler, J. W. (2013). Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering. *Psychol. Sci.* 24, 776–781. doi: 10.1177/0956797612459659
9. Mrazek, M. D., Smallwood, J., and Schooler, J. W. (2012). Mindfulness and mind-wandering: finding convergence through opposing constructs. *Emotion* 12, 442–448. doi: 10.1037/a0026678
10. O. Vorontsova-Wenger, P. Ghisletta, V. Ababkov, K. Barisnikov. (2021). Relationship between mindfulness, psychopathological symptoms, and academic performance in university students. *Psychological Reports*, 124(2), 459-478. DOI: <https://doi.org/10.1177/0033294119899906>

11. S. Shapiro, K. Brown, J. Astin. (2011). Toward the integration of meditation into higher education: A review of research evidence. *Teachers College Record*, 113(3), 493-528.
12. Shapiro, S. L., Brown, K. W., and Biegel, G. M. (2007). Teaching self-care to caregivers: effects of mindfulness-based stress reduction on the mental health of therapists in training. *Train. Educ. Prof. Psychol.* 1, 105–115. doi: 10.1037/1931-3918.1.2.105
13. Steiner, R. J., Sidhu, S. S., Pop, P. G., Frenette, E. C., & Perrin, E. C. (2012). Behavioral health care for children: The Massachusetts Child Psychiatry Access Project. *Pediatrics*, 130(6), e1757-e1764
14. W. Van Gordon, E. Shonin, A. Sumich, E.C. Sundin, MD. Griffiths. (2014). Meditation awareness training (MAT) for psychological well-being in a subclinical sample of university students: a controlled pilot study. *Mindfulness*, 5(4), 381-391. DOI: <https://doi.org/10.1007/s12671-012-0191-5>
15. Wilson, J. M., & Dixon, M. R. (2010). The influence of mindful parenting on adolescent aggression and depression: Mediating roles of emotion regulation and executive function. *Journal of Adolescence*, 33(5), 221-231.