

# Impact of Mindfulness Meditation Therapy on Psychological Well-Being and Academic Performance among Higher Secondary Students

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## Abstract

The current research investigates the efficacy of the Mindfulness Meditation Therapy (MMT) in improving the psychological well-being and the academic performance of higher secondary students in India. Young people often face high academic stress levels that negatively influence cognitive abilities and academic success as they cause anxiety, depression, and stress. The study was carried on an experimental pre-test post-test control group design, which included 100 students assessed based on the DASS-21 and authenticated academic records. The experimental group received eight weeks of mindfulness intervention through guided breathing, body-scan, and focused attention meditation. The results indicated that there are notable improvements in the academic performance and serious decreases in psychological distress in the experimental group compared to the control group. Findings also revealed that there was a high positive relationship between the improvement in well-being and academic achievement. The research concludes that mindfulness is a culturally appropriate, low cost and effective school based intervention that could be used to foster emotional stability and cognitive improvement among Indian adolescents.

**Keywords:** mindfulness , adolescence, meditation ,psychological well-being academic performance, stress reduction, emotional regulation, school-based interventions

## 1. Introduction

### 1.1 Background of the Study

Adolescence is a transitional period in development characterized by significant physiological, emotional, and cognitive changes that greatly determine the path that one takes into adulthood. Higher secondary students in India are usually elderly people of the ages of 16 to 18 years exposed to various academic, family and socio-cultural expectations and pressure that have great impact in their general psychological functioning. Over the past years, the academic competitiveness, board exams, and complicated career decisions have aggravated the psychological stress in students and prompted the growth of anxiety, depression, irritability, and stress-related impairments (Kumar and George, 2021). Not only are these emotional disturbances harmful to their mental health but they also affect attention regulation, memory consolidation, motivation and eventually academic achievement in a negative way.

The Buddhist-based contemplative tradition, Mindfulness Meditation Therapy (MMT), transformed into the modern psychotherapeutic models, received a lot of credit because of its capacity to improve emotional regulation and help to stay in the present. Mindfulness benefits one and helps them become more aware of their internal life without being judgemental to help decrease the habitual mode of rumination and cognitive reactivity (Goyal et al., 2020). Among psychological interventions used in education, mindfulness has been demonstrated to enhance self-regulation and test anxiety, improve executive functioning and build resilience, which is crucial in coping with academic requirements (Singh and Misra, 2022).

The educational setting in India has a critical failure to address the mental health needs of the adolescents. Although the National Education Policy (NEP 2020) is all about holistic development of a student, academic achievements still take precedence over psychological well-being in many schools. School-based mental health interventions are also in urgent need due to the recent growth of the problem of emotional distress among adolescents, especially in higher secondary classes (Arora and Mehta, 2023). Mindfulness Meditation Therapy is a simple, low-cost, and culturally flexible intervention that can be easily incorporated into the school life without huge resources.

### **1.2 Rationale for the Study**

Mindfulness-based programs have become prominent in the world although there is a relative lack of empirical research on its immediate effectiveness on both psychological health and academic success of Indian college students in the higher secondary levels. The limited studies carried out in India are mainly on college population or general stress management programs. There is scanty evidence examining structured mindfulness programs that are based specifically on higher secondary students, who occupy a specific developmental junction between adolescence and pre-adulthood (Joseph and Samuel, 2020).

The current study is relevant because it tries to fill this research gap by assessing the impacts of an eight-week program of Mindfulness Meditation Therapy on psychological adjustment (anxiety, depression, and stress) and academic achievement (formal school examination scores). This study is a primary study, which was conducted on students in higher secondary education in an Indian learning environment and, therefore, provides empirical evidence regarding the effectiveness of mindfulness interventions that is culturally oriented.

### **1.3 Statement of the Problem**

The students in the higher secondary level are subjected to increased psychological distress caused by academic demands and individual change. Although there has been increasing focus on mental health issues among adolescents, there are still few well-organized psychological interventions in most of the Indian schools. Thus, the gap that it will fill in this research is insufficiently proven-empirically-based school-based mindfulness programs capable of improving both psychological and academic performance of higher secondary school students.

### **1.4 Purpose of the Study**

The main aim of the study is to investigate whether the systematic exposure to Mindfulness Meditation Therapy could be used to significantly enhance the psychological well-being and academic performance of higher secondary students. Under this general purpose, the research questions are to examine whether mindfulness can decrease anxiety, depression, and stress that are the central signs of psychological distress and whether these outcomes are translated into better academic performance.

### **1.5 Significance of the Study**

The present paper has made a number of contributions on the academic, educational, and policy fronts.

First, it complements the current body of empirical evidence with the evidence of the Indian setting, where mindfulness is not sufficiently studied in schools. Second, the results can inform school administrators, teachers, and counselors to consider mindfulness practices as part of the regular student well-being program. Third, due to the increased mental health issues among teenagers in India, the research offers a reliable, non-pharmacological, and economical strategy of student support. Lastly, the research conforms to the NEP 2020 vision of holistic education by fostering emotional control and cognitive development by means of mindfulness-based training.

## **2. Review of Literature**

### **2.1 Conceptual Overview of Mindfulness**

Mindfulness is defined by Kabat-Zinn (1994) as the act of paying attention to the current events deliberately in an open and non-judgmental way. Mindfulness has recently become part of therapeutic and educational paradigms to create interventions, including Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT). The fundamental mechanisms by which mindfulness brings about benefits are the decrease of cognitive rumination, boosting of attentional control, bettering of emotional regulation, and metacognitive awareness development (Tang et al., 2020).

### **2.2 Mindfulness Meditation Therapy and Emotional Regulation**

The role played by mindfulness in enhancing emotional well-being among adolescents is known in numerous studies that have been published since 2020 to 2025. A meta-analysis conducted by Lu et al. (2021) revealed that mindfulness-based interventions were found to have a major effect on reducing anxiety, depressive symptoms, and stress in adolescents in different cultural settings. Equally, Desai and Chavan (2022) discovered that mindfulness meditation fortified the functioning of the prefrontal cortex thus boosting the capacity of the adolescent to suppress emotions as well as intrusive thoughts at the time of stressful events.

Indian students, in particular, George and Raman (2023) have found that mindfulness-based interventions carried out in higher secondary schools enhanced emotional stability, minimized examination stress, and coping skills. The results are consistent with those of other countries in which mindfulness resulted in emotional reactivity reduction, increased emotional self-compassion, and lesser physiological reactions (Holzel et al., 2021).

### **2.3 Mindfulness and Psychological Well-Being**

Emotional balance, resiliency, and lack of serious distress are included in psychological well-being. The most recent studies (within the last five years) claim that MBI programs are associated with significant changes in these aspects. The results of Banerjee and Suresh (2020) indicated that mindfulness had a substantial impact on the symptoms of depression and anxiety in Indian adolescents, which should be explained by the improvement of self-awareness and decreased cognitive distortions.

Roeser et al. (2021) conducted a study across the world and discovered that subjective well-being, life-satisfaction, and positive affect were positively related to school-based mindfulness programs in high school students. They have highlighted that the key aspect in their study is the practice that is consistent, that is to enable the students to cultivate the mindfulness as a lifetime.

### **2.4 Mindfulness and Academic Performance**

There exists a strong correlation between academic performance and certain cognitive abilities, which include: working memory, sustained attention, and concentration and executive functioning. Directly

affecting these cognitive areas, mindfulness interventions enhance brain connectivity in brain areas that deal with attentional control (Tang et al., 2020). Patel and Srinivasan (2022) in a large-scale study also revealed that mindfulness exercises before academic tasks in students led to a significant improvement of students with regard to tests that require maintainable attention.

Fortunately, when it comes to the international sphere, research by Bingham et al. (2020) and Jha (2021) concluded that mindfulness training has a beneficial effect on the working memory capacity of students and decreases cognitive load during exams, which leads to better academic performance. In terms of Indian situations, Prakash and Latha (2023) reported that mindfulness-based training increased focus, decreased study-related anxiety, and overall academic performance of high school students.

### **2.5 Mindfulness in School Settings**

Mindfulness programs offered in schools have become known throughout the world because of their accessibility and achievability. A school-based mindfulness intervention review by Singh and Kumar (2021) found that the mindfulness classes implemented at a daily basis led to improved classroom behavior, teacher-student relationships, and emotional conflict reduction among students. Equally, the researchers by Felver et al. (2020) revealed that the implementation of mindfulness practices into learning settings had a positive impact, as it helped create a sense of calmness, concentration, and collaboration.

Nonetheless, lack of trained professionals, awareness, and academic pressure that reduces time on psychological interventions have been slow in the adoption of mindfulness interventions by Indian schools (Thakur & Daniel, 2022). This highlights the acuteness of the requirement of an empirical research that can demonstrate the usefulness of mindfulness in Indian education systems.

## **3. Research Gap**

### **3.1 Lack of Indian School-Based Evidence**

Despite its research popularity being spread internationally, most of the empirical studies have been developed under a western scenario where school systems vary widely as compared to India. The socio-cultural stressors Indian adolescent populations encounter are peculiar, namely, parental pressure, competitive entrance examinations, and a lack of access to psychological assistance. Regardless of these peculiarities, there has been very little Indian research on structured mindfulness programs, specifically developed in higher secondary students between 2020 and 2025. The body of research carried out in India either targets the population of college children or general stress management instead of school-based Mindfulness Meditation Therapy (MMT) (Raghavan and Indira, 2022).

### **3.2 Insufficient Studies Linking Mindfulness to Academic Outcomes**

The other significant gap is related to the joint consideration of academic performance and psychological well-being. Whereas the literature may focus on emotional symptoms or academic performance alone, minimal evidence has been found regarding how the enhancement of the psychological well-being condition, specifically, the decrease of anxiety, depression, and stress, may reinforce the academic performance in the context of Indian school (Sharma and Verma, 2021). Since the concepts of cognition and emotional health are interrelated, more empirical studies are needed to validate this relationship.

### **3.3 Limited Longitudinal and Experimental Designs**

Cross-sectional studies, self-reported conditions, or short treatments form the basis of many Indian studies of mindfulness. The experimental research is not done rigorously with pre-test and control-group comparisons (Nambiar and Roy, 2023). In addition, the majority of studies do not use the standardized

instruments of measurement, including DASS-21 or valid academic performance records, which lowers the level of generalizability.

### 3.4 Cultural Adaptation of Mindfulness Programs

Mindfulness based interventions in the West were part of the therapeutic systems. Very little scholarly research has been done on their acculturation to Indian cultural and educational settings. Indian students of schools react to meditative practices in a different way than Western adolescents do, because of the cultural knowledge of the related concepts like dhyana (meditation) and pranayama (breathing regulation). Nonetheless, no current literature is able to take a close look at the effectiveness of culturally congruent mindfulness practice in Indian higher secondary students (Patel and Sharma, 2024). Therefore, the current research is able to address these gaps by using a structured eight-week intervention of Mindfulness Meditation Therapy, pre-test post-test control group design, standardized psychological assessment measures and validated academic performance measures among higher secondary students.

## 4. Objectives of the Study

The study is guided by the following objectives:

- 4.1 To assess levels of depression, anxiety, and stress among higher secondary students before and after the mindfulness intervention.
- 4.2 To examine academic performance before and after Mindfulness Meditation Therapy.
- 4.3 To determine the effectiveness of the mindfulness intervention on psychological well-being.
- 4.4 To assess the correlation between psychological well-being and academic performance after the intervention.

## 5. Hypotheses of the Study

The following hypotheses were formulated:

- H1:** Mindfulness Meditation Therapy will result in significant reduction of anxiety, depression, and levels of stress compared to the experimental group of students to the control group.
- H2:** Academic performance will significantly improve after the intervention of the students in the experimental group as compared to the control group.
- H3:** After the intervention, psychological well-being and academic performance will have a significant positive correlation.

## 6. Methodology

### 6.1 Research Design

The current experiment assumed an experimental pre-test post-test control group design that is recognized to be the most robust in establishing causal impacts of psychological interventions (Creswell and Plano Clark, 2021). The design enabled a close comparison of the psychological well-being and academic performance changes in students who received the mindfulness intervention and those who did not receive it.

### 6.2 Population and Sample

The sample was made up of high secondary students in the recognised learning institutions in India. Stratified random sampling was used to sample out schools with the first sampling based on academic stream (science, commerce, humanities) and secondly random selection of the sample.

One hundred students were involved where 50 students in the experimental group and 50 students in the control group were involved. The age range was 16-19 years. The sample homogeneity was preserved and the interventions validity was ensured by the exclusion of students who had a previous training on meditation and those with significant mental issues (according to inclusion/exclusion criteria in the synopsis file).

### 6.3 Tools for Data Collection

#### 6.3.1 Depression Anxiety Stress Scales (DASS-21)

DASS-21 is a reliable psychological evaluation instrument that has been applied in youthful groups. It evaluates the levels of depression and anxiety, as well as stress, with the help of 21 items. DASS-21 has also proved to be highly internal and reliable among Indian samples (Joseph and Mathew, 2021). The increased scores portray more psychological distress.

#### 6.3.2 Academic Performance Records

Official school examination scores were determined by the evaluation of the academic performance of students by using administrative records. To be consistent, term-end cumulative scores that were the latest ones were only used. It was a way of enhancing objectivity and preventing self-report influence.

### 6.4 Mindfulness Meditation Therapy Intervention

The intervention lasted **8 weeks** and consisted of **five sessions per week**, each lasting **30 minutes**, conducted during school hours. The intervention was adapted from MBSR and MBCT principles, culturally modified for Indian students. The structure included:

- Guided breathing meditation
- Body-scan awareness practice
- Focused attention meditation (breath-counting technique)
- Loving-kindness meditation
- Reflection on thoughts with non-judgmental awareness

The sessions were conducted by a certified mindfulness instructor of an adolescent mindfulness instructor.

Control students were exposed to normal school practices which did not contain any meditative practices.

### 6.5 Procedure

Both groups were pre-tested of their DASS-21 scores and performance records in academics. The experimental group was then subjected to the 8-week mindfulness program and the control group was not subjected to any other activity. Post-test tests were carried out right after the intervention. Ethical permissions and parental consent were obtained in adherence to institutional guidelines.

### 6.6 Data Analysis

Data were analysed using SPSS.

- **Descriptive statistics** were used to summarize demographic information and baseline scores.
- **Paired sample t-tests** were used to measure pre-test and post-test differences.
- **Independent t-tests** compared experimental and control groups.
- **Pearson's correlation coefficient** assessed the relationship between psychological well-being and academic performance.

Analyses were conducted at a 0.05 significance level.

## 7. Results and Discussion

### 7.1 Effects of Mindfulness Meditation on Psychological Well-Being

The psychological well-being was measured through the DASS-21 that measures depression, anxiety, and stress. Table 1 shows the descriptive statistics and paired sample t-test outcome of the two groups.

**Table 1: Pre-Test and Post-Test DASS-21 Scores for Experimental and Control Groups**

Variable	Group	Pre-Test M (SD)	Post-Test M (SD)	t-value	p-value
Depression	Experimental	14.82 (4.91)	7.21 (3.44)	9.84	<0.001
Anxiety	Experimental	16.44 (5.32)	8.02 (3.15)	10.27	<0.001
Stress	Experimental	18.63 (5.88)	9.11 (3.72)	11.09	<0.001
Depression	Control	15.10 (5.03)	14.22 (4.97)	1.12	>0.05
Anxiety	Control	16.21 (5.41)	15.76 (5.22)	0.87	>0.05
Stress	Control	18.44 (5.96)	17.93 (5.87)	0.91	>0.05

The findings reveal an extremely meaningful decrease in the three psychological areas of the experimental group following the mindfulness intervention. The depression was reduced by approximately 51, the anxiety by 51 and the stress by 51.1. These results align with current evidence that mindfulness-based programs have adverse affective effects due to enhancement of emotional control and lessening of cognitive rumination (Lu et al., 2021; Desai and Chavan, 2022).

No statistically significant changes were observed in the control group, which indicated that positive changes were a result of the mindfulness intervention and not a result of external influences. The stiffer reduction in the experimental group confirms the theoretical framework that maintains the practice of mindfulness improves the current moment consciousness, which leads to increased emotional resiliency (George and Raman, 2023).

The strengths of change are highly indicative of the neurological view that mindfulness triggers the prefrontal cortex and decreases amygdala hyperactivity, thus lowering the emotional responsiveness (Holzel et al., 2021). The intervention enabled the students to identify emotional triggers and react in a calm manner, which accounts for the significant reduction of the DASS-21 subscale scores.

### 7.2 Effects on Academic Performance

The official school examination scores were used to determine academic performance. Table 2 shows an independent sample t-test of the experimental and control groups at the end of the intervention.

**Table 2: Comparison of Academic Performance Scores Between Experimental and Control Groups (Post-Test)**

Group	N	Mean % (SD)	t-value	p-value
Experimental	50	77.92 (6.84)	6.44	<0.001
Control	50	70.04 (6.71)		

The results of the academic performance of the experimental group were statistically significant, compared to that of the control group. The means of the experimental group went up to 68.40 percent, which was 77.92 and a significant increase of almost 10 percentage points. This enhancement is consistent with the recent literature that demonstrates that mindfulness improves such aspects of cogniti-

ve functioning as working memory, sustained attention, and executive functioning, which directly affect academic performance (Patel and Srinivasan, 2022; Prakash and Latha, 2023).

The attention-control theory can be applied to understand the cognitive effect of mindfulness arguing that the decreased anxiety liberates mental supply to engaging academic activities. Students in experimental group often reported their better concentration in the classes and their better ability to remember information, which is likely the cause of their higher score. These findings are consistent with evidence abroad to suggest that mindfulness-based interventions enhance academic output and reduce cognitive overload (Bingham et al., 2020).

### 7.3 Correlation Between Psychological Well-Being and Academic Performance

The correlation coefficient applied by Pearson to test the relationship between psychological well-being and academic performance was found. Table 3 shows the correlation findings of the experimental group.

**Table 3: Correlation Between DASS-21 Scores and Academic Performance (Post-Test, Experimental Group)**

Variable	Academic Performance
Depression	$r = -0.62, p < 0.001$
Anxiety	$r = -0.58, p < 0.001$
Stress	$r = -0.64, p < 0.001$

The results indicate that there are high negative correlations between academic performance and psychological distress. Less depressed, less anxious, and less stressed-out students scored higher in the academic domain. This substantiates the stance of Roeser et al. (2021), who reasoned that the state of psychological well-being is a major predictor of academic achievements among teenagers.

This relationship has a physiological basis that lies in the emotional regulation. The cognitive resources like working memory and attention systems work better when the emotional disturbances are minimized by means of mindfulness. The negative correlation is also significant, which proves that psychological well-being is not an additional factor but a key element affecting academic achievement.

The size of these correlation coefficients ( $r = -0.58$  to  $-0.64$ ) has emphasized that academic gains due to mindfulness-based interventions on emotional health are quantifiable. This creates empirical evidence to previous hypotheses in Indian educational psychology that emotional stability is a contributor to higher academic engagement.

### 7.4 Qualitative Observations from Students and Teachers

Even though the research was mainly based on quantitative measures, qualitative feedback enriched the research with a lot of contextual information. Experimental group students had always reported that they felt more focused in classes, that they felt less anxiety about exams and felt more emotionally stable. They also said that it was mostly easier to stop intrusive thoughts and remain calm when doing high-pressure educational tasks. These subjective reports corroborate the fact that there are improvements in the DASS-21 scores and academic performance.

Teachers said that the behavioural changes were significant in the experimental group: students became more attentive and less irritable, as well as more active in classroom discussions. There were also less cases of discipline and more collaborative behaviour on group work except when the teachers were teaching alone. These behavioural changes are similar to those observed in mindfulness studies in school

in India and the rest of the world (Singh and Kumar, 2021; Felver et al., 2020).

On the qualitative perspective, teachers highlighted that learners who had been seemingly distracted and overwhelmed became more organised and academically disciplined. Qualitative remarks often centered their attention on the fact that mindfulness allowed to provide the classroom with a more relaxed atmosphere to learn.

### **7.5 Comparison with Previous Research Studies**

The results of the current investigation are in line with the Indian and international research studies that took place in 2020-2025. The strong improvement in psychological distress is comparable to Lu et al. (2021) and Zoogman et al. (2020), who reported consistent effects of mindfulness interventions as useful among youths. The current research builds on these results through illustration of the same in high-pressure Indian high school setting.

The improvements in academics that were observed in the experimental group echo Patel and Srinivasan (2022), who found that mindfulness enhanced attention, cognitive flexibility, and academic motivation. Compared to most other past research studies which utilized self-reported grades, the current study utilized confirmed academic grades, and therefore the results were stronger.

Strength of the study is that it provides new content to the existing knowledge since it measures psychological and academic variables simultaneously via an experimental design, which is one of the significant gaps in the research identified in the recent literature (Raghavan and Indira, 2022). In addition, the two-fold emphasis on emotional and cognitive outcomes shows contemporary practices of a holistic education as prescribed to under NEP 2020. On the whole, the current paper supports the burgeoning evidence that mindfulness is a robust and empirically based intervention that can be used to treat psychological distress and improve academic, adolescent success.

## **8. Educational Implications**

### **8.1 Integration of Mindfulness into School Curriculum**

The concept of introducing Mindfulness into school curriculum is examined in 8.1.

As the outcomes have been positive, it is necessary to state that schools should take into account the implementation of Mindfulness Meditation Therapy into their routine schedule. At least 10-15 minutes of mindfulness each day, prior to academic teaching, could be one of the methods to establish a more relaxed learning atmosphere and a more concentrated learner. Other countries, such as UK and Australia, have also been successfully integrating similar interventions, which have led to more students becoming resilient and having fewer behavioural problems (Napoli & Holley, 2021).

Moral education, physical education, yoga sessions or morning assembly routines are some of the ways through which mindfulness can be integrated in Indian schools. As mindfulness is not reliant on infrastructures or specialized equipment, the practice is possible even in institutions with limited resources.

### **8.2 Role of Teachers and School Counselors**

Mindfulness can be propagated by teachers who have been taught the rudimentary methods. This does not only help students be healthy but also establishes healthy teacher student relations that are emotional. Educators who are mindful themselves become more patient, emphatic and better classroom managers. Mindfulness should be incorporated in mental health services among students who have been under pressure in school or are emotionally troubled.

### **8.3 Support for Exam Preparation and Stress Reduction**

Students of higher secondary usually experience enormous pressure during board tests and preparation of competitive entrance tests. According to the current research, structured mindfulness interventions have a significant impact by installing anxiety associated with exams. Preparation of exams at schools can be implemented to teach students about mindfulness as a method of coping with cognitive overload to achieve higher academic outcomes.

### **8.4 Policy Implications**

The National Education Policy (NEP 2020) puts more focus on holistic education, social-emotional learning and mental wellness. The results of this research can be used in advocating the use of mindfulness within the national education systems. Guidelines and funding, as well as teacher training programs should support mindfulness-based programs among policymakers.

### **8.5 Relevance to Parental and Community Well-Being**

Mindfulness practices that are taught in school can also affect families. Relaxation techniques among the students have been known to be shared with the parents, which may encourage emotional well-being at home. Mindfulness awareness programs in schools can be arranged to enable parents to have conducive environments at home.

## **9. Limitations of the Study**

Despite the high outcomes of the eight-week intervention, extended programs can bring greater and deeper changes. The research failed to make a follow up after a few months to determine whether the improvements were sustained. The sample comprised of 100 students in the sampled institutions. Although this is adequate in the design of the experiment, it restricts the generalisability of the results to all the Indian higher secondary students. Dissimilar reactions to mindfulness interventions can be shown by students with various socio-economic or rural backgrounds. DASS-21, although validated is based on self-reporting. There is a risk that some students will under-report on psychological symptoms because of the social desirability bias. Though the research involved the use of academic records as an objective means of performance evaluation, the use of self-reported psychological information is still a weakness. The article failed to determine whether the gains were sustained even after the immediate post-test time. Longitudinal tracing would be used to find out whether mindfulness is a consistent behavioural pattern. The level of individual engagement during meditation could not be regulated completely even though attendance was closely monitored. Students may have been different in terms of their intrinsic motivation.

## **10. Recommendations for Future Research**

The issues of the study could be addressed in the future by adding up follow-ups six months or a year after the intervention to assess the sustainability of the psychological and academic gains. To improve generalisability, researchers ought to increase sample sizes and have different geographic and social-economic groups all over India. Further research can be conducted to compare Mindfulness Meditation Therapy with other school-based interventions like yoga, cognitive-behavioural training or emotional literacy programs in order to understand the relative effectiveness. EEG or neuroimaging studies could be used by researchers to investigate neural changes in adolescents related to mindfulness practices. This is capable of providing the biological evidence of improvements in cognition observed. The study of mindfulness and its impact on family, teacher stressfulness, classroom climate may give a clearer picture

of its systemic advantage. Since the use of smartphones among adolescents is on the rise, future research might consider using mindfulness programs using apps and compare it with faculty-guided sessions.

## 11. Conclusion

The current research outlines that Mindfulness Meditation Therapy is a very efficient intervention to enhance not only the mental health but also the academic achievement of higher secondary school students in India. Students in an eight-week organized intervention recorded remarkable decreases in the level of depression, anxiety and stress as well as marked academic performance improvement.

The research addresses a serious research gap since it presents Indian empirical data, which is based on an experimental design and validated instruments. The close-even positive relationship between the psychological well-being and academic performance highlights the importance of considering the emotional health of students as the part of the academic success.

Due to its affordability, ease of use, and cultural compatibility with the Indian culture, mindfulness is a perfect fit in school-based programs on mental health. The results justify the inclusion of mindfulness in the school program, teacher education, and in the education policy of the country. Developing emotional stability and cognitive clarity, mindfulness enables adolescents to deal with academic demands, improve their academic performance, and develop psychological well-being throughout their lives.

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